

Unit #1 Title: How Do I Fit In?

Grade Level: 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit Tickets worksheet

Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group

Pencils

I'm a Star Community Member worksheets for each student

Lesson 3: I'm Thumbbody!

Materials/Special Preparations Required

Pencils

Baby wipes

I'm Thumbbody worksheets for each student

Picture of a detective

Stamp pad, washable ink, or paint

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.

Grade Level Expectations (GLEs):

PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. (DOK Level - 1)

PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. (DOK Level - 2)

PS.1.C.04: Identify the personal characteristics that contribute to the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/ Social Development

A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

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

	Goal 1: Gather, analyze and apply information and ideas
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 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
Social Studies	
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:

Why are positive thoughts important?

Unit Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.
The student will give at least two verbal responses regarding ways to be a responsible community member.
The student will compose ten positive statements about themselves.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
 Indirect
 Experiential (Games)
 Independent Study
 Interactive Instruction (Role Playing; Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will be able to identify the difference between positive and negative thoughts and feelings.

Brief Summary of Unit:

This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

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

What are personal roles?

What is a positive self-concept?

The meaning of personal characteristics.

Knowledge of how people express feelings differently.

<p>Unit #1 Title: How Do I Fit In?</p> <p>Lesson Title: Think Positive! Lesson 1 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>
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Materials (include activity sheets and/ or supporting resources)

Skit Tickets worksheet
 Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

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

	Goal 1: Gather, analyze and apply information and ideas
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 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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	
Social Studies	

	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

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will turn negative thoughts into positive thoughts.

Lesson Preparation

Essential Question: How do our thoughts and feelings affect how we handle various situations?

Engagement (Hook): Read a story that deals with positive and/or negative thinking.
 Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Read story and field questions about how negative thoughts and feelings were changed to positive ones. 2. Divide class into small groups and explain they will be asked to change something negative into something positive. 3. Hand each small group a skit ticket and have them create a short skit to perform in front of the class. 4. After each skit, discuss the ideas they used to change the situation from negative to positive.	1. After hearing the story, students will review how the characters changed negative views into positive views and brainstorm ideas to change negative thoughts and feelings to positive ones. 2. Students divide into small groups. 3. Students will create a short skit using the ideas from their skit tickets. Students will perform their short skits. 4. In closing, students will answer questions the class/instructor has about their skit.

Teacher Follow-Up Activities

When the teacher notices a negative comment or behavior, students will be asked to reframe it into something positive.

Counselor reflection notes (completed after the lesson)

SKIT TICKETS

<p>"I did not get invited to the bowling party."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I did not get what I wanted for my birthday."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I got an 'F' on my test."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My friend would not play with me at recess."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My mom won't let me watch the new scary movie."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My brother won't stay out of my room."</p>	<p>Act out how you can change this negative situation into something positive.</p>

Unit #1 Title: How Do I Fit In?

Lesson Title: I'm A Star! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Grade Level Standard (GLE):
 PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.

American School Counselor Association (ASCA) National Standard:
 Personal/Social Development
 A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

Enough Dice for one (1) per group
I'm A Star Community Domain worksheets for each student
 Pencils

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will give at least two verbal responses regarding ways to be a responsible community member.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will be able to answer questions about being a responsible community member.

Lesson Preparation

Essential Questions: Why is it important to be responsible members in our community?

Engagement (Hook): Have “Twinkle, Twinkle Little Star” (or other song referring to stars) playing in the background – or have students sing the song. Talk about how pretty the stars are at night and how only one star by itself would not be as pretty as all of the stars twinkling together.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Introduce lesson and brainstorm ideas to answer the essential question. Why is it important to be responsible members in our community?</p> <p>2. Instructor writes students ideas on the board.</p> <p>3. Hand out <i>I’m A Star Community Member</i> worksheets and explain how to play the game. <u>Directions to game:</u> Each student rolls dice and answers the question that corresponds with the number rolled. Students write down their answers on that part of the star. If a student rolls a question, which he/she has already answered, he/she will lose that turn.</p> <p>4. Ensure that each student has a pencil and a</p>	<p>1. Students will listen and brainstorm ideas of why it is important to be responsible community members.</p> <p>2. Students will contribute ideas.</p> <p>3. Students will listen to directions.</p> <p>4. Students get into small groups and play the</p>

game worksheet; divide students into small groups.	game as directed.
5. Give warnings at 5 minutes and at 1 minute before the end of play. Allow time for the students to share one of their answers with the class.	5. Students will share one of their answers at the end of class.

Teacher Follow-Up Activities

The teacher reviews *I'm a Star Community Member* worksheets completed by the students after the activity, and reinforces some of the community member skills during the following week.

Counselor reflection notes (completed after the lesson)

I'm a Star Community Member

My name is _____.

1

Being respectful is important because...

2

Cooperating with others is important because...

6

Recycling is important because...

5

Not littering is important because...

3

Honesty is important because...

4

Following rules is important because...

<p>Unit #1 Title: How Do I Fit In?</p> <p>Lesson Title: I'm Thumbbody! Lesson 3 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.C.04: Identify the personal characteristics that contribute to the school community.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Baby wipes Pencils <i>I'm Thumbbody!</i> worksheets for each student Picture of a detective (attached) Stamp pad, washable ink, or paint</p>

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

	Goal 1: Gather, analyze and apply information and ideas
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
	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

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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will compose ten positive statements about themselves.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students will be able to write positive statements about themselves.

Lesson Preparation

Essential Questions: Why is it important for someone to feel good about himself or herself?
 Why are positive thoughts important?

Engagement (Hook): Dress up like a detective with trench coat, magnifying glass, briefcase, and man’s hat. Have theme to the *Pink Panther* playing in the background. Or show a picture of a detective with a magnifying glass.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Walk into room dressed up like detective and announce you are looking for positive thinkers. (Or you can also show a picture of a detective and do the same.) What does it look like to be a positive thinker? What does it look like to be a negative thinker? 2. Ask what thinking positive thinking sounds like. What does negative thinking sound like? 3. Distribute pencils and <i>I’m Thumbbody!</i> worksheets to each student. 4. Ask students to complete worksheets and tell them that you will be stamping their 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students brainstorm ideas of what a positive thinker looks like and sounds like. Students will compare and contrast positive and negative thinking. 2. Students make suggestions. 3. Students will accept materials and wait for instructions. 4. Students will complete worksheets and place individual thumbprints on the
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thumbprints today to find who is a positive thinker.	worksheet.
5. After doing thumbprints, use baby wipes or paper towels to clean off ink/paint from student's hands.	5. Students clean off ink/paint from their hands.
6. Ask students to share one positive statement from their worksheets aloud at the end of class.	6. Students share the statement of their choice.

Teacher Follow-Up Activities

Teacher can be given sheets to post in the classroom as a reminder of positive thinking.

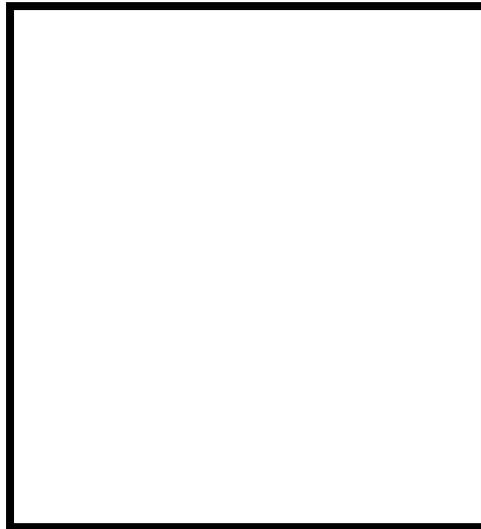
Counselor reflection notes (completed after the lesson)

I'm Thumbody!
My name is _____.

I like when I...

At home I help...

In class I am respectful when...



With friends, I share...

_____'s
Thumbprint

At recess I play fair when...

I know how to...

I am good at...

Three things I like best about me are...

- 1.
- 2.
- 3.

I am looking for a positive thinker...

What does it look like to be a positive thinker?

What does it sound like to be a positive thinker?



COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: How Do I Fit In?</p> <p>This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. Why are positive thoughts important?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.</p>		<p>PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.</p>		<p>RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>P/SD A Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>	<p>Level 1</p>
		<p>PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.</p>		<p>Level 2</p>		
		<p>PS.1.C.04: Identify the personal characteristics</p>		<p>Level 1</p>		

		that contribute to the school community.				
2. The student will give at least two verbal responses regarding ways to be a responsible community member.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1
3. The student will compose ten positive statements about themselves.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will be able to identify the difference between positive and negative thoughts and feelings.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbbody!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbbody!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 3 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 1	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 2 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,3 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 1 Title: What Does it Take to Get Along With Others?

Grade Level: 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?

Materials/Special Preparations Required:

Respect: Is It Worth It For Me? worksheet

Pencils (one per student)

Lesson 2: What Does Respect Look Like at Home?

Materials/Special Preparations required:

Respect Within the Family – Report Card worksheet

Pencils (one per student)

Lesson 3: Respect for All Kinds of People Inside and Outside the School

Materials/Special Preparations Required:

The Untangle Game

Diversity Puzzle handout

Light Colored Crayons (optional)

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

Lesson 4: Similar and Different

Materials/Special Preparations required:

SMART Board or chart paper for Venn Diagram

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids

Venn diagram handout for students to work in pairs comparing each other (optional).

Lesson 5: Talk it Over and Work It Out: Compromise!

Materials/Special Preparations Required

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)

Typical Scenarios of Childhood Conflict in School

Lesson 6: Tic Tac Toe, Get Off My Toes

Materials/Special Preparations required:

STAR Steps to Solving Conflict Poster

A Tic Tac Toe floor game: On an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1 ½' by 1 ½'. On the side, out of construction paper, make nine X's and nine O's signs for

places to hold as needed (lamineate them for future use).
Case scenarios for “Tic Tac Toe, Get Off My Toes”

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):

PS.2.A.04: Demonstrate respect for others’ personal opinions and ideas. (DOK Level - 2)

PS.2.B.04: Recognize and respect diverse groups within the school and community. (DOK Level - 2)

PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect others.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 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 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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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 7. Identifying and evaluating relationships between language and culture
X	Mathematics 1. Addition, subtraction, multiplication, and division;

		other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to respect differences?

Unit Measurable Learning Objectives:

The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.
 The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.
 The student will list 23 ways in which people are different on the diversity puzzle.
 The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.
 The student will use the STAR method to role play at least two conflict resolution scenarios in school.
 The student will find win-win compromise solutions to two problem scenarios in school.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Guided & Shared)
- Indirect (Problem-Solving)
- Experiential (Games; Surveys)
- Independent Study
- Interactive Instruction (Role-Playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will use the STAR steps in problem solving to resolve conflict scenarios.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

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

Students should be able to:

- Identify most verbal and nonverbal emotions

- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: What Does Respect Look Like in School? Lesson 1 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectations (GLE): PS.2.A.04: Demonstrate respect for others' personal opinions and ideas</p> <p>American School Counselor Association (ASCA) National Standard: Personal / Social Development A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Respect: Is It Worth It For Me?</i> worksheet Pencils (one per student)</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas, while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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
X Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will self-assess on 16 areas of respect at school by completing a self-report survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will complete the *Respect: Is It Worth It For Me?* self-assessment worksheet

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship looks like & how is it maintained?

Engagement (Hook):
 Have students think of the most respectful person they can.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students to conceptualize the meaning of the word respect. “What does the person you thought of do that demonstrates respect?” 2. Ask students to describe what respect looks like? <ul style="list-style-type: none"> • With your eyes • With your words • With your heart • With your actions. 3. Distribute <i>Respect: Is It Worth It For Me?</i> Worksheet and pencils (one per student). Instruct students to give only one answer per line and to be honest. 4. Instruct students to choose three items and write a plan for how they are going to improve in those areas. 	<ol style="list-style-type: none"> 1. Students listen attentively and answer the counselors’ questions, as appropriate. 2. Students respond. 3. Students place a folder in front of their survey for privacy and fill out the survey. 4. Students write plans for how to improve in those areas.

Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.

Teachers praise bibliographical and historical characters that are respectable and respectful.

Teachers have a Good Manners table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

RESPECT IN SCHOOL:	Regularly	Sometimes	Never
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I respect people's personal space.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I show respect for people's differences.			
10. I treat people how I want to be treated.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I help people who are mistreated.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others with the words I say.			

Choose three items above and write a plan for how you are going to improve these skills.

Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School **Lesson 3 of 6**

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
 PS.2.B.04: Recognize and respect diverse groups within the school and community.

American School Counselor Association (ASCA) National Standard:
 Personal / Social Development.
 A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

The Untangle Game Directions
Diversity Puzzle handout
 Light colored crayons (optional).
 A large CARE chart or a mini-poster as follows:
 EMBRACING DIVERSITY
 Collaboration
 Acceptance
 Respect, and
 Empathy.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 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 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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list 23 ways in which people are different on the diversity puzzle.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students will list and describe ways that people are different.

Lesson Preparation

Essential Questions:
 Why is it important to embrace human diversity?

Engagement (Hook):
 THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Form groups of 8 to 10 students. Play <i>The Untangle Game</i> . After the first group has successfully finished, dissolve the groups.	1. Students play <i>The Untangle Game</i> .

<ol style="list-style-type: none"> 2. Ask debriefing questions. 3. Introduce today’s lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic. 4. Distribute the <i>Diversity Puzzle</i> handout. Have students answer the questions in small groups. 5. A group discussion about diversity and respect follows. 6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group. 7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces. 	<ol style="list-style-type: none"> 2. Students respond. 3. Students participate by listening attentively and reflecting and answering questions at the counselor’s prompt. 4. In small groups, students answer and solve the diversity puzzle. Each student completes a puzzle. 5. Students listen attentively and participate. 6. Students listen attentively and participate in the group discussion. 7. Students color and cut their puzzle pieces. Later, a mixer game may be conducted in which students circulate and place one of their puzzle pieces on other student’s puzzle.
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Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the *Diversity Puzzle*)
- The classroom has a Good Manners table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

Counselor reflection notes (completed after the lesson)

THE UNTANGLE GAME (KNOTS)

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?

Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

THE DIVERSITY PUZZLE

People like different ways of having fun. List three different leisure activities in your community:

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

How do you feel towards others who are different from you? Check all the boxes that apply:

- I would rather hang out with people like me.
- People who are different scare me
- I find different people interesting
- I can learn a lot from other people
- I respect people who are different from me, and I give them a chance
- Mom would say: What are you doing with these people?

List three different countries whose people like to be treated with respect:

List three different feelings that both disabled and fully able people may experience at times:

List ways in which children may be different from each other:

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

Check the gender below whose members need education to thrive, and money to survive:

- Male
- Female

Check the box(es) that indicate people who need good friends:

- Children
- Adults
- Elderly

Name three professionals whose members may help you no matter the color of their skin or your skin:

Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Similar and Different **Lesson 4** of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.04: Recognize and respect diverse groups within the school and community

American School Counselor Association (ASCA) National Standard:
Personal / Social Development.
A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

SMART Board or chart paper for Venn Diagram
A large CARE chart or a mini-poster as follows:
EMBRACING DIVERSITY
Collaboration
Acceptance
Respect, and
Empathy.
SMART Board or chart paper for Abraham Maslow’s Hierarchy of Needs for Kids
Venn-diagram handout for students to work in pairs comparing each other. (optional)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 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 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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students use a Venn diagram to explain how we are all as similar as we are different.
 Students will list and describe some evident similarities and differences existing in their school and community.

Lesson Preparation

Essential Questions:
 Why is it important to learn to embrace human diversity?

Engagement (Hook):
 Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
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<ol style="list-style-type: none"> 1. Introduce today’s lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic. 2. Randomly select 2 students to stand at the front of the class. Draw a Venn diagram on the board. Direct the students to compare and contrast the pair of students by following these 18 guidelines: a) Eyes color, b) hair color, c) older/younger, d) tallest/ shortest, e) gender, f) favorite food, g) favorite music, h) favorite game, i) favorite movie, j) favorite pet, k) favorite TV program, l) favorite school subject, m) likes getting good grades, n) loves school, o) likes going to birthday parties, p) dislikes arguments, q) dislikes getting feelings hurt, r) likes humor and peace. 3. Display (chart or SMART Board) Maslow’s Hierarchy of Needs emphasizing that these needs are common to all humans everywhere. 4. Teach/review the acronym CARE (which stands for: Collaboration, Acceptance, Respect, and Empathy) as a way of understanding diversity. Discuss as a group. 5. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups. 	<ol style="list-style-type: none"> 1. Students participate by reflecting and answering questions. 2. Students listen attentively and participate in the activity as prompted by counselor. Students offer their input and observations to fill out the Venn diagram. Students discuss the similarities and differences shown in the Venn diagram. 3. Students participate in discussion. 4. Students discuss how each of these CARE ways can be applied in their class group. 5. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group’s diagram.
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Teacher Follow-Up Activities

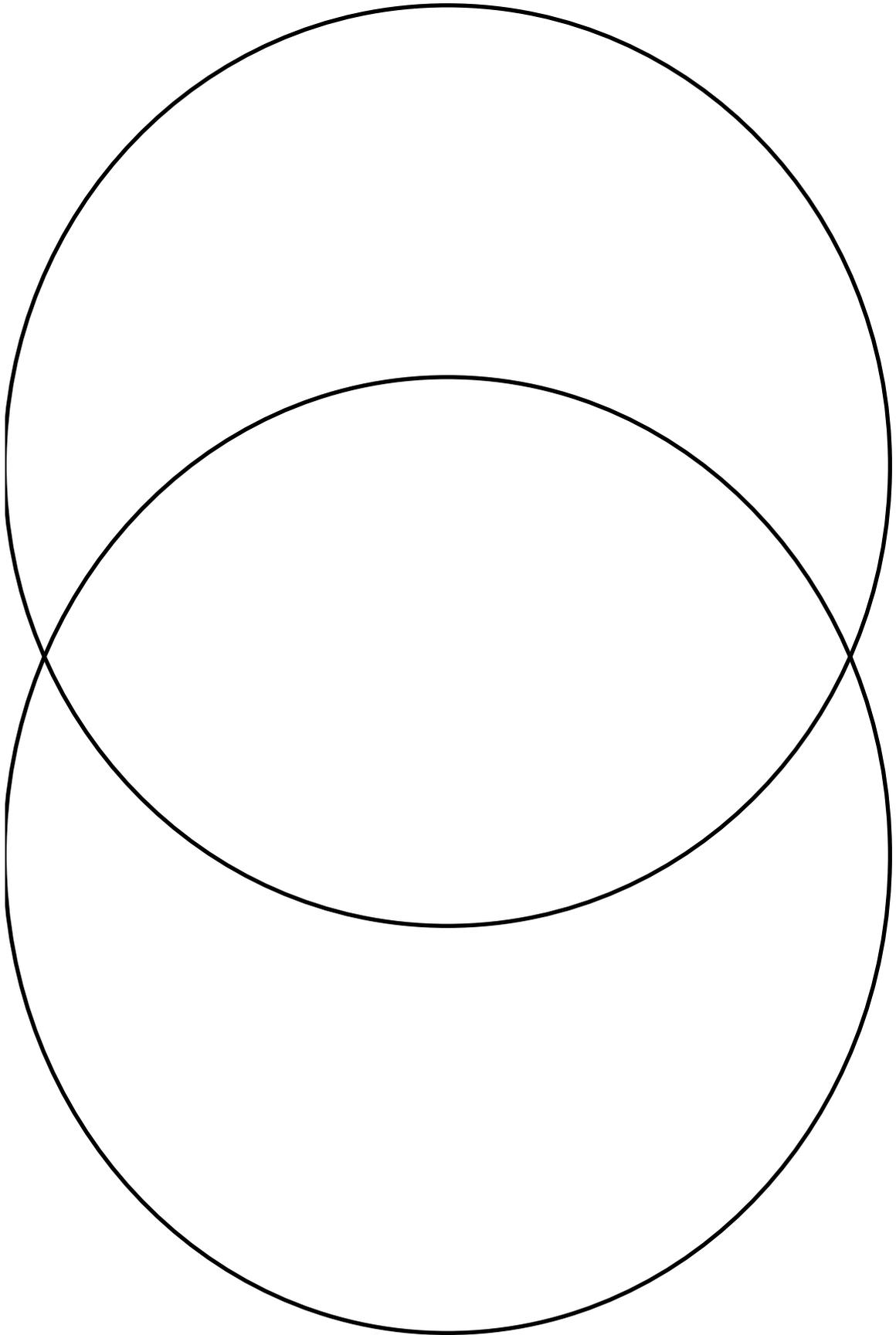
- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a “Good Manners table for students to discuss and reflect issues pertaining to diversity.

Counselor reflection notes (completed after the lesson)

NAME

VENN DIAGRAM

NAME



Abraham Maslow's Hierarchy of Needs for ALL Kids



Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: Talk it Over and Work it Out!: Compromise Lesson 5 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal / Social Development A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others</p>

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas, while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of facts and deductively from general premises.</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use the STAR method to role play at least two conflict resolution scenarios in school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will describe the importance of recognizing conflict and taking steps to solving it.
 Students will role-play conflict situations and provide solutions involving compromise.
 Students will forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:

Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end). Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution, compromise, equity, win-win solution. 2. Teach the meaning of Agreeing to meet half way and Agreeing to disagree.” Explain the steps to solving conflict. 	<ol style="list-style-type: none"> 1. Students listen and participate. 2. Students participate by listening attentively and asking and answering questions.

<ol style="list-style-type: none"> 3. Ask students to give examples of situations where conflict may occur. 4. Teach students the STAR steps to solving conflict: <ul style="list-style-type: none"> • Stop (<i>Use self-control</i>) • Think (<i>Think about what's happening - Listen for feelings, brainstorm solutions</i>) • Act (<i>Talk it over & work it out— Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). 5. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school - <i>Typical Scenarios of Childhood Conflict in School</i>. 6. Ask students to give/receive feedback pertaining to the chosen solution. 	<ol style="list-style-type: none"> 3. Students give examples. 4. Students listen. 5. Students take turns role-playing each type of typical childhood conflict. Students demonstrate how to compromise by using the steps to solving conflict. 6. The larger group helps brainstorm solutions and collaborates in judging if the compromise found in each case is a win-win solution.
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Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom. Teacher addresses conflict that may be present in regular academic projects. Teachers have a Good Manners table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell*: You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset with your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness*: Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing*: Showing something off, or sharing only with a few selected people.
7. *Cheating*: Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King*: Trying to be better than someone else.
9. *Playing dumb*: Not doing your best in school because of being embarrassed to show your intelligence, or trying to act dumb and funny.
10. *Tough act*: Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.

Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Tic Tac Toe, Get Off My Toes **Lesson 6 of 6**

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
 PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.

American School Counselor Association (ASCA) National Standard:
 Personal / Social Development
 A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster
 A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1½’ by 1½’. On the side, out of construction paper, make nine X’s and nine O’s signs for players to hold as needed (laminates them for future use).
 Case scenarios for “Tic Tac Toe, Get Off My Toes”

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 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 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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

	7. Identify and apply practices that preserve and enhance the safety and health of self and others.
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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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will find win-win compromise solutions to two of the case scenarios in school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will describe the importance of recognizing and forecasting conflict and taking steps to solving it.
 Students will analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.
 Students will determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:
 Why is it important to learn to resolve conflict?

Engagement (Hook): “Tic Tac Toe, Get Off My Toes” game.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions. 2. Review the STAR poster to solving conflict in each scenario: • Stop (<i>Use self-control</i>)	1. Students participate. 2. Students’ participate by listening attentively and asking and answering questions.

<ul style="list-style-type: none"> • Think (<i>Think about what’s happening - Listen for feelings, brainstorm solutions</i>) • Act (<i>Talk it over & work it out– Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). <p>3. Engage students by introducing the Tic Tac Toe, Get Off My Toes game. Proceed to play the game as indicated in the directions below.</p> <p>4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.</p>	<p>3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision</p> <p>4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.</p>
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Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a Good Manners table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

“TIC TAC TOE, GET OFF MY TOES” GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½‘ by 1½‘.
- Out of construction paper, make nine **X**’s and nine **O**’s signs players to hold as needed – use different a different color for each (laminated for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

- 1) Divide the large group in X’s and O’s.
- 2) Flip a coin to determine which group goes first, the X’s or the O’s.
- 3) Present a conflict scenario for the chosen group of students to solve using the “STAR Steps to Solving Conflict” Poster
 - Stop (*Use self-control*)
 - Think (*Think about what’s happening - Listen for feelings, brainstorm solutions*)
 - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
 - Review (*Find out if the problem was solved – Do you need help?*).
- 4) Students can discuss solutions using their whisper voice. The group chooses who is going to present the win-win compromise.
- 5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
 - In this case, this next team will be first in line to solve the subsequently scenario.
- 6) Steps 3, 4, and 5 are repeated for the other group.
 - Each player picks the X’s or O’s sign of their group, chooses a place to stand, and won’t be able to trade or change places until the game is finished. Ties are allowed.
- 7) The winning group may call “TIC TAC TOE, GET OFF MY TOES.”

CASE SCENARIOS FOR THE “TIC TAC TOE, GET OFF MY TOES” GAME

(Students are welcome to provide their own scenarios and examples)

<p>1) While going to P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?</p>	<p>2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?</p>
<p>3) You and your friend find a \$20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could've happened? What are your choices? Could this be compromised?</p>	<p>4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?</p>
<p>5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her “What's wrong?” He or she says: “Nothing.” Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?</p>	<p>6) You and your partner are working on a computer research project in the classroom. Your partner wants to hog the computer and doesn't want to give you a chance to work on it. What would be a good compromise that doesn't involve tattle telling?</p>
<p>7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without losing their friendship?</p>	<p>8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?</p>
<p>9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You lose recess but your friend doesn't. How could a compromise solve the problem?</p>	<p>10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?</p>

STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: What Does it Take to Get Along With Others? The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.		SUGGESTED UNIT TIMELINE: 6 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why is it important to respect differences?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.		PS.2.A.04: Demonstrate respect for others' personal opinions and ideas.		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.2.B.04: Recognize and respect diverse groups within the school and community.		Level 2		
		PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.		Level 3		
2. The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3	P/SD A	Level 2 Level 2 Level 3

				L.4.5 L.4.6		
3. The student will list 23 ways in which people are different on the diversity puzzle.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
4. The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
5. The student will use the STAR method to role play at least two conflict resolution scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
6. The student will find win-win compromise solutions to two problem scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
ASSESSMENT DESCRIPTIONS*: The student will use the STAR steps in problem solving to resolve conflict scenarios.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4 5	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise!					

6	Lesson 6 Tic Tac Toe, Get Off My Toes				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5 6	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise! Lesson 6 Tic Tac Toe, Get Off My Toes				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 4 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 6	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls 5 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls 3,6 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys Ls 1,2	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 3, 5 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1, 2, 3, 4 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls Ls 5, 6 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What are bullying and harassment? Part 1

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Lesson 2: What are bullying and harassment? Part 2

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. (DOK Level-4)

PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purpose and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	<p>Goal 4: Make decisions and act as responsible members of society and others</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.)
Fine Arts	

Unit Essential Questions:

How do you respect yourself and others?

Unit Measurable Learning Objectives:

<p>The student will answer and review ten true and false questions about bullying.</p> <p>The student will identify the type of bullying in one scenario and develop two solutions for the scenario.</p>
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Unit Instructional Strategies/Instructional Activities:

- | |
|---|
| <input checked="" type="checkbox"/> Direct (Demonstrations; Guided and Shared-reading, listening, viewing, thinking) |
| <input type="checkbox"/> Indirect |
| <input checked="" type="checkbox"/> Experiential (Surveys) |
| <input checked="" type="checkbox"/> Independent Study (Learning Logs; Reports; Research Projects; Assigned Questions) |
| <input checked="" type="checkbox"/> Interactive Instruction (Discussion; Cooperative Learning; Problem Solving) |

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will use the STAR problem solving method to solve a bullying scenario.</p>
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Brief Summary of Unit:

Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.

Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.

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

Students will review the STAR method to solving problems and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups.

<p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: What Are Bullying And Harassment? Part 1 Lesson 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>What is Bullying?</i> Survey <i>What is Bullying?</i> Note-Taking worksheet Writing utensils STAR poster Student Safety Rules poster Teacher Notes and Key Definitions sheet Scenarios for Group Discussion sheet (for Lesson 2) Star Model of Problem Solving sheet (for Lesson 2)</p>

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
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 2. Review and revise communications to improve accuracy and clarity 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 2. Develop and apply strategies based on ways others have prevented or solved 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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will answer and review the ten true and false questions about bullying.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete a <i>What is Bullying?</i> Survey and notes on bullying.</p>
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Lesson Preparation

<p>Essential Questions: Why is bullying a problem?</p> <p>Engagement (Hook): Students receive a <i>What is Bullying?</i> Survey to complete at the beginning of the class.</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>Session 1 1. Counselor hands out the <i>What is Bullying?</i> Survey and gives students a few minutes to complete.</p>	<p>Session 1 1. Students complete the survey.</p>

<p>2. Counselor distributes <i>What is Bullying?</i> Note-Taking worksheet.</p> <p>3. Counselor first asks students to give their definitions or examples of what a bully is and then she/he shows the supplied definition.</p> <p>4. Counselor follows up with each of the other definitions:</p> <ul style="list-style-type: none"> • Target • Witness/Reporter • Harassment • Types of bullying <ul style="list-style-type: none"> ○ Physical ○ Emotional ○ Verbal ○ Sexual <p>5. Counselor wraps up the class by looking at the survey and going over it to see if students have changed their minds about their answers.</p> <p>6. Counselor collects the survey and note-taking worksheets and keeps them for the second lesson.</p>	<p>2. Students look at the <i>What is Bullying?</i> Note-Taking worksheet.</p> <p>3. Students take notes.</p> <p>4. Students take notes on each of the definitions given.</p> <p>5. Students review survey answers and discuss the correct answers.</p> <p>6. Students turn in their survey and note-taking worksheets to the counselor.</p>
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Teacher Follow-Up Activities

Use information from the *What Is Bullying?* materials when needed to address issues in the classroom.

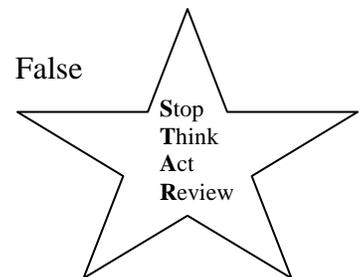
Counselor reflection notes (completed after the lesson)

Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

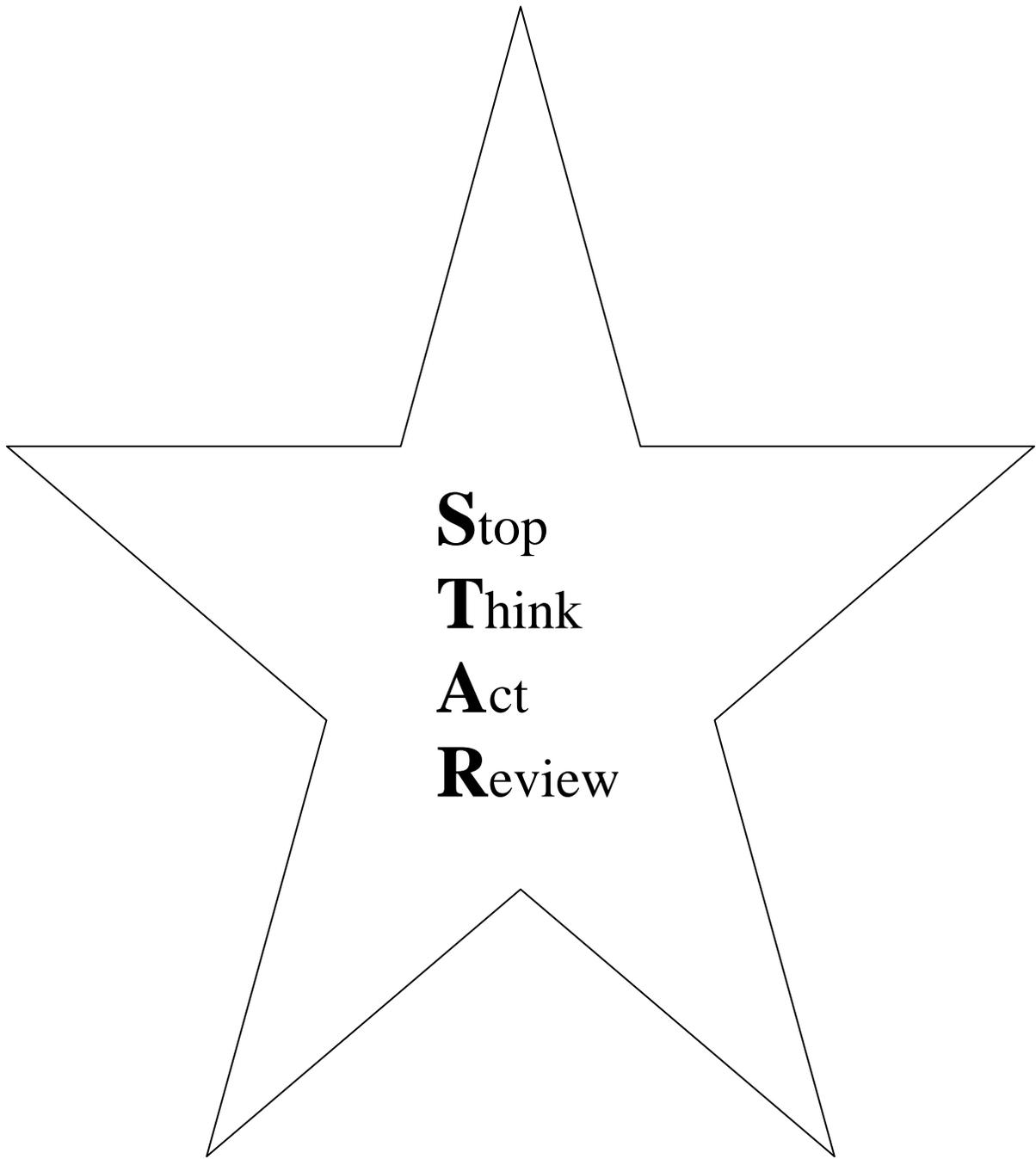
- | | | |
|---|------|-------|
| 1. Bullying is just teasing. | True | False |
| 2. Some people deserve to be bullied. | True | False |
| 3. Only boys are bullies. | True | False |
| 4. People who complain about bullies are just babies. | True | False |
| 5. Bullying is a normal part of growing up. | True | False |
| 6. Bullies will go away if you ignore them long enough. | True | False |
| 7. All bullies have low self-esteem. | True | False |
| 8. When you tell an adult when you are being bullied, that is tattling. | True | False |
| 9. The best way to deal with a bully is by trying to get even or fighting. | True | False |
| 10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks. | True | False |



What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment



Student Safety Rules:
Words to Remember

Say NO!

Get Away!

Tell!

Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.
2. No one asks to be hurt, and bullying is intentional hurting.
3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.
4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.
5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.
6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.
7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.
8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.
9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.
10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is "*Sticks and stones can break your bones, but words can break your heart.*"

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

Scenarios for group discussion

<p>1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.</p>	<p>2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."</p>
<p>3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.</p>	<p>4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.</p>
<p>5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.</p>	<p>6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.</p>

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

<p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: What are bullying and harassment? Part 2 Lesson 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>What is Bullying?</i> Survey (from Lesson 1) <i>What is Bullying</i> Note-Taking worksheet (from Lesson 1) Writing utensils STAR poster Student Safety Rules poster Teacher Notes and Key and Definitions sheet Scenarios for Group Discussion sheet Star Model of Problem Solving sheet</p>

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 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 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify the type of bullying in one scenario and develop two possible solutions for the scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will participate in a question and answer activity, and do a report on a bullying scenario.

Lesson Preparation

Essential Questions: How can bullying be eliminated?

Engagement (Hook): Remind students what they learned about bullying during the last session. Ask students the essential question: How can bullying be eliminated?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then: <ul style="list-style-type: none"> • Decide what kind of bullying is happening in that scenario. • Decide on two ways the person/people in the story could handle the bully and the situation. 2. Counselor will introduce or review the STAR problem solving method from a previous lesson. 3. Counselor divides students into small groups and gives each group a scenario to read and discuss. 4. Give groups have 15 minutes to read and discuss scenarios. 5. Groups are called back to order and they have one representative tell about their scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation. 6. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try. 	<ol style="list-style-type: none"> 1. Students will look at their notes and surveys as the counselor reviews the information. 2. Students review or learn STAR problem solving method. 3. Students move into small groups. They decide who will report on the scenario, who will tell about the type of bullying that is occurring in the scenario, and who will share their solutions. 4. Groups read and discuss the scenarios. 5. Groups give their reports to the entire class. 6. Students respond.

Teacher Follow-Up Activities

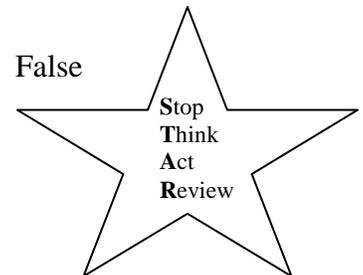
Counselor reflection notes (completed after the lesson)

Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

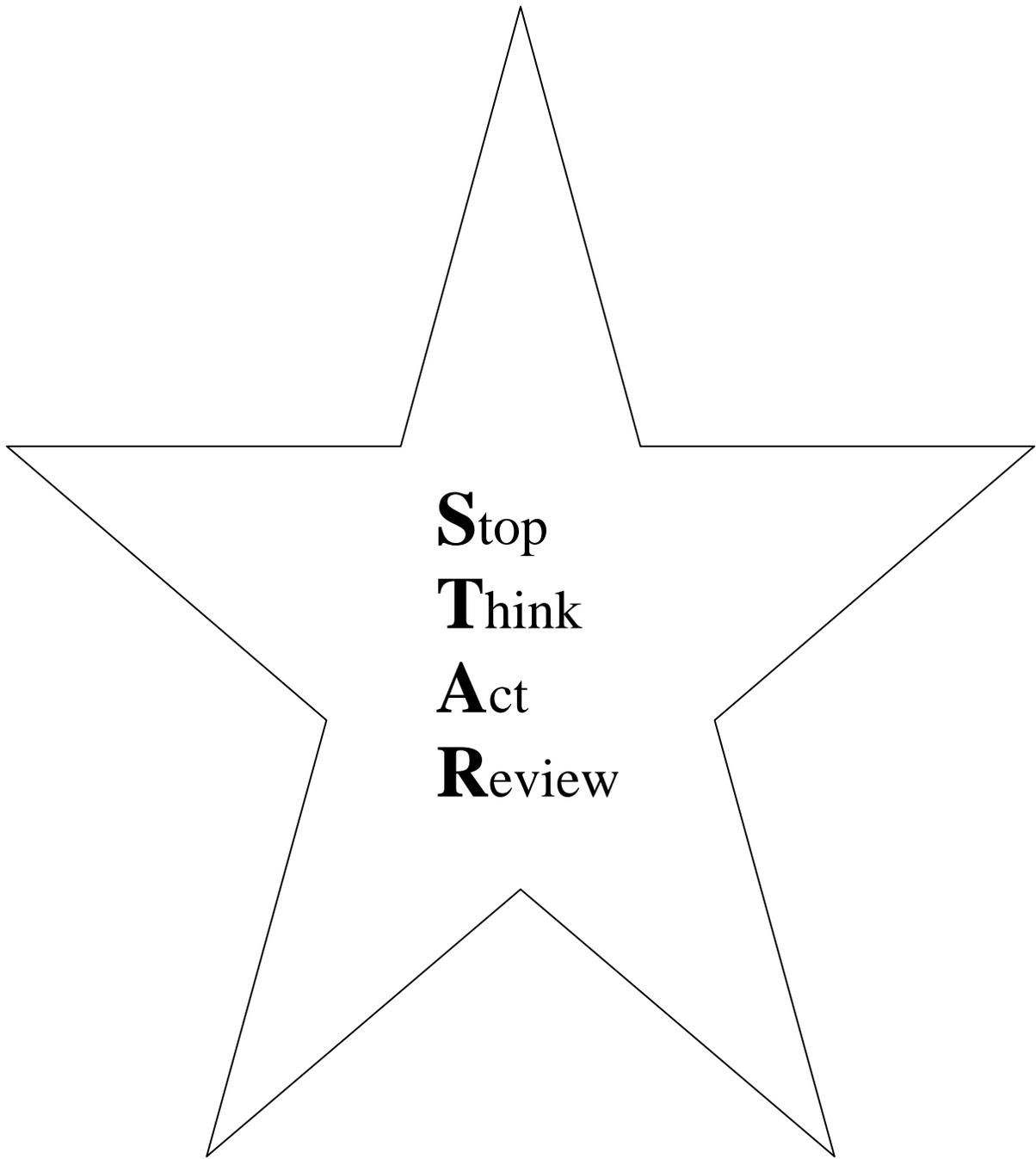
- | | | |
|---|------|-------|
| 1. Bullying is just teasing. | True | False |
| 2. Some people deserve to be bullied. | True | False |
| 3. Only boys are bullies. | True | False |
| 4. People who complain about bullies are just babies. | True | False |
| 5. Bullying is a normal part of growing up. | True | False |
| 6. Bullies will go away if you ignore them long enough. | True | False |
| 7. All bullies have low self-esteem. | True | False |
| 8. When you tell an adult when you are being bullied, that is tattling. | True | False |
| 9. The best way to deal with a bully is by trying to get even or fighting. | True | False |
| 10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks. | True | False |



What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment



Student Safety Rules:
Words to Remember

Say NO!

Get Away!

Tell!

Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.
2. No one asks to be hurt, and bullying is intentional hurting.
3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.
4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.
5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.
6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.
7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.
8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.
9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.
10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is “*Sticks and stones can break your bones, but words can break your heart.*”

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

Scenarios for group discussion

<p>1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.</p>	<p>2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."</p>
<p>3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.</p>	<p>4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.</p>
<p>5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.</p>	<p>6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.</p>

STAR Model of Problem Solving



Stop
What is the problem?



Think
What are some choices?

What might happen with these choices?



Act
Decide and take action



Review
How did it work?

Do I need to try again?

Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Keeping Myself Safe By Making Safe and Healthy Choices. Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 90 minutes each				
ESSENTIAL QUESTIONS: 1. How do you respect yourself and others?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will answer and review ten true and false questions about bullying.		PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 4
		PA.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.			P/SD C. Students will understand safety and survival skills.	Level 3
2. The student will identify the type of bullying in one scenario and develop two solutions for the scenario.		PS.3.A.04 PA.3.B.04			P/SD B. P/SD C.	Level 4 Level 3

ASSESSMENT DESCRIPTIONS:					
Students will use the STAR problem solving method to solve a bullying scenario.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson #1: What are Bullying and Harassment? Part 1				
2	Lesson #2: What are Bullying and Harassment? Part 2				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson #1: What are Bullying and Harassment? Part 1				
2	Lesson #2: What are Bullying and Harassment? Part 2				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1) <input checked="" type="checkbox"/> Reports (Ls. 2) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 2) <input checked="" type="checkbox"/> Assigned Questions (Ls. 2) <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input checked="" type="checkbox"/> Structured Controversy (Ls. 2) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Grade Level/Course Title: Gr 4 / PS3- Gr4 –Unit1

Course Code: Personal/Social Development

<p>Unit 2 Title: How Does A Person Cope With Life Changing Events? Grade Level: 4</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 45 minutes each</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles:</p> <p>Lesson 1: Conflict Mediation Part 1: Getting ready Materials/special preparations Required: <i>What is Conflict?</i> Graphic Organizer <i>Three Different Approaches to Conflict</i> Worksheet <i>Mediation Do's and Don'ts</i> Activity Sheet <i>Communication Pyramid for Mediation</i> Activity Sheet Chart paper Markers, Pencils Post it notes</p> <p>Lesson 2: Conflict Mediation Part 2: Practice. Materials/special preparations Required: Mediation contract Student handouts from Lesson 1 <i>Peer Mediation</i> Worksheet</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): PS.3.C.04: Utilize coping skills for managing life changes or events. (DOK Level-3)</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development B. Students will make decisions, set goals and take necessary action to achieve goals C. Students will understand safety and survival skills</p>
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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
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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

	2. Develop and apply strategies based on ways others have prevented or solved problems.
	Goal 4: Make decisions and act as responsible members of society and others

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	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion. The student will serve as a mediator to work through one mediation and complete the mediation contract.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Structured Overview; Lecture; Drill & Practice; Guided and Shared-reading, listening, viewing, thinking) <input checked="" type="checkbox"/> Indirect (Problem Solving; Reflective Discussion; Concept Mapping) <input checked="" type="checkbox"/> Experiential (Simulations; Role-playing) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.</p>

Brief Summary of Unit:

Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.

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

Students will need basic knowledge of how to work together in groups.

Unit 2 Title: How Does A Person Cope With Life Changing Events?	
Lesson Title: Conflict Mediation – Part 1: Getting ready	Lesson 1 of 2
Grade Level: 4	
Length of Lesson: 45 minute session	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): PS.3.C.04: Exhibit coping skills for managing life-changes or events.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C. Students will understand safety and survival skills	

Materials (include activity sheets and/ or supporting resources)

<p><i>What is Conflict?</i> Graphic Organizer <i>Three Different Approaches to Conflict</i> Worksheet <i>Mediation Do's and Don'ts</i> Activity Sheet <i>Communication Pyramid for Mediation</i> Activity Sheet Chart paper Markers Pencils Post it notes</p>
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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
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 2. Review and revise communications to improve accuracy and clarity 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 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will contribute at least one idea to the concept map and class discussion.

Lesson Preparation

Essential Questions: How is conflict resolved?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>Session 1</p> <ol style="list-style-type: none"> The counselor will act as the mediator and help the students mediate their argument. Counselor will ask the class to explain what they just saw. The counselor will distribute all handouts and ask students to brainstorm “What is conflict?” 	<p>Student Involvement/Instructional Activities:</p> <p>Session 1</p> <ol style="list-style-type: none"> Two students will enter the classroom arguing loudly. Students will explain what they observed. Students will look through the handouts and begin to brainstorm answers to “What is conflict?”
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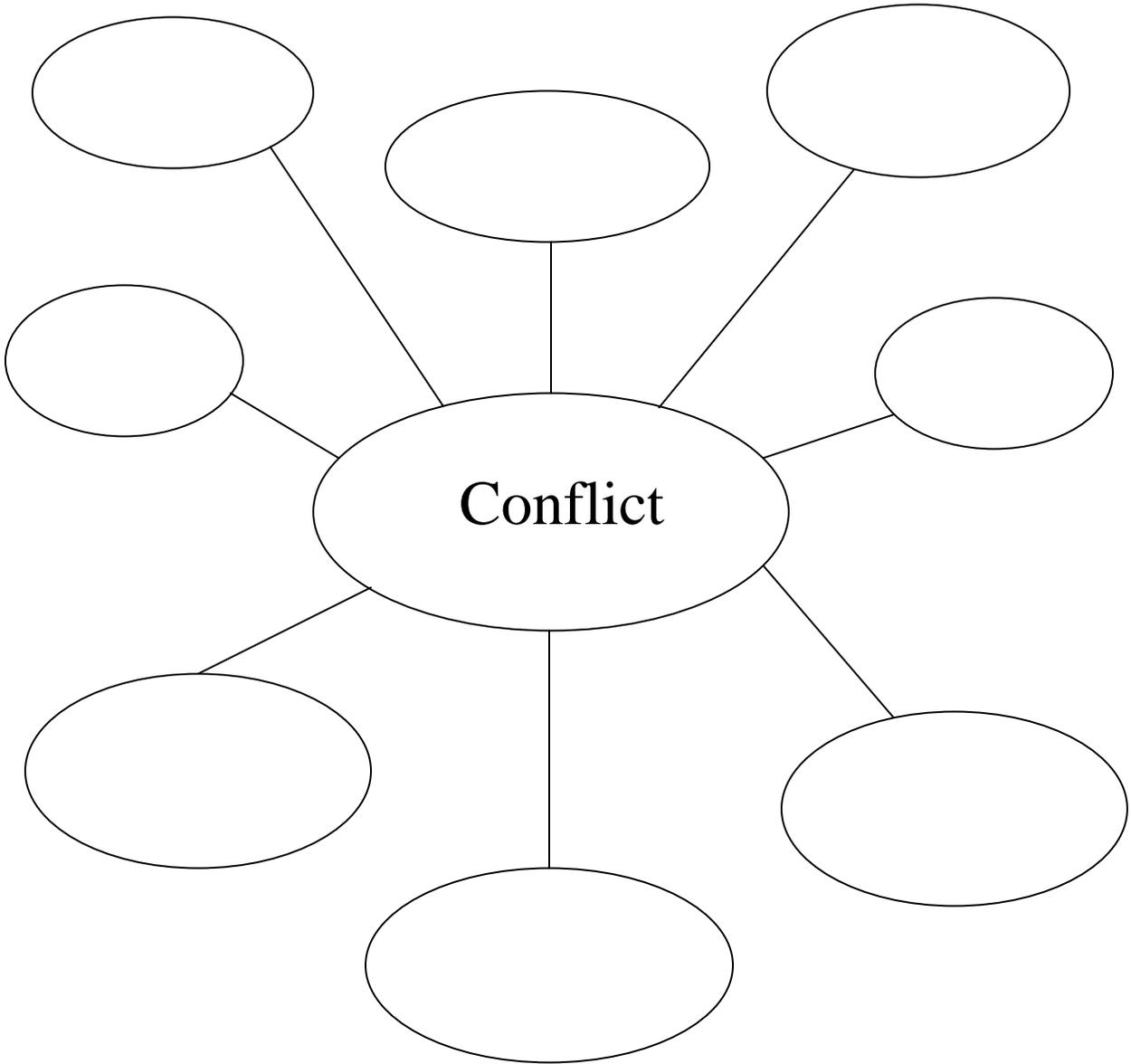
<p>4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.</p> <p>5. Counselor will present the <i>Mediation Do's and Don'ts</i> and the <i>Communication Pyramid</i>.</p> <p>6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.</p>	<p>4. Students will generate various conflict scenarios and discuss appropriate responses.</p> <p>5. Students will discuss the <i>Mediation Do's and Don'ts</i> and look at the <i>Communication Pyramid</i>.</p> <p>6. Students will understand that next session they will be doing an actual mediation practice session.</p>
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Teacher Follow-Up Activities

Students will share the *Mediation Do's and Don'ts* with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

What is Conflict?



Adapted from the work of Thomas Gordon, Parent Effectiveness Training materials.

 <p>WIN – WIN</p> <p>Both people get what they want Conflict solved</p>	 <p>WIN – LOSE</p> <p>Person 1 gets what he/she wants but person 2 does not Conflict NOT solved</p>
 <p>LOSE – WIN</p> <p>Person 1 does not get what he/she wants and person 2 does Conflict NOT solved</p>	 <p>LOSE – LOSE</p> <p>Neither person gets what he/she wants Conflict continues</p>

Three Approaches to Conflict

Aggressive

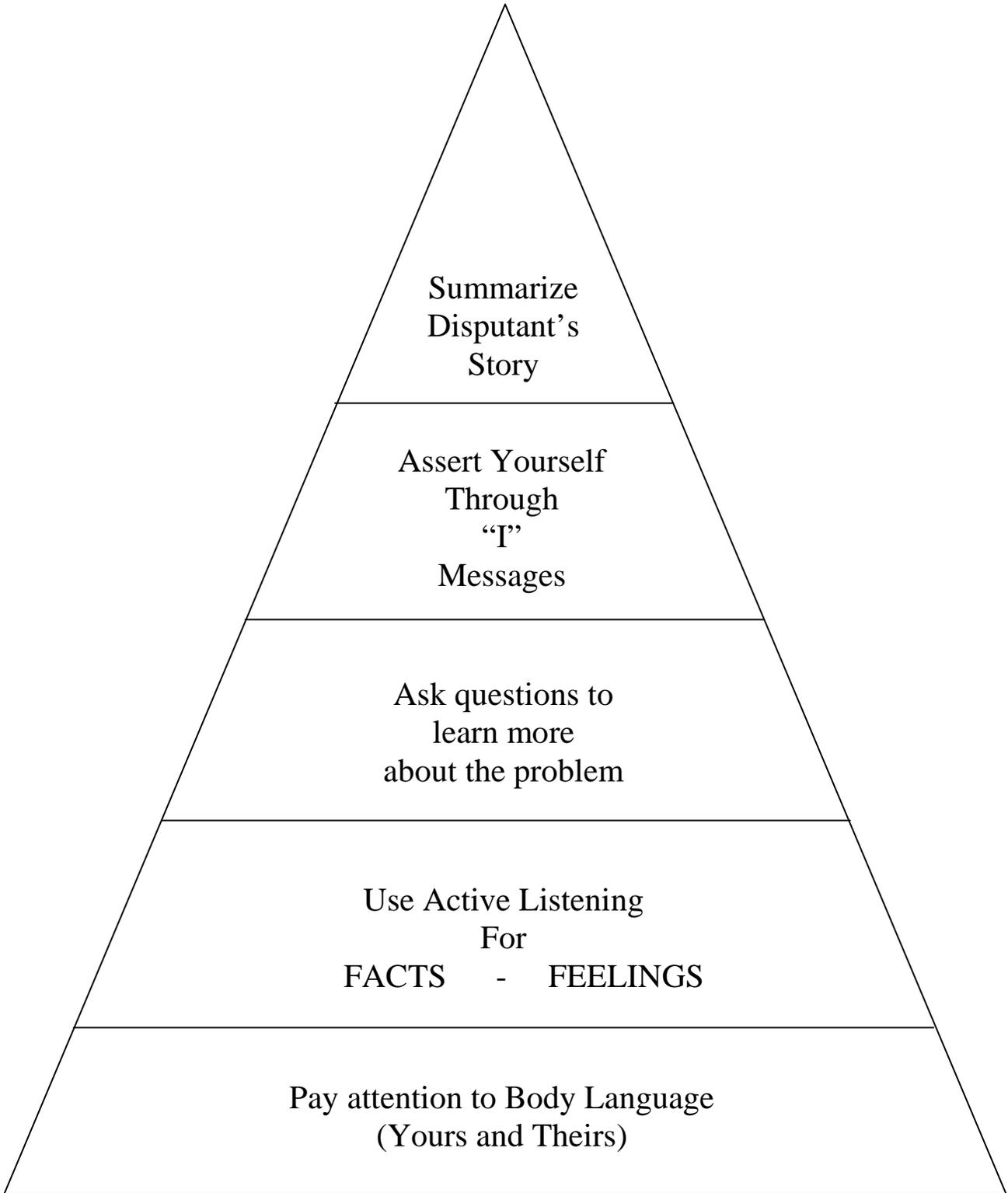
Passive

Assertive

Mediation Do's and Don'ts

- | | |
|---|---|
| 1. Do listen carefully. | Don't take sides. |
| 2. Do be fair. | Don't tell them what to do. |
| 3. Do ask how each feels | Don't ask who started it. |
| 4. Do let each one state
what happened. | Don't try to blame anyone
for the situation. |
| 5. Do treat each person
with respect. | Don't ask, "Why did you do
it?" |
| 6. Do keep what you are
told confidential. | Don't give advice. |
| 7. Do mediate in private. | Don't look for witnesses. |

Communication Pyramid For Mediation



Unit 2 Title: How Does A Person Cope With Life Changing Events?	
Lesson Title: Conflict Mediation - Part 2: Practice	Lesson 2 of 2
Grade Level: 4	
Length of Lesson: 45 minute session	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): PS.3.C.04: Utilize coping skills for managing life changes or events.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C. Students will understand safety and survival skills	

Materials (include activity sheets and/ or supporting resources)

Mediation contract Student handouts from Lesson 1 <i>Peer Mediation Worksheet</i>

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
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 2. Review and revise communications to improve accuracy and clarity 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 2. Develop and apply strategies based on one’s own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will serve as a mediator to work through one mediation and complete the mediation contract.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will divide into small groups and perform the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: How does a person cope with life-changing event?

Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor reviews handouts from Lesson 1 going over the concepts of mediation. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants. Counselor directs students to choose one of the class generated problem scenario from Lesson 1. Counselor observes the role play adding 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students discuss and review the handouts. Four students volunteer to participate in the class role-play based on scenario generated in Lesson 1. Disputants select their conflict and the peer mediators' look over their <i>Peer Mediation Worksheet</i>, deciding who will take what parts and who will be the scribe. Students present the mediation role-play.
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<p>comments and support as needed.</p> <p>5. Counselor leads discussion on what went well and what were problems with the mediation.</p> <p>6. Students are divided into small groups to practice mediation in their groups. Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.</p> <p>7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.</p>	<p>5. Students discuss the mediation. What went well and what problems they perceived.</p> <p>6. Students divide into small groups of 4-5 to role-play their own mediations. Each group does two mediations allowing each student to be a mediator and a disputant.</p> <p>7. Students do two role-plays and then return to the large group to discuss their experiences.</p>
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Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

Peer Mediation Worksheet

1. **Introductions:** “I am _____.” “I am _____ and we are peer mediators.”
“Do you want to solve this problem with us, or with the teacher?”

2. **Get the names of the disputants and write them in the Solutions section below.**

3. **Rules:** “In order to solve the problem with us you must agree to the following rules:”
1. Be respectful of others; no name-calling or put-downs.
2. Speak in turn; no interruptions.
3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** (“What is the problem and how does it make you feel?”) _____

5. **Solutions:** (“What do you want from the other disputant? What can you do to solve the problem?”)

Disputant's name:	Disputant's name:

6. **Agreement** (Who?, What?, When?, Where?, How?):

_____ (disputant's name) **agrees to:**

_____ (disputant's name) **agrees to:**

Date: _____

Sign: Disputant: _____

Disputant: _____

Mediator: _____

Mediator: _____

Course Description:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: How Does A Person Cope With Life Changing Events? Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each				
ESSENTIAL QUESTIONS: 1. Why is respect important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to the concept map and class discussion.		PS.3.C.04: Utilize coping skills for managing life changes or events.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 3
					P/SD C. Students will understand safety and survival skills.	Level 3
2. The student will serve as a mediator to work through one mediation, and complete the mediation contract.		PS.3.C.04			P/SD B. P/SD C.	Level 3 Level 3
ASSESSMENT DESCRIPTIONS*: Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview (Ls. 1) <input checked="" type="checkbox"/> Lecture (Ls. 1) <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 2) <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Tick–Tock Goes The Clock	Grade Level: 4
Number of Lessons in Unit: 3	
Time Required for each lesson: 30-40 min. each	
Lesson Titles:	
Lesson # 1: Time Is On My Side!	
Materials and Preparation Suggestions:	
<i>Weekly Time Management Schedule</i> Template (provided)	
<i>Betty’s Busy Week</i> (provided)	
Lesson # 2: Time Is On My Side! Again!	
Materials and Preparation Suggestions:	
<i>Weekly Time Management Schedule</i> Template (saved from Lesson 1)	
Case Study: <i>Frantic Fred’s Week</i> (provided)	
Blank <i>Weekly Time Management Schedule</i> Template (provided)	
Colored markers in red, yellow, and green	
Lesson # 3: It’s Time for Test Skills Rock!	
Materials and Preparation Suggestions:	
<i>Song: Testing Skills Rock</i> (provided)	
<i>Tips and Pointers for Taking Tests</i> (provided)	
<i>Study/Test-Taking Strategies Inventory</i> (provided)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. (DOK Level -3)	
AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion. (DOK Level -3)	
American School Counselor Association (ASCA) National Standard:	
Academic Development	
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom

	3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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	7. The use of tools of social science inquiry.
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health.
Fine Arts	

Unit Essential Questions:

What does it mean to use time wisely?
How can I manage my time?
How can I improve my test scores?

Unit Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.
The student will apply two time management techniques and two organizational techniques necessary for task completion.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided and Shared-Reading Listening, Viewing, Thinking)
 Indirect
 Experiential (Simulations)
 Independent Study
 Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Think, Pair, Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will work in small groups to develop a weekly self-management schedule based on a case study.

The student will be able to identify study and test taking skills.

Brief Summary of Unit:

Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.

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

Self management and organizational skills

Telling Time

Vocabulary: Venn Diagrams (Definition and Use)

Unit #1 Title: Tick-Tock Goes The Clock	
Lesson Title: Time Is On My Side!	Lesson: 1 of 3
Grade Level: 4	
Length of Lesson: 30-40 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.	
American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.	

Materials (include activity sheets and/ or supporting resources)

Time Management Schedule Template (provided)
Betty's Busy Week (provided)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 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. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will work as a class to develop a weekly time-management schedule based on *Betty's Busy Week*, applying at least two time management techniques.

Lesson Preparation

Essential Questions:

How can I manage my time?

Engagement (Hook):

Read *Betty's Busy Week*. As students, "How can she manage her time with so many activities to complete?"

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor introduces the concept of time management:</p> <ul style="list-style-type: none"> a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g., play, watch TV, go to the park). <p>"Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen.</p>
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<p>a workable plan for Busy Betty.”</p> <p>2. Each student is given a copy of <i>Betty’s Busy Week</i>. Counselor asks students to:</p> <p>a) Circle the tasks/activities that are scheduled that Betty must do</p> <p>b) Draw a box around the tasks/activities that are unscheduled that Betty must do</p> <p>c) Put an X in front of those tasks/activities that Betty wants to do</p> <p>3 With students’ help, the counselor fills out the weekly schedule for Betty.</p> <p>4. As a closing, have student volunteers to tell one thing they learned from this lesson.</p> <p>5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.</p>	<p>2. Students follow directions given, and check their work with a partner.</p> <p>3. Students offer suggestions for task placement in Busy Betty’s schedule.</p> <p>4. As individuals respond, the other students can do a “thumbs up” if that is also something new that they learned from the lesson.</p> <p>5. Students listen.</p>
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Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

BETTY'S BUSY WEEK

Betty is **VERY** busy (just like **YOU**)! She is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)

Birthday Party (Saturday from 1-4 p.m.)

Girl Scouts (Thursday from 7-8:30 p.m.)

Spelling Test (Friday)

Church School (Wednesday from 6:30-7:30 p.m.)

Book Report (due on Monday)

Daily chores that take 30 minutes

See a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 a.m. until 3 p.m.

She must be at the bus stop at 7:30 a.m.

Bedtime is 9 p.m.

Don't forget to eat!



Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

<p>Unit #1 Title: Tick-Tock Goes The Clock</p> <p>Lesson Title: Time Is On My Side! AGAIN! Lesson: 2 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Weekly Time Management Schedule</i> Template (saved from Lesson 1)</p> <p>Case Study: <i>Frantic Fred's Week</i> (provided)</p> <p>Blank <i>Weekly Time Management Schedule</i> Template (provided)</p> <p>Colored markers in red, yellow and green</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structure.</p> <p>8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements.</p> <p>3. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</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>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week*, applying two time management techniques and two organizational techniques.

Lesson Preparation

Essential Questions:

How can I manage my time?

Engagement (Hook):

Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Following the hook the counselor asks students to describe the schedule created for Betty.	1. Students listen.
2. Counselor reviews the elements of planning and time management: a. Scheduled tasks/activities that we have to do	2. Students listen.

<p>b. Unscheduled tasks/activities that we have to do</p> <p>c. Tasks/activities that we want to do</p> <p>“Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred.”</p> <p>3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities:</p> <p>a. Tasks/activities that are scheduled that Fred must do (blue)</p> <p>b. Tasks/activities that are unscheduled that Fred must do (red)</p> <p>c. Tasks/activities that Fred wants to do (green)</p> <p>4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.</p> <p>5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups’ results.</p> <p>6. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>3. Students follow directions given, and work with their group.</p> <p>4. Students complete task in groups.</p> <p>5. Groups explain their schedules for Fred.</p> <p>6. Students offer suggestions, with others giving <i>thumbs up</i> if they also learned the lessons cited.</p>
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Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda. For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

CASE STUDY FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

Soccer practice (Monday and Wednesday 4-5 p.m.)

Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)

4-H meeting (Monday 7-8:30 p.m.)

Math Test (Thursday)

Church School (Wednesday 6:30-7:30 p.m.)

Social Studies Project (due on Monday)

Daily chores that take 30 minutes

Wants to get to a new level on his video game before he sees his cousin on Sunday

Additional information about Fred:

School is from 8:00 a.m. until 3:00 p.m.

He must be at the bus stop at 7:00 a.m.

Bedtime is 9:00 p.m.

His mom insists that the family always eat dinner together.

Name: _____ Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

<p>Unit #1 Title: Tick –Tock Goes The Clock</p> <p>Lesson Title: It’s Time for Testing Skills Rock! Lesson: 3 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Song: Testing Skills Rock</i> (provided) <i>Tips and Pointers for Taking Tests</i> (provided) <i>Study/Test-Taking Strategies Inventory</i> (provided)</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structure.</p> <p>8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements.</p> <p>3. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</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>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:

How can I improve my test scores?

Engagement (Hook):

Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song. 2. Counselor distributes <i>Tips and Pointers for Taking Tests</i>. The counselor pairs students up to discuss why these tips are important (5 minutes). 	<ol style="list-style-type: none"> 1. Students identify and underline the test taking skills mentioned in the song. 2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group.

<p>3. Counselor reminds students that in previous lessons they reviewed/learned tips for studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.</p> <p>4. Counselor distributes the <i>Study/Test-Taking Strategies Inventory</i> and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed <i>Inventory</i> sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)</p>	<p>3. Students listen.</p> <p>4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.</p>
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Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

TESTING SKILLS ROCK!

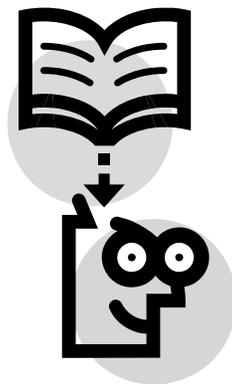
(Sung to the tune of Jingle Bell Rock)

Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time...who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



TIPS AND POINTERS FOR TAKING TESTS

1. Be rested, well fed, and prepared (pencils, pens, materials).
2. Use complete sentences when answering questions.
3. Read the entire question, and all possible answers, carefully.
4. Underline or circle key words.
5. Make your best guess only when you don't know.
6. Eliminate the obvious wrong answers first.
7. Make an outline before starting.
8. Do easiest questions first.
9. Keep your first answer unless you are POSITIVE it's wrong.
10. Look for words like "always," "never," "none," etc. They are often false.
11. Look for words like "sometimes," "usually," "often," etc. They are often true.
12. Check your work before handing it in.
13. Check your grammar, spelling, and punctuation.
14. Keep trying until the test is finished.
15. Make an outline that includes key words/phrases to organize your thoughts.
16. Use memory cues to learn facts.
17. Don't leave any answers blank.



NAME _____ DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Tick-Tock Goes The Clock		SUGGESTED UNIT TIMELINE: 3 Lessons				
Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.		CLASS PERIOD (min.): 30-40 minutes each				
ESSENTIAL QUESTIONS:						
1. What does it mean to use time wisely? 2. How can I manage my time? 3. How can I improve my test scores?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply two study skills and two test taking strategies used to improve academic achievement.		AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement.		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -3
		AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion.		L.4.4 L.4.5 L.4.6 W.4.1 W.4.4		DOK Level -3
2. The student will apply two time management techniques and two organizational techniques necessary for task completion.		AD.4.A.04 AD.4.B.04		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5	AD A	DOK Level -3 DOK Level -3

				L.4.6 W.4.1 W.4.4		
ASSESSMENT DESCRIPTIONS*:						
The student will work in small groups to develop a weekly self-management schedule based on a case study. The student will be able to identify study and test taking skills.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1-2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1-2) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1-2) <input checked="" type="checkbox"/> Discussion (Ls. 1-2-3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1-2-3) <input type="checkbox"/> Cooperative Learning (Ls. 1-2) <input type="checkbox"/> Jigsaw	

				<input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Problem Solving (Ls. 1-2)
					<input type="checkbox"/> Structured Controversy
					<input type="checkbox"/> Tutorial Groups
					<input type="checkbox"/> Interviewing
					<input type="checkbox"/> Conferencing
<p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.</p>					

Unit 1 Title: Fourth Grade Transitioning	Grade Level: 4
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of school year	
Lesson Titles:	
Lesson # 1:Tic-Tac-Toe Do’s and Don’ts	
Materials/Special Preparations Required	
<i>TIC TAC TOE Game Card</i> and crayons for each student Project or display example of <i>TIC TAC TOE Game Card</i>	
Lesson # 2: What’s In Your Bag?	
Materials/Special Preparations Required	
Pencils and writing paper.	
A book bag filled with 4 th grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (DOK Level - 4)	
American School Counselor Association National Standard (ASCA):	
Academic School	
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 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 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
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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	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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How can behaviors be appropriate or inappropriate?

Unit Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.
The student will name five items to have at school and the reasons that each is appropriate.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-reading, listening, viewing, thinking)
 Indirect
 Experiential (Games)
 Independent Study
 Interactive Instruction (Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Brief Summary of Unit:

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

- In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.
- In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student’s success (books, electronic games, or ruler). Through small

group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

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

Students need to have learned the skills and behaviors learned in previous grades.

<p>Unit #1 Title: Fourth Grade Transitioning</p> <p>Lesson Title: Tic-Tac-Toe Do’s and Don’ts Lesson: 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p>
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Materials (include activity sheets and/ or supporting resources)

<p>TIC-TAC-TOE Game Card Example of TIC-TAC-TOE Game Card SmartBoard Crayons for each student</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will identify and discuss behaviors that are associated with them being successful in fourth grade.</p>

Lesson Preparation

<p>Essential Questions: What strategies will I need to be successful in fourth grade? How will these help me prepare for middle school?</p> <p>Engagement (Hook): Counselor makes the following statements:</p> <ul style="list-style-type: none"> • Jackie uses the dictionary to look up words that she doesn't know how to spell. • Johnny reads a book quietly when he is done with his classwork. • Louie runs down the hall when no one is looking. • Mark starts to read his book the night before his book report is due. • The night before a big test, Carla stays up until midnight studying. • Taylor uses a planner to keep track of all her assignments and activities. <p>Then counselor asks: Who is doing the right thing? Who is not? Counselor announces the Tic-Tac-Toe game.</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook, counselor lets the students know that they are going to play a game called Tic-Tac-Toe to see which behaviors and skills they currently have. 2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers. 3. Counselor displays game card on SmartBoard and discusses each item with the students. 4. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4th grade students. 	<ol style="list-style-type: none"> 1. Students receive <i>TIC-TAC-TOE Game Card</i> and complete it with 2 different color crayons. 2. Students look at the SmartBoard and check their <i>TIC-TAC-TOE Game Card</i>. Students discuss their answers with the counselor. 3. Students respond to counselor questions throughout the lesson. 4. Students respond to the verbal questioning regarding behavior and responsibilities of 4th grade students.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____

TIC TAC TOE Game Card

Please mark an X for all TRUE answers with a certain color crayon and put an O for all FALSE answers with a different color crayon in the TIC TAC TOE box.

1. I complete work with no reminding or nagging from teachers or parents.
2. I am able to solve problems without fighting.
3. Keeping my desk and supplies organized is not important.
4. I turn in all of my homework assignments late.
5. Using an organized system of keeping up with assignments is important to school success.
6. I only follow classroom and school rules when I feel like it.
7. I stay up late (past 10:00p.m.) playing video games or watching TV on school nights.
8. I destroy property when I get angry.
9. I use time wisely at school because I want to do my best.

1.	2.	3.
4.	5.	6.
7.	8.	9.

<p>Unit 1 Title: Fourth Grade Transitioning</p> <p>Lesson Title: What’s In Your Bag? Lesson: 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p>

Materials (include activity sheets and/ or supporting resources)

<p>Book bag filled with 4th grade toys (i.e. Yugi Oh card, baseball card, Play Station Portable, or Gameboy), old cell phone, dictionary, binder, pencils, paper, pens, notebooks, lighter, thick pencil and various other appropriate and inappropriate items for 4th grade students to have at school.</p> <p>Paper and pencil for each group.</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will name five items to have at school and the reasons that each is appropriate.
--

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will generate a list of appropriate items for 4th Grade students to have at school and explain the reasoning behind the items.</p>

Lesson Preparation

<p>Essential Questions: What strategies will I need to be successful in fourth grade? How will these help me prepare for middle school?</p> <p>Engagement (Hook): The counselor will take items to the classroom that are typically in a fourth grade student’s book bag, and then will ask the students to guess what is in the book bag.</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor will ask the students to guess what is in the bag. If students guess an item, the counselor will pull out the item from the bag. After a few minutes the counselor will proceed to pull out the remaining items from the bag.</p> <p>2. Counselor will divide the class into groups and have them determine what items are</p>	<p>1. Students guess what is in the counselor’s bag.</p> <p>2. Students will break into small groups and discuss appropriate items for 4th grade</p>

appropriate for 4 th grade students to have at school.	students to have in school.
3. Counselor will ask the groups to discuss their appropriate items and reasoning.	3. Each group will develop a list of appropriate items and inappropriate items. They will have to discuss why they are appropriate and inappropriate.
4. Counselor will lead a discussion on how organization can help in life.	4. Students contribute to discussion.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p>UNIT DESCRIPTION: Fourth Grade Transitioning</p> <p>Fourth grade students need a number of appropriate skills and behaviors in order to be successful.</p> <p>In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.</p> <p>In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student’s success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How can behaviors be appropriate or inappropriate?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four behaviors that are related to being successful in the fourth grade.		AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the	Level 4

					lifespan.	
2. The student will name five items to have at school and the reasons that each is appropriate.		AD.5.A.04		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A	Level 4
ASSESSMENT DESCRIPTIONS*:						
Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared (Ls. 1) - reading, listening.	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share	

	viewing, thinking	<input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit 1 Title: Goal-Setting	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: Man On the Moon!	
Materials/Special Preparations Required:	
Student Hand Out and Student Work Page	
A jar	
A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)	
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)	
Lesson 2: Simon Says – Taking Small Steps Towards My Goal	
Materials/Special Preparations Required:	
“Simon Says” script – Attached to lesson	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.6: Developing and Monitoring Personal Plan of Study.	
Grade Level Expectation (GLE):	
AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills. (DOK Level - 3)	
American School Counselor Association National Standard (ASCA):	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What are some of the positive outcomes of goal setting?

Unit Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Unit Instructional Strategies/Instructional Activities:

Direct (Didactic Questions, Guided & Shared)
 Indirect (Problem Solving, Reflective Discussion)
 Experiential (Games)
 Independent Study
 Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will complete a work page that will demonstrate the knowledge of goal-setting skills.
 The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.

Lesson two helps students learn the skills necessary in making short-term goals.

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

Revise and practice education goal-setting and self-assessment skills.

<p>Unit #1 Title: Goal-Setting</p> <p>Lesson Title: Man On the Moon! Lesson: 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 Minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and monitoring personal plan of study</p> <p>Grade Level Expectation (GLE): AD.6.A.04. Revise and practice educational goal-setting and self-assessment skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Student Hand Out and Student Work Page.</p> <p>A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)</p> <p>A jar</p> <p>A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)</p>

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Student Work Sample:
 The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

Lesson Preparation

Essential Questions:
 Why is it important to set goals?
 How do you achieve a goal?

Engagement (Hook):
 John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will say, “Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn’t seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving.” Counselor holds up a large sheet of paper with a picture of an 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will listen and watch.
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<p>astronaut attached to it and says, “Let’s pretend that this picture of an astronaut is a real astronaut and our goal today is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room.”</p> <p>2. The counselor will distribute the instruction page for the <i>Student Handout Sheet</i>. The students will be able to read the answers to the following questions:</p> <ul style="list-style-type: none"> • “What is our goal?” • “What is my timeline? How long do we have until we have to accomplish our goal?” • “What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?” • “Are there any limitations that will make accomplishing the goal seem difficult?” <p>3. The counselor will say, “Why should I even try to accomplish this goal? It seems impossible.”</p> <p>4. The counselor will say, “Okay, I don’t think I can accomplish this goal on my own. I’m going to need your help. Will you help me?”</p> <p>5. The counselor will say, “What is problem number one that is keeping me from accomplishing my goal?”</p>	<p>2. Students will look at the <i>Student Handout Sheet</i> for the answers to the questions.</p> <ul style="list-style-type: none"> • Students will answer, “To get the paper in the jar.” • Students will answer, “In the next 15 minutes.” • Students will answer, “You can ask anyone in the room for help and you can use any materials that are in the room.” • Students will answer, “You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one.” <p>3. Students will answer, “The pay-off is in the jar.” (The jar has a reward in it.)</p> <p>4. Students will answer, “Yes.”</p> <p>5. Students will answer, “The paper is too big.”</p>
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<p>6. The counselor will say, “What are the possible solutions to this problem and which one should we try first and then second if the first plan doesn’t work?”</p> <p>7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)</p> <p>8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).</p> <p>9. Counselor will instruct students on how to complete the work page by demonstrating one selected student’s possible responses.</p> <p>10. Counselor will allow students to complete the work page using a personally selected goal.</p>	<p>6. Students will read the list of possible solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.</p> <p>7. Students will continue to answer the counselor’s questions based on the answers on the student hand out.</p> <p>8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)</p> <p>9. Students will follow along as counselor demonstrates how to complete the work page using a selected student’s goal as an example.</p> <p>10. Students will complete the work page using a personally selected goal.</p>
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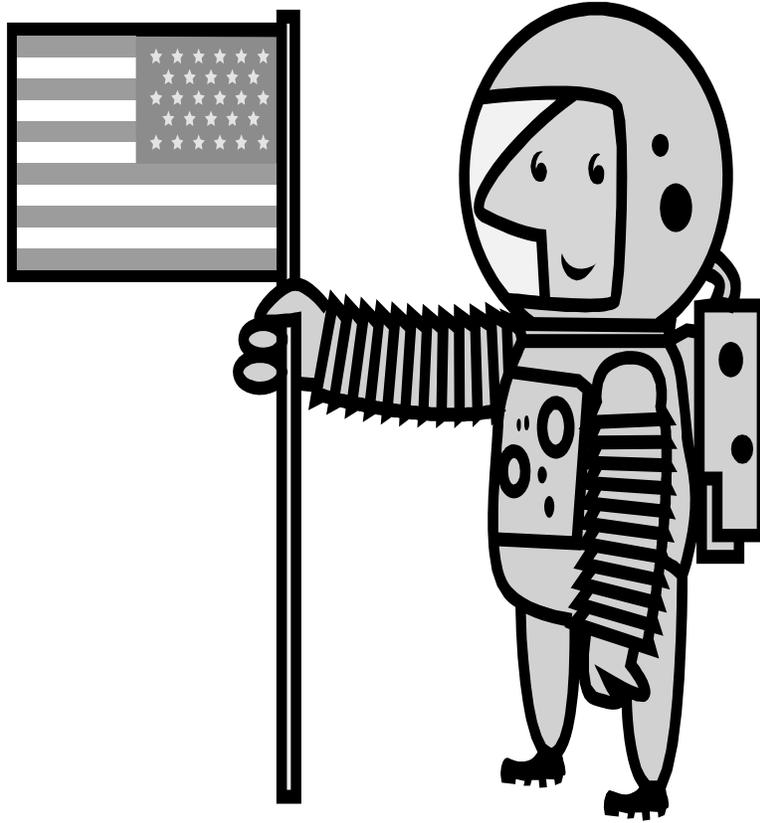
Teacher Follow-Up Activities

<p>1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.</p> <p>2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.</p>
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Counselor reflection notes (completed after the lesson)

Empty box for reflection notes

Picture of an Astronaut



Student Hand Out

Man on the Moon

Goal-Setting, Problem-Solving Game Rules

GOAL: What do I want to accomplish?

I want to get the astronaut into the jar.

TIMELINE: When do I want to accomplish my goal?

I have 15 minutes from now.

RESOURCES: What do I have that I can use to accomplish my goal?

I can ask anyone in the room for help and I can use any materials that are in the room.

LIMITATIONS: What might keep me from accomplishing my goal?

- ❖ I can not move from the place that I am standing now and no one else in the room can leave their seats.
- ❖ The paper that the astronaut is on is too big to fit in the jar.
- ❖ The jar can not be exchanged for another jar.

REWARD: What will I gain if I accomplish my goal?

I will be able to share the reward in the jar with the class.

PLAN: What steps will I take to accomplish my goal?

<i>Identify the Problem</i>	<i>Brainstorm Possible Solutions</i>	<i>Choose a Possible Solution to Try</i>	<i>Did it Work? If first solution didn't work, try another.</i>
The goal is too big. It seems impossible.	<ol style="list-style-type: none"> 1. Quit, give up. 2. Cut the project up into smaller more manageable pieces. 3. Get a bigger jar. 	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	<ol style="list-style-type: none"> 4. 5. Quit, give up. 6. Get help from friends. 7. Cheat. 8. Deal with it tomorrow. 	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

Student Work Page
I Can Make a Plan

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

GOAL: What do I want to accomplish?

REWARD: What will I gain if I accomplish my goal?

TIMELINE: When do I want to accomplish my goal?

RESOURCES: What do I have that I can use to accomplish my goal?

LIMITATIONS: What might keep me from accomplishing my goal?

PLAN:

❖ What steps will I need to take to accomplish my goal? (Long-Term Goal)

❖ How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

❖ What limitations or problems do I think might keep me from my goal?

❖ What solutions could I try to solve any problems that might keep me from my goal?

❖ How will I know if I am being successful in working toward my goal?

❖ How will I reward myself for accomplishing each smaller step towards my goal?

<p>Unit #1 Title: Goal-Setting</p> <p>Lesson Title: Simon Says – Taking Small Steps Toward My Goal Lesson: 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 Minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and monitoring personal plan of study.</p> <p>Grade Level Expectation (GLE): AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>

Materials (include activity sheets and/ or supporting resources)

<i>Simon Says Script</i>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Student acquired knowledge:
 The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Lesson Preparation

Essential Questions:
 Why is it necessary to know the steps needed to accomplish goals?

Engagement (Hook):
 Ask, “Who can tell me the rules we usually follow for the game *Simon Says*?”
 Volunteers state rules.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command.	1. Students listen and respond to the commands.
2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.	2. Students listen.
3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the <i>Simon Says Script</i> .	3. Students listen and observe.
4. At the end of the game, have students sit in a circle.	4. Students move to a circle.
5. Ask each student to name one way in which	5. Students listen and take turns in the

<p>he or she and another student are alike. Encourage students to say, for example, “I didn’t know that Katie never watched TV on school nights” or “I didn’t know that José loved math.”</p> <p>6. Ask students to talk about new ways to study they learned today.</p> <p>7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.</p> <p>8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.</p>	<p>discussion.</p> <p>6. Students listen and take turns in the discussion.</p> <p>7. Students listen and participate in the discussion.</p> <p>8. Students listen and participate in the discussion.</p>
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Teacher Follow-Up Activities

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

Counselor reflection notes (completed after the lesson)

SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
 - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
 - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
 - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
 - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
 - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
 - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
 - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
 - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
 - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
 - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
 - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
 - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
 - Sit down please.

Choose other categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Goal-Setting		SUGGESTED UNIT TIMELINE: 2 Lessons				
This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment. Lesson two helps students apply the skills necessary to set and accomplish goals.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What are some of the positive outcomes of goal setting?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.		AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.		RF.4.3 RF.4.4 W.4.2 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.		AD.6.A.04		SL.4.1 L.4.1 L.4.3 L.4.6	AD A	Level 3

ASSESSMENT DESCRIPTIONS*:					
1. The student will complete a work page that will demonstrate the knowledge of goal-setting skills.					
2. The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See: Lesson 1 Man On the Moon!				
2	Lesson 2 Simon Says - Taking Small Steps Towards My Goal				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See: Lesson 1 Man On the Moon!				
2	Lesson 2 Simon Says - Taking Small Steps Towards My Goal				
	Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast <input type="checkbox"/> Didactic Questions (Ls. 1) Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 2) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Finding My Place In The Community

Grade Level: 4

Number of Lessons in Unit: 2

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Where do I Fit?

Materials/Special Preparation Required:

Where Do I Fit Activity Sheet

Career Path Mini Poster

Job Picture Activity Sheet (Pictures of Community Workers)

Lesson #2: Information, Please!

Materials/Special Preparation Required:

For “hook”: map, travel books, hotel guide, etc.

Career Path Mini Poster

Job Picture Activity Sheet

Job Research Activity Sheet (A Job I am Interested in Finding Out More About...)

Computer or computer lab

Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin3.com) or Career exploration books, such as *Children’s Dictionary of Occupations* (Hopke and Parramore, Meridian Education Corporation), **or** Local Speaker in the Community

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.04: Compare interests and strengths with those of workers in the local community. (DOK Level - 3)

CD.7.B.04: Identify school and community resources available for exploration of the six career paths. (DOK Level - 1, 2)

CD.7.C.04: Recognize the contributions of all jobs to the community. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):

Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C. Students will understand the relationship between 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
X	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.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 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	
Fine Arts	

Unit Essential Questions:

How does understanding one’s interests and strengths relate to career exploration? Why is researching a career important in the career decision-making process?
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Unit Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community. The student will identify and “sample” two school and community resources that are available for exploration of the six career paths. The student will identify two contributions of five jobs in the community.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Demonstration, Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential (Field Observation) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Panels, Discussion)
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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete the Activity Sheet “Where Do I Fit?” Inventory. Individual results will be used to compare personal preferences to the six career paths and match preferences to possible careers.

Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

Brief Summary of Unit:

This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work.

Students will complete a checklist that identifies their preferences for working conditions.

This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

Unit Goals:

CD.7.A.04: Compare personal and educational interests and strengths with those of workers in the local community.

CD.7.B.04: Identify and “sample” school and community resources that are available for exploration of the six career paths.

CD.7.C.04: Recognize the contributions of all jobs to the community.

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

Students require some knowledge of their individual career interests.

Age appropriate computer literacy

Vocabulary: career paths, preferences

Unit #1 Title: Finding My Place In The Community	
Lesson Title: Where Do I Fit?	Lesson: 1 of 2
Grade Level: 4	
Length of Lesson: 30 minutes each	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.04: Compare interests and strengths with those of workers in the local community. CD.7.C.04: Recognize the contributions of all jobs to the community.	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<i>Where Do I Fit?</i> Activity Sheet <i>Career Path Mini Poster</i> <i>Job Picture Activity Sheet</i> (pictures of community workers)
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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
X	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.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 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
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
 The student will identify two contributions of five jobs in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Work Sample: The student will complete an inventory indicating individual work preferences. Complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. The student will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. The students will conduct an exploration of one occupation that matches their work preferences and one occupation that does not.

Lesson Preparation

Essential Questions:
 How does knowing oneself better prepare a person for choosing rewarding career? How are people who have the jobs with the same job title, similar and different?

Engagement (Hook):
 Counselor asks: “Who thinks that they know themselves very well?” Students will raise their hands if they agree. Counselor explains that students will be doing a self-assessment, an exercise that will help them discover more information about themselves and their own strengths and interests. “On this exercise, there are no wrong answers...only right ones because they are personal to you.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will explain that it is important to know your strengths and interests lie because this knowledge helps each person make informed decisions for his/her own future. Counselor will distribute the <i>Where Do I Fit?</i> Activity Sheet. Provide time for students to read through the inventory and to ask questions. Students will be instructed to mark those items that most reflect what they like and can do well and their work preferences. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students listen. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.
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<p>3. When students are finished, the counselor will ask the students to look at the <i>Job Activity Picture Sheet</i> of community workers. Students will review at their chosen attributes, and will compare them to the attributes that they think specific community workers might use in the jobs pictured.</p> <p>4. The counselor will review the Career Path Mini Poster with the students. The students will use their knowledge of the career paths as a reference in identifying attributes.</p> <p>5. Counselor will guide students in developing a list of jobs that match students' preferences.</p> <p>6. The counselor will instruct the students to choose five community workers from the <i>Job Activity Picture Sheet</i> with whom they identify AND two occupations that do not match their preferences. The counselor will ask each student to briefly describe the contributions to the community of one worker whose work matches the student's preferences and one worker whose preferences are very different from the student. (The counselor may choose to do this activity with individual students or in small groups.)</p> <p>7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.</p> <p>8. Counselor will determine best method for retaining students' completed "Where Do I Fit" Activity Sheets. They will be in references in subsequent lessons and will provide a means of comparing "today" preferences with "tomorrow's" (in this case tomorrow means next year).</p>	<p>3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths Mini Poster for assistance.</p> <p>4. Students will review the Career Path Mini Poster and use it as a reference when comparing attributes.</p> <p>5. Students will create a list: <ul style="list-style-type: none"> • This job appears to match me. • This job does not appear to match me. </p> <p>6. Students will choose five community workers from the <i>Job Activity Picture Sheet</i> with whom they identify AND two occupations that do not match their preferences. They will describe contributions to the community of one worker who "matches" and one who does not.</p> <p>7. Students will reflect and give their answers. Respond to: I learned _____ about myself.</p> <p>8. Students will turn in Activity Sheets.</p>
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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

NAME _____ GRADE _____

WHERE DO I FIT?

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:

- a. _____ tools
- b. _____ animals
- c. _____ science
- d. _____ people
- e. _____ numbers
- f. _____ words
- g. _____ machines
- h. _____ musical instruments
- i. _____ computers
- j. _____ plants



2. Do you like to:

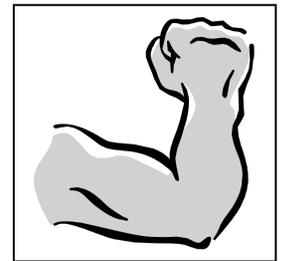
- a. _____ be outdoors
- b. _____ be inside
- c. _____ move around a lot
- d. _____ stay in one place
- e. _____ be with other people
- f. _____ spend time alone
- g. _____ make/fix things
- h. _____ talk to people



3. Do you think you would be willing to:
- a. _____ work 10 to 12 hours each day
 - b. _____ work very early in the morning
 - c. _____ work in the evening or during the night
 - d. _____ work on weekends, if necessary
 - e. _____ travel and be away from home a lot
 - f. _____ get a college education or more career training
 - g. _____ continue to learn new things throughout your career

4. Are you physically able to:

- a. _____ climb a ladder
- b. _____ stand on your feet for hours at a time
- c. _____ walk a lot
- d. _____ hear what others are saying
- e. _____ see clearly
- f. _____ use your eyes for close work for hours at a time



5. Could you:

- a. _____ sit in one place for hours at a time
- b. _____ work alone if you had to
- c. _____ work with other people
- d. _____ speak pleasantly regardless of how you feel
- e. _____ be pleasant to someone who is not pleasant to you
- f. _____ do the same thing repeatedly and still be accurate and quick
- g. _____ do many different things in the same day
- h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:

- a. _____ persuade other people to do what you want them to do
- b. _____ keep accurate records
- c. _____ follow written directions
- d. _____ follow oral directions
- e. _____ do a job as instructed
- f. _____ get your work done even if the boss is away
- g. _____ leave your personal problems at home



7. Are you willing to:

- a. _____be neat, clean, and dressed nicely while you are working
- b. _____be on time for work and have regular attendance on the job
- c. _____get your hands and clothing dirty
- d. _____wear a uniform
- e. _____work without pay while you are learning how to do your job
- f. _____work at a job that might be dangerous

8. Are you the kind of person who could:

- a. _____keep doing the same tasks over and over, and still do them well
- b. _____work with people who are in trouble and need your help
- c. _____work with people who are sick or injured
- d. _____make decisions and accept blame if they are wrong decisions
- e. _____give orders in such a way that others will follow them
- f. _____think up ideas and new ways of doing things
- g. _____remain calm in an emergency
- h. _____meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. _____you were in an open place high above the ground
- b. _____you were in a small closed-in space
- c. _____there was a lot of noise around you
- d. _____you were in a place that was smelly
- e. _____it was very hot
- f. _____it was very cold
- g. _____you had to work outside in the rain and snow
- h. _____you had to work under pressure

Number of "yes" answers: _____

Number of "no" answers: _____

Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path Mini Poster and figure out careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



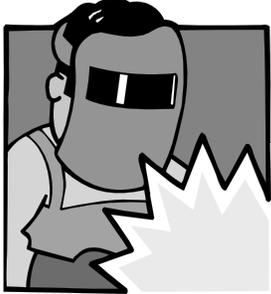
Health Path

(Health Services)

People who like to care for animals and people.



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bus Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 <p>Chef</p>	 <p>House Keeper</p>	 <p>Lawn Care Person</p>
 <p>Bricklayer</p>	 <p>Receptionist</p>	 <p>Pediatrician</p>
 <p>Physical Therapist</p>	 <p>Pet Groomer</p>	 <p>Construction Worker</p>
 <p>Veterinarian</p>	 <p>Carpenter</p>	 <p>Auto Mechanic</p>

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Animal Care Taker</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Unit #1 Title: Finding My Place In The Community	
Lesson Title: Information, Please!	Lesson: 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.B.04: Identify school and community resources available for exploration of the six career paths.	
American School Counselor Association (ASCA) National Standard: Career Development: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

<p>For “hook”: map, travel books, hotel guide Career Path Mini Poster Job Picture Activity Sheet Job Research Activity Sheet (A Job I am Interested in Finding Out More About...) Computer or computer lab Career exploration software, such as <i>Missouri Connections Junior Version</i> (www.missouriconnections.org), <i>Paws In Jobland</i> (Bridges.com), <i>Coin Climb</i> (www.coin3.com) or Career exploration books, such as <i>Children’s Dictionary of Occupations</i> (Hopke and Parramore, Meridian Education Corporation) or Local Speaker in the Community e.g. banker, human resource person, city sanitary worker</p>
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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.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 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	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measureable Learning Objectives:

The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, find and use print resources.

Lesson Preparation

Essential Questions:
 Why is it important to research careers? When will you know that you have enough information to make a decision about your career?
Engagement (Hook): Counselor stands in front of class holding a map or a travel guide. Counselor says: “If I were going to take a trip, what kinds of things would I need to get from here to there?” Counselor says: “A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information.”

Procedures

<p>Instructors Procedures/Instructional Strategies:</p> <p>1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration. <i>Note: This lesson plan is formatted using three difference options for accessing career resources.</i> <i>a. The first option is using computer software (Example: Missouri Connection Junior Version</i></p>	<p>Students Involvement/Instructional Activities:</p> <p>1. Students listen to the examples of different resources and share ideas about resources during essential questions.</p>
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<p>(www.missouriconnections.org), <i>Career exploration software, such as Paws In Jobland</i> (www.Bridges.com), <i>Coin Climb</i> (www.coin3.com).</p> <p>b. <i>The second option is using a resource book for career exploration (Example: Children’s Dictionary of Occupational Titles).</i></p> <p>c. <i>The third option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).</i></p> <p>2. Option 1: The counselor opens the <i>Jobland</i> Program. The counselor familiarizes the class with the icons used in the <i>Jobland</i> program. NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience.</p> <p>3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program. NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.</p> <p>4. The counselor instructs the student to click on <i>Jobland</i>. Counselor tells students some general information about <i>Jobland</i>.</p> <p>5. The counselor selects another student to click on one of the buildings in <i>Jobland</i> (this can be counselor choice or student choice).</p> <p>6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected.</p> <p>7. Steps 5 and 6 are repeated, as time allows.</p> <p>8. Counselor tells the class that there are 100</p>	<p>2. The students observe the method of booting up a computer.</p> <p>3. Students listen to the opening statements from <i>Paws</i>.</p> <p>4. Students watch the software and listens to the explanation of <i>Jobland</i>.</p> <p>5. Students watch the demonstration. Students may encourage buildings to choose.</p> <p>6. Students watch and listen to the description of the selected career.</p> <p>7. Additional students will be chosen to assist the exploration.</p> <p>8. Students listen to the explanation and</p>
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<p>careers in the <i>Jobland</i> program, showing them the alphabetical list.</p> <p>9. Counselor leads class in the <i>Jobland</i> Job Finder assessment. When the Job Finder is complete, it indicates which area of <i>Jobland</i> might be of most interest, based on the students' responses.</p> <p>10. Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's)</p> <p>11. Option 2: Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: <i>Children's Dictionary of Occupations</i>) is given to share in each group. Each student will also be given a job picture from the <i>Job Activity Picture Sheet</i> or select career to research based on what they discovered about themselves when they completed "<i>Where Do I Fit</i>" (Lesson 1). The students are also given a job research sheet "<i>A Job I'm Interested in Finding Out More About...</i>" to use with the resource book to research about a certain job.</p> <p>12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.</p> <p>13. Option 3: This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used:</p> <ul style="list-style-type: none"> • Introduction of Self • Job Title • Description of Job 	<p>name jobs they hope are on the list.</p> <p>9. Students help complete the assessment by responding to the questions. Students continue to share responses.</p> <p>10. Students review where computers are located.</p> <p>11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.</p> <p>12. Students share their research with the class.</p> <p>13. Students will listen to the classroom speaker(s) and ask appropriate questions.</p>
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<ul style="list-style-type: none"> • Job Training Needed • School Skills They Use on the Job (i.e. math, science, reading, writing) • Demonstration of Equipment (if needed) <p>14. The students are given a Job Research Activity Sheet “<i>A Job I’m Interested in Finding Out More About...</i>” to complete while listening to the speaker.</p> <p>15. After using one of the above resources in the classroom the counselor will review the other resources available for future career exploration. Students will be encouraged to use the Job Research Activity Sheet to interview workers outside the class.</p>	<p>14. Students will complete worksheet.</p> <p>15. Students will participate in the review of resources and what they have learned.</p>
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Teacher Follow-Up Activities

Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



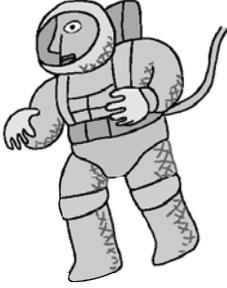
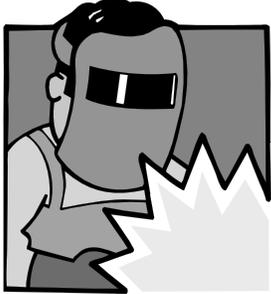
Health Path

(Health Services)

People who like to care for animals and people.



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bu s Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 <p>Chef</p>	 <p>House Keeper</p>	 <p>Lawn Care Person</p>
 <p>Bricklayer</p>	 <p>Receptionist</p>	 <p>Pediatrician</p>
 <p>Physical Therapist</p>	 <p>Pet Groomer</p>	 <p>Construction Worker</p>
 <p>Veterinarian</p>	 <p>Carpenter</p>	 <p>Gas Station Attendant</p>

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Zoo Keeper</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Job Research Activity Sheet



A Job I am Interested in Finding Out More About...



Name of Job: _____

Job Description: _____

Personal Skills needed: _____

School Skills needed: _____

Education needed: _____

Job Outlook/Estimated Salary: _____

Career Path this job fits best: _____

(Circle) This job matches/does not match my personal preferences.



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Finding My Place In The Community This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How does understanding one’s interests and strengths relate to career exploration? 2. Why is researching a career important in the career decision-making process?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.		CD.7.A.04: Compare interests and strengths with those of workers in the local community. CD.7.B.04: Identify school and community resources available for exploration of		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the	DOK – Level 3 DOK – Level 1,2

Grade Level/Course Title: 4 / Unit Template_CD7-Gr4-Unit1-Finding My Place In The Community
 Course Code: Career Development

		the six career paths. CD.7.C.04: Recognize the contributions of all jobs to the community.			world of work.	DOK – Level 2
2.	The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.	CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
3.	The student will identify two contributions of five jobs in the community.	CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
ASSESSMENT DESCRIPTIONS*:						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See: Lesson #1: Where do I Fit?					
2	Lesson #2: Information, Please!					

3					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1,2) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls.2) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls. 2) <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: The Road to Careerville:
Exploring Career Paths & Requirements

Grade Level: 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: The Road to Careers (Part 1)

Materials/Special Preparations Required:

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Career Path Strips (Master Copy of single page—to be cut into strips)

Activity Sheets for students:

“Career Paths and Example Jobs”

“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Dry erase board/SMART board/other visual display

Poster board or construction paper

Pencils, markers

Lesson # 2: The Road to Careers (Part 2)

Materials/Special Preparations Required:

Student-made charts (“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”) begun in Lesson 1

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Activity Sheets for Students:

“Career Paths and Example Jobs”

“The Relationship of My ...” (see Lesson 1)

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Dry erase board/SMART board/other visual display

Poster board or construction paper

Pencils, markers

Lesson # 3: The Road to Careers (Part 3)

Materials/Special Preparations Required:

Roadmap; Student-made posters completed in Lesson 2

Counselor Resources:

Career Paths and Example Careers”
 “Career Path Posters” (set of 6)
 “Letter from *Careerville News Reader*” (1 copy for each group)
 “Columnist’s Response to a Reader” (1 copy for each group).
 Activity Sheets for Students:
 Template for Friendly Letter (copies for each student)
 Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites
 Dry erase board/SMART board/other visual display
 Poster board or construction paper
 Pencils, markers

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.04: Relate current student learning to each of the six career paths. (DOK Level – 3)
 CD.8.B.04: Outline the training and educational requirements for a variety of careers. (DOK Level – 3)

American School Counselor Association (ASCA) National Standard:
 Career Development
 A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
 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
X	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.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 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
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Unit Essential Questions:

How does a person’s education prepare him/her for future jobs and careers?
 How do people prepare for careers?

Unit Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
 The student will identify training and education for two career options.

Unit Instructional Strategies/Instructional Activities

- Direct (Structured Overview, Guided & Shared –Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
- Experiential (Role Playing)
- Independent study
- Interactive Instruction (Role Playing, Brainstorming, Peer Partner Learning, Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters, student-written letters, and through other media resources.

Brief Summary of Unit:

The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available

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

Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources “Career Paths and Example Careers” “Career Path Mini-Poster”).

Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 1) **Lesson 1** of 3

Grade Level: 4

Length of Lesson: 30 minutes (may require 2 sessions)

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.04: Relate current student learning to each of the six career paths.
 CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
 A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
 C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Counselor Resources: “Career Paths and Example Careers”; “Career Path Posters” (set of 6); Career Path Strips (Master Copy of single page—to be cut into strips)
 Activity Sheets for students: *Career Paths and Example Careers, Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education*
 Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites
 Dry erase board/SMART board/other, poster board or construction paper, pencils, markers

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
X	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.

Academic Content Area(s)	Specific Skill(s)
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

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will identify one academic/content area linked to each of the six career paths. The student will identify training and education for two career options.</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will gather information and present the information to a small group of peers during a chart-making activity. Working with a team, the student will 1) discuss and graphically represent on a poster board, the relationship of current (4th grade) learning to the responsibilities of workers in a specific Career Path and 2) will graphically represent the post-secondary training/education a person in that career path needs to succeed.</p>

Lesson Preparation

<p>Essential Questions: How does what a person learns prepare him/her for future jobs and careers?</p> <p>Engagement (Hook): Come to class dressed as Inspector “CareerSo” with an oversized magnifying glass, and pretend to search classroom as if looking for clues. The counselor will say, “I am a detective who has been hired by the editor of the <i>Careerville News</i>. The editor’s in-box is overflowing with letters from people who want to live and work in Careerville. I have been hired to help by investigating the work people do in Careerville. There are too many inquiries for me to be able to respond to them all, so I have hired you (students) to help with the investigation and to become Career Information Columnists for the <i>Careerville News</i>.</p> <p>Draw a road on the dry erase board/SMART board/other, and write “Careerville” at the end of the road. Add the names of several careers that students explored in prior grades. Along the road, Inspector CareerSo (the counselor) will write the types of post-secondary training and/or education people need for each of the careers (e.g., 2-year college education in computer science, 4-year college degree in teacher education, 9 month Licensed Practical Nurse program at a local Career Center). Inspector CareerSo (the counselor) will say, “We are on a journey to “Careerville.” All of us will have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. How can we prepare ourselves to arrive in Careerville ready to be the “best workers we can be?”</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. After the “hook,” allow students to respond; write student responses on the path drawn on the board.</p> <p>2. On the “Careerville” road, the counselor will write <i>newspaper editor</i> at the end. The counselor will say, “How might we prepare ourselves to become the editor of the Careerville newspaper? What skills does a newspaper editor need? What are you learning currently at school that would help you in your job as an editor?”</p> <p>3. Using the set of six <i>Career Path Posters</i>, review the concept of Career Paths, presenting the career paths as a way to organize the World of Work and Workers in our minds. The counselor will say, “What jobs or occupations do you recall from your memory when I say “Helping Career Path?” The counselor will continue this process with the other Career Paths.</p> <p>Helping Path (teacher, custodian, waitress); Health Path (doctor, paramedic), Business Path accountant, administrative assistant; Creative Path (actors, radio and TV broadcasters, journalism); Fixing, Building, and Technology Path (construction worker, architect, auto mechanic), Nature Path (zookeepers, horticulture, farming)</p> <p>4. Divide the class into six groups and distribute Activity Sheets: “Career Paths and Example Careers” and “The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & Education” to each student. Say, “The Activity Sheet ‘Relationship of my Current Learning, Worker Responsibilities, Post-secondary Training and Education’ is an advanced organizer for</p>	<p>1. Students will respond to questions. (Go to school, study, go to college, follow the rules, etc.)</p> <p>2. Students will respond to questions (learn to read, write, do math problems).</p> <p>3. Students will respond to counselor questions, naming the career paths and occupations in each path.</p> <p>4. Students will write current learning in the first column of their Activity Sheet – being specific about the learning, e.g., “long division” instead of “math” and then share their answers with the class.</p>

<p>the work you will be doing together. Think about your math lessons this week... what are you learning to do? Think about your science lessons? What have you discovered? Now write this information in the first of the three columns on the Activity Sheet. Think about your other subjects— what are you learning? On a blank piece of paper, write all the learning (in any subject) you can think of in the next 2 minutes.” Call time after two minutes and ask several students to state a “current learning” he or she wrote.</p> <p>5. Facilitate Student Self Evaluation by saying “Reflect on the ‘learning’ you wrote on the blank piece of paper. Re-think your list by considering the difference between Subject Areas (e.g. History) and specific knowledge or skills (e.g. using the internet to research what it was like to live in Missouri 100 years ago). Focus on the knowledge and/or skill you are gaining and revise your lists by adding knowledge and skills to your lists. Revise and refine your lists by categorizing specific skills into subject areas (you may find that skills will fit into more than one subject area). For example:</p> <table border="0" data-bbox="250 1218 802 1323"> <tr> <td>Mathematics</td> <td>Communication Arts</td> </tr> <tr> <td>Long division</td> <td>Letter-writing</td> </tr> <tr> <td>Problem-Solving</td> <td>Problem-Solving</td> </tr> </table> <p>6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed.”</p> <p><i>Counselor Clue: Remember—These lists are to be representative of the process – rather than exhaustive.</i></p> <p>7. Say, “In the middle column, you will be asked to write the names of careers. Look at the careers listed on the Activity Sheet “Career Paths and Example Careers”. In the middle column, of the chart, write down the names of 3 or 4 careers you think you</p>	Mathematics	Communication Arts	Long division	Letter-writing	Problem-Solving	Problem-Solving	<p>5. Students will work with peers in small groups to reflect/ rethink/ revise/refine their lists.</p> <p>6. Students will transfer lists to the first column of their Activity Sheet: “The Relationship of My Current Learning ...”</p> <p>7. Students will write the names of three careers they think they would like and three careers they think they would not like in the middle column. Students will then share what they have written.</p>
Mathematics	Communication Arts						
Long division	Letter-writing						
Problem-Solving	Problem-Solving						

<p>would like AND 3 or 4 you think you would not like.” Suggest that students relate the academic skills needed for the careers they have chosen to the knowledge and skill they wrote in the first column. Continue by saying, “Think about the responsibilities of a _____ and then think about the knowledge and skills you are learning today in school and how what you are learning now relates to the responsibilities of that career. Draw a line from the skill to a worker who uses the skill.” After a few minutes, ask the students to share their ideas about how current learning connects with the responsibilities of workers in specific careers.</p> <p>8. Supply each group with a “career strip” (Resource: Career Path Strips [Master Copy]) and a large piece of construction paper or poster board folded in thirds. The counselor will instruct the students to sign their names on the back of the poster board. (Groups will use only 2/3 of the poster at this time. The other third will be used later.)</p> <p>9. Explain that the first column on the poster board is where students will graphically represent six important skills they are currently learning.</p> <p>10. Explain that the Second Column is where students will write or graphically represent careers/jobs.</p> <p>11. Next, instruct students to connect the current learning/skills to the careers/jobs with string or with lines drawn with markers. Remind students that each skill will be connected to more than one worker and each worker will be connected to more than one skill. While students are working, ask, “What are you discovering about the relationship between your current learning and future jobs?”</p>	<p>8. Students will write their names on the back of their poster board.</p> <p>9. Working in teams, students will determine the six important skills to be illustrated and will complete the first column on the poster board.</p> <p>10. Students will complete the Second Column.</p> <p>11. Students will connect current learning/skills to future jobs with string or lines. Students (one group at a time) will engage in answering the discussion question stated in counselor direction number eleven (11) by sharing their posters with the class.</p>
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<p>12. Close this part of the lesson by saying, “During our next session, we will match the careers you included on your poster with the post-secondary training/education required. Be sure to remember your group members.”</p> <p><i>Collect the groups’ charts/posters, students’ Activity Sheet, “Career Paths and Example Careers”, and Activity Sheet/chart “Relationship of My Current Learning...” Bundle together in classroom groups for ease of retrieval. They will be completed during Lesson 2.</i></p>	
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Teacher Follow-Up Activities

<p>Arrange with classroom teacher to keep the Career Path Posters displayed.</p> <p>Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. (See Resource: “Career Paths and Example Careers”. Space has been left for additional careers to be added to each Career Path). Encourage relating the careers that apply to current learning during instruction and adding careers to the “poster.”</p>
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Counselor reflection notes (completed after the lesson)

<p></p>

**COUNSELOR / TEACHER RESOURCE:
CAREER PATHS AND SAMPLE CAREERS**

This Resource is provided as a “memory refresher” for the Career Paths. Remember, the careers listed here represent a small percentage of all the careers in each Career Path. As with any system of categorizing, there will be an overlap of Career Paths for many careers. Teachers are urged to post this in their classrooms and encourage students to add careers to the lists in the Career Paths as they learn about and/or discover new careers.

Creative Path

(Arts and Communications)

museum curator, investigative reporter
actor, radio and TV broadcast journalist,
newspaper journalist, set designer,
cartoonist, greeting card designer

Nature

(Natural Resources)

zoo keeper, horticulturist, park ranger,
dairy farmer, conservation agent, cattle
farmer, geologist, florist, landscape
designer; environmental researcher,
forester

Fixing, Building, and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic,
architect, brick layer, software designer,
electrical contractor, entrepreneur,
industrial engineer

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur,
certified public accountant, restaurant
manager, Chief Executive Officer
(CEO), instructional technology
specialist

Health Path

(Health Services)

physician, nutritionist, veterinarian,
radiologist, pharmacist, dentist,
emergency room technician, school
nurse.

Helping Path

Human Services

teacher, custodian, restaurant server,
law enforcement officer, social worker,
tour guide, school counselor, minister

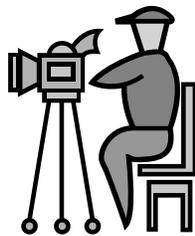


Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



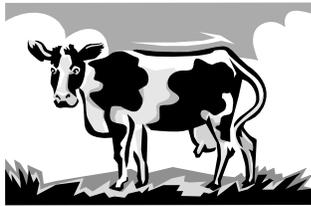


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

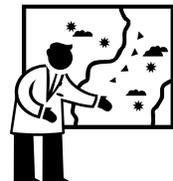


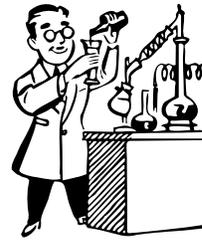


Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to figure out how
things work & build things.***





Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training, and Education

My Current Learning
(e.g. Math: long division, Science: categories)

Post-Secondary Training and Education
Where people go to learn how to do the work they love

Worker Responsibilities in the
_____ **Career Path**

Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 2) **Lesson:** 2 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.04: Relate current student learning to each of the six career paths.
 CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development

- A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Student-made charts (“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”) begun in Lesson 1
 Counselor Resources: “Career Paths and Example Careers”; “Career Path Posters” (set of 6)
 Activity Sheets for Students: “Career Paths and Example Jobs” “The Relationship of My ...” (see Lesson 1)
 Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites
 Chalkboard, chalk, poster board or construction paper, pencils, markers

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
X	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.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 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

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
 The student will identify training and education for two career options.

Lesson Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will complete the poster started in lesson 1 by adding the post-secondary options for training and/or education in the third column on the poster. Reminder: Column 1 = School-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Once again, come to class dressed as **Inspector “CareerSo”** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, “AHA! I see ... The Career Paths lead to Careerville! WOW! You can get there in many different ways!” Draw a road on the dry erase board/SMART board/other visual display. Write “Careerville” at the end of the road and remind students that we are on a journey to **“Careerville.”** Say, “All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review the concept of “Post-secondary training and/or education.” List on the board, examples of the many options for students after graduating from high school, e.g., apprenticeships, on-the-job training, the military, technical school,	1. Students will contribute post-secondary employment and education/training options.

<p>community college, and four-year college.</p> <ol style="list-style-type: none"> 2. Tell students to return to their “Lesson 1 groups” (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1. 3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group’s poster. 4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs. 5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection. 6. Facilitate students’ developing ability to support their “statements” with evidence and documentation. Guide them to support their “matching” of work roles and post-secondary requirements by citing the source of the information they found while researching the post-secondary requirements of workers. 7. Inform students that during the next guidance lesson, they will be writing letters to the readers who are seeking advice about working in Careerville. Encourage their continued observation and reading about work and workers. Students will be using the information on their posters as well as information they find in other reliable sources to formulate 	<ol style="list-style-type: none"> 2. Students will position themselves in groups. 3. Students will list post-secondary options in the third column of their posters. 4. Students will use the career information resources made available by the counselor to research options available for specific careers. 5. Students will match workers/careers in column 2 with education and/or training requirements in column 3. 6. Students will discuss the research that “informed” their decisions to match specific jobs/careers with specific education and/or training requirements. 7. Students will listen.
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<p>the information support for the advice they provide about choosing a career path or a specific job.</p> <p>NOTE: Save group materials (individual student's Activity Sheets, the group's resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.</p>	
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Teacher Follow-Up Activities

Ask the classroom teacher to keep the Career Path Posters displayed throughout the three lessons of this career unit.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: Career Paths and Example Careers).

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 3) **Lesson 3** of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.04: Relate current student learning to each of the six career paths.
 CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
 Career Development:
 A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
 C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Roadmap; Student-made posters completed in Lesson 2
 Counselor Resources: Career Paths and Example Careers”; “Career Path Posters” (set of 6); “Letter from *Careerville News* Reader” seeking help (1 copy for each group); “Columnist’s Response to a Reader” (1 copy for each group).
 Activity Sheets for Students: Template for Friendly Letter (copies for each student)
 Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites
 Dry erase board/SMART board/other visual display, poster board or construction paper, pencils, markers

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
X	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.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 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

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
 The student will identify training and education for two career options.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will write a friendly letter focusing on a specific career and include the correlation of the student’s current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Again, come to class dressed as Inspector “CareerSo.” Draw a road on the Dry erase board/SMART board/other visual display. Write “Careerville” at the end of the road and remind students that we are on a journey to “Careerville.” Using an oversized magnifying glass and a crumpled road map as props, pretend to search the classroom as if looking for clues and say, “I see that the Career Paths lead to Careerville! WOW! And there are SO many people on the road to Careerville—I hope we can help them find their way! You already know that people can get to Careerville in many different ways. All of us have the same destination: working to meet the needs of a community. Let’s get started on OUR investigations and reporting about the world of work so we can help the people heading toward Careerville!”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ask: What do you remember from our last guidance lesson about where people learn how to do their work? Review the concept of post-secondary training and/or education by writing information on the board regarding options available to	1. Students will respond to the counselor’s questions regarding post-high school job or training opportunities in the area, or military options.

<p>students in the area (e.g., vocational schools, technical training programs, the military, and colleges). Inspector CareerSo (Counselor) will use prompts such as: “What kinds of jobs are available for individuals who want to enter a full-time job right after they graduate from high school? What training and educational facilities are located in our area for a person who would want to go to more school after high school?” (Provide time for students to respond and comment.)</p> <p>2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training, educational, or military setting. For example, what job responsibilities does a Newspaper Columnist have?</p> <p>3. Say, “Remember, I have hired you to help me investigate and report on the world of work. You will be working as columnists for the <i>Careerville News</i>’ award-winning column “Career Information for those on the Road to Careerville.” You will be working in the same groups as in Lessons 1 and 2 – each group represents one of the Six Career Paths and each student in the group will represent a career within that Career Path. Explain that the responsibility of each student is to publish accurate information about a career in his or her assigned Career Path.</p> <p>4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: “Letter from <i>Careerville News</i> Reader”). The Inspector will review the elements of a friendly letter and then ask the students to examine the sample of the letter (Resource: “Columnist’s Response to a Reader”). Each student will write a similar letter to the readers. (See,</p>	<p>2. Students will respond to question regarding the responsibilities of a <i>Columnist</i>, for example: Seek information Write Columns Reflect/ Rethink Revise/Refine content of columns.</p> <p>3. Students will listen to the instructions and then gather in their previously assigned groups. Each student will choose a career/job of interest from the assigned career path.</p> <p>4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor) provides instructions.</p> <p>5. Students will engage in the writing of the letters and will share their letters with the class.</p>
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<p>also, the Activity Sheet: “Template for Friendly Letter”) If students do not have access to computers to write letters, they may write their letters on the template.</p> <p>5. The letters will be self and peer critiqued. When the letters are completed, the counselor will ask each student to share his/her letter with a small group. Instruct group members to use “Letter from <i>Careerville News Reader</i>” as a guide to ensure that all questions are answered in each student’s letter. (Suggestion: Use the “jigsaw” process for sharing – students have been working in expert groups addressing a single Career Path. In order to help peers learn about other Career Paths, arrange students in six-member groups so that there is at least one representative of each career path in each group). Before binding the letters into a booklet, you may want to post the letters outside your office for a broader audience.</p> <p>6. The counselor or student volunteers will bind the letters into a classroom Career Information book.</p>	<p>6. Students interested in a career in publishing will volunteer to bind the letters into the classroom book.</p>
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Teacher Follow-Up Activities

The letter writing process might serve as a Communication Arts lesson on writing friendly letters. The process could be adapted to include writing a business letter to the readers. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resources).

Counselor reflection notes (completed after the lesson)

RESOURCE: LETTER FROM CAREERVILLE NEWS READER

1234 Rooftop Lane
Larae, MO, 65000

September 5, 2006

Dear CN Columnist,

I hope you can help me! I am seeking more information about the World of Work, and Workers. I am trying to decide where I want to live and work when I graduate from high school. Inspector CareerSo told me that Careerville is the best community in the world because all workers are valued and all work is important there. I want to move to Careerville and help make the community even better. The problem is that I have many, many skills and like to do many, many kinds of things. I study hard and enjoy all (well, most) of my learning. I just can't decide which career to choose. Since you have the reputation of being the most accurate source of information about careers in Careerville, I decided to write to you.

Would you please help me find answers to the following questions?

1. I know all Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one of the jobs that he or she might like?
3. What "school skills" are needed in that job?
4. Can someone get this job when he or she graduates from high school? If not, what kind of post-secondary training or education is needed?
5. If you were thinking about doing this job, what are some things you would like about it?
6. If you were thinking about doing this job, what are some things you would NOT like about it?
7. Do you know of anything else I should know about Careerville, or the job you are suggesting?

That's all the questions I have for now. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

RESOURCE: COLUMNIST’S RESPONSE TO A READER

4234 Careerville Newspaper Way
Careerville, MO 65216
Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CN Columnist. I have some ideas. However, C. A., you are the only one who can decide what is best for you! Since you didn’t tell me very much about yourself, I will tell you about what I think is the best Career Path—the Helping Path! Remember, though, YOUR favorite or best Career Path will depend on YOU knowing what you like to do and/or would like to do in the future.

If you like to help other people and like to talk with people, and if the Communication Arts subject area is one of your strengths, then there are several careers for you in this career path. The one I will tell you about is “Teacher.” This might be a good career for you because you said you like to learn and that you have a lot of skills – so do teachers. My teacher has to know all the school skills because he has to teach them to all of us. I know my teacher had to graduate from college after he graduated from high school, because his college diploma is hanging in our classroom. He tells us almost every day that he worked hard to get that diploma and he is proud to display it.

As for ME and a teacher’s job—here are some things I would like about it:

- I would get to help great kids (like me) learn.
- I would get to eat lunch in the Teachers’ Lounge.
- I would be able to decide what projects the kids would do.
- I would be able to help people solve problems.

And here are some things I would NOT like about a teacher’s job:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting angry at me in front of the students.
- Going to school during the summer.

Well, what do you think, C. A.? Would you like to be a teacher? What other jobs have you considered? We have them all in Careerville – and you would love living here!

Sincerely yours,

The CN Columnist

ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading
(Street Address
City, State, Zip)

Date

Greeting,

Body _____

(New paragraph)

Closing.

Signature

Name

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: The Road to Careerville: Exploring Career Paths & Requirements The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How does a person’s education prepare him/her for future jobs and careers? 2. How do people prepare for careers? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify one academic/content area linked to each of the six career paths.</p>		<p>CD.8.A.04: Relate current student learning to each of the six career paths.</p> <p>CD.8.B.04: Outline the training and educational requirements for a variety of careers.</p>		<p>RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level – 3</p> <p>DOK Level - 3</p>

<p>2. The student will identify training and education for two career options.</p>	<p>CD.8.A.04 CD.8.B.04</p>		<p>RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4.6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>CD A CD C</p>	<p>DOK Level - 3 DOK Level - 3</p>
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>The student will b provided oppourtunities to demonstrate an understanding of careers, post-secondary training, and education via charts, student-made posters, student-written letters, and through other media resources.</p>					
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>				
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction</p>				
<p>1 2</p>	<p>See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)</p>				
<p>Obj. #</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p>				

<p>1 2</p>	<p>See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)</p>				
	<p>Direct: <input checked="" type="checkbox"/> Structured Overview (Ls. 2,3) <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)</p>	<p>Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3) <input checked="" type="checkbox"/> Writing to Inform (Ls. 1,2,3) <input checked="" type="checkbox"/> Concept Formation (Ls. 1,2,3) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure</p>	<p>Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1,2,3) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys</p>	<p>Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers</p>	<p>Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1,2,3) <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1,2,3) <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1,2,3) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing</p>
<p>UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit #1 Title: Working Together	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: Personal and Ethical Skills	
Materials/Special Preparations Required:	
Writing paper and pencils for each student	
Dry erase board/SMART board/other visual display to compile brainstorming ideas	
Chalk or markers as needed	
Lesson 2: Going for the Gold!	
Materials/Special Preparations Required:	
Large blankets (enough for 1 blanket per 5-7 students)	
Gold medal for each blanket, and one for the counselor	
List of words brainstormed in Lesson 1	
An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium).	
Masking tape, paper and pencils	
Stop watch	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people. (DOK Level- 2)	
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.	

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

X	Goal 1: Gather, analyze and apply information and ideas
	6. Discover and evaluate patterns and relationships in information, ideas, and structures
	8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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

	3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities

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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes 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:

What communication skills do people need in order to be successful in the world of work?
How do people show respect for others’ ideas and differences?

Unit Measurable Learning Objectives:

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
The student will identify two personal and two ethical skills needed to work with diverse groups of people.
The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group of people.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Writing to Inform)
- Experiential (Role-Playing)
- Independent Study
- Interactive Instruction (Brainstorming, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Brief Summary of Unit:

Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.

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 know how to work in small groups cooperatively and skills needed for success in school and groups.

Unit 1 Title: Working Together	
Lesson Title: Personal and Ethical Skills	Lesson 1 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
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.	

Materials (include activity sheets and/ or supporting resources)

Writing paper and pencils for each student
Dry erase board/SMART board/other visual display, and markers as needed

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</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>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	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	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will work together and generate a list of skills needed to work with diverse groups of people.

Lesson Preparation

Essential Questions:
 What does it look like when someone doesn't respect another person's ideas and differences?
 What does it look like when someone does respect another person's ideas and differences?
 What communication skills do people need to have to be successful in the world of work?

Engagement (Hook): Select 6 students to stand in front of the class. The counselor will ask, "What does "diverse" mean to you? Is this a diverse group? If so, how is it diverse?" Share how this group is diverse.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
NOTE: This is the first of two lessons. In this lesson students will be working individually; in the second lesson students are assigned a group goal requiring them to work in a group. 1. "What does 'diverse' mean to you?" Write student responses on dry erase	1. Students will brainstorm the meaning of "diversity." Their definitions will

<p>board/SMART board/other visual display. Tell students, “When we work in groups – we work with people who are similar to and different from us in many ways. We call this ‘diversity’. The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal and ethical skills people need in order to accomplish goals through working together. What do you need to do to show respect to and acceptance of other people when working together?” (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)</p> <ol style="list-style-type: none"> 2. Give each student a sheet of notebook paper. “You have two minutes—write as many skills as you can think of to help you work with diverse groups of people.” Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes. (Save list for lesson 2.) 3. Ask, “How can you respect others’ ideas when you are working together in the large group?” 4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others. 5. Review the definition of Personal and Ethical Skills. “Does anyone know what these words mean?” Explain: “The skills on the board are important skills for students or people to have when they are doing their work or job.” <ul style="list-style-type: none"> • Personal Skills are skills about how a person treats themselves or others. Important personal skills: 	<p>represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.</p> <ol style="list-style-type: none"> 2. Students will write as many skills as they can in two minutes (e.g. listening, taking turns, respect, sharing ideas, accepting ideas). List will be saved for lesson 2. 3. Students listen and share ideas for showing respect for classmates’ responses (e.g. listen, take turns sharing, accepting different ideas and points of view). 4. Students volunteer and share responses. 5. Students will rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a “P” the skills they need to practice.
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<p>helpful, friendly, kind, caring, good listener, and compassion.</p> <ul style="list-style-type: none"> • Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. <p>“How would each skill work or not work? What skills need to be practiced?” Challenge students on their ideas or set up situations for role-plays.</p> <p>6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. “What was effective about the skills you used? What was not effective about the skills you used?” Play devil’s advocate in different situations.</p>	<p>6. Students will describe a situation in which they helped a group solve a problem and a situation in which they did not. Students will volunteer to role-play their situation. They will identify actions “to keep” and actions “to throw-away.”</p>
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Teacher Follow-Up Activities

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use everyday and to encourage the class to prepare for the next lesson as stated above.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Working Together	
Lesson 2 Title:	Going for the Gold! Lesson 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
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.	

Materials (include activity sheets and/ or supporting resources)

<p>Large blankets (enough for 1 blanket per 5-7 students) Gold Medal for each blanket, and one for counselor List of words brainstormed in Lesson 1 An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium). Masking tape, paper and pencils Stop watch</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Mathematics	
X Social Studies	6. relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will write an essay describing what they learned while participating in a group activity, including two or more personal and ethical skills needed to work with a diverse group of people.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will participate in a group activity with discussion afterwards concerning their successes and challenges.
 Students will also be expected to write a short essay on what they learned, citing two examples of personal and ethical skills needed to work with a diverse group of people.

Lesson Preparation

Essential Questions:
 Why are appropriate communication skills and respect needed to achieve a common goal?

Engagement (Hook): NOTE: Prior to the lesson prepare large blankets (enough for 1 blanket per 5-7 students) by taping or pinning a ‘gold medal’ to one side of each of the blankets. Spread them out on the floor with medal side “up” as lesson begins.

Counselor wears a gold medal, and holds it up while asking the class: “What does a gold medal mean to you? What might a team have to do to earn a gold medal? (Working together by respecting individual differences, supporting each other, encouraging each other, etc.)

Say, “Raise your hand if you have ever been on an island. What surrounded that island?”
 Today YOU are going on an island adventure with a group of your friends.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Place prepared blankets on the floor, medal side up. Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today YOU are going on an island adventure with a group of your friends. Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the “shark infested water” (falling off the blanket). If anyone falls off, they must start over. 2. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of working, stop the process and ask: “What is working? What isn’t working?” What can you do differently to accomplish your goal? Plan as a group.” Tell students they have 4 minutes to accomplish goal. On signal, restart process (and stopwatch) note when each group completes the task. 3. Tell students how much total time it took each group. Have each student draw a “T-chart” on paper. Label one column: “This was effective”, and the other column “This wasn’t effective.” Give students 2 or 3 minutes to reflect and make notes on their “T-chart.” Discuss what was effective and what was not, and what they learned. “What kind of communicator were you? What was effective/not effective? What would you do differently? What personal 	<ol style="list-style-type: none"> 1. Students listen to directions. 2. When told to begin, students work together to turn the blanket over to get to the gold without anyone falling off into the water. Students will talk within groups to determine what is working and what is not and how they will revise their plan of action to more readily reach the “gold.” 3. In their groups, students will complete “T-charts” individually, and then discuss as a group using the questions counselor asks as prompts for group discussion.

<p>and ethical skills were/were not used?” Facilitate the discussion.</p> <p>4. Ask students to review their individual brainstorming list from Lesson 1. How has thinking changed since they made that list? What new personal and ethical skills would they add? Take away?</p> <p>5. Give students directions for their written essay: “Going for the Gold: What I Have Learned About Working In Diverse Groups”</p> <p>NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.</p>	<p>4. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.</p> <p>5. Students will write essays: “Going for the Gold: What I Have Learned About Working In Diverse Groups.”</p>
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Teacher Follow-Up Activities

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Working Together</p> <p>Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay.</p> <p>Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes per lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What communication skills do people need in order to be successful in the world of work? 2. How do people show respect for others ideas and differences? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify two personal and two ethical skills needed to work with diverse groups of people.		CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 3.MD.1 4.MD.2	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 2
2. The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group		CD.9.A.04		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4	CD C	DOK Level- 2

of people.					L4.1 L4.2 L4.3 L4.4 L4.5 L4.6		
ASSESSMENT DESCRIPTIONS*:							
Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.							
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)						
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction						
1	See Lessons: Lesson 1: Personal and Ethical Skills						
2	Lesson 2: Going for the Gold!						
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)						
1	See Lessons: Lesson 1: Personal and Ethical Skills						
2	Lesson 2: Going for the Gold!						
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls.		

				<input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	1, 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

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.	
Dry erase board, smart board, or other	
<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).	
Sample Resume' and Portfolio information for display or projection	
<i>Personal Portfolio Folder</i> (from Lesson 1)	
<i>Interview Questions</i> Activity Sheet	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.B.04: Identify the components of a portfolio. (DOK Level- 1)	
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

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	

Unit Essential Questions:

How do employers select employees? What types of information would an employer need about a job applicant? How does a person prepare for getting a job?
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Unit Measurable Learning Objectives:

The student will identify all components of the Personal Portfolio Profile. The student will begin development of a Personal Portfolio Folder.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Guided & Shared-reading, listening, viewing, thinking) <input type="checkbox"/> Indirect (Inquiry, Writing to Inform, Concept Formation) <input checked="" type="checkbox"/> Experiential (Role Play) <input checked="" type="checkbox"/> Independent study (Learning Logs) <input checked="" type="checkbox"/> Interactive Instruction (Role Play, Brainstorming, Discussion, Cooperative Learning, Interviewing)
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students will role play being 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 begin development of a <i>Personal Portfolio Folder</i> by completing a <i>Personal Portfolio Profile and Interview Questions Activity Sheets</i>.</p>
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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 needs 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.

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.

<p>Unit #2 Title: Presenting: Me!</p> <p>Lesson Title: Who Is the Best Person for the Job? Lesson 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success.</p> <p>Grade Level Expectation (GLE): CD.9.B.04: Identify the components of a portfolio.</p> <p>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.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Room to work in groups. A variety of media available for student presentations (chart paper, poster board, markers, and/or technology) <i>Personal Portfolio Folder</i> (plan folder students can design and decorate) <i>Personal Portfolio Profile Activity Sheet</i></p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 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
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Creativity

Lesson Measurable Learning Objectives

The student will identify three interests, talents, strengths, and two goals for the future by completing a personal portfolio profile.
 The student will begin development of a Personal Portfolio Folder.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Groups of four students will role play the part of managers of a new company, needing to hire employees. They will brainstorm what they believe is important information to know about a future employee and share their list with the class.
 Students will design their own *Personal Portfolio Folder* and complete a *Personal Portfolio Profile*

Lesson Preparation

Essential Questions: How do employers select employees? Or What types of information would an employer need about a job applicant?

- Engagement (Hook):** Ask for two or three volunteers. Tell the volunteers they are going to magically move 20 years into the future with the wave of your hand. Tell them they are going to be managers of a business or company in the world (let them select their company name). Students will pretend they are managers using adult professional behavior. They will contribute ideas respectfully with the class. Tell the managers every person they interview is going to have a Portfolio. Does anyone know what a portfolio is? (e.g. a folder, file or case with information about that interviewee’s personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). What qualities would you look for in your perspective employee’s portfolio? What would you want to know about someone you were going to hire?” Have the managers respond and then have students to share additional ideas in small groups. Ask three or four groups to share their ideas. Re-direct students who are off-track or asking questions that are illegal (e.g., How old are you? What church do you attend?).

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Divide class into groups of 4. Say: “You have just become managers of a new company. You and your management team will be making decisions about hiring new employees. First of all, take a few minutes 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will demonstrate personal and ethical skills as they decide on their new company’s name and product.
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<p>to decide, the name of your company and its purpose (e.g. a chocolate factory or an amusement park).”</p> <p>2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences.</p> <ul style="list-style-type: none"> • What have you learned about being a successful student? • What do you remember about the personal and ethical skills workers need to have? • About the training and education needed for specific kinds of jobs? <p>3. Have students think about the skills needed by employees of their new company. (Provide each group large pieces of paper and markers) Choose a recorder for each group. In their groups, students will brainstorm a list of ideas. Coach them by asking if they have included specific job skills as well as personal and ethical skills. Have they included past experience and training? Help students play the part of managers Review Personal and Ethical Skills if necessary. Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.</p> <p>4. Students will develop a <i>Personal Portfolio Folder</i> (design and decorate). Students will review their group formed lists and</p>	<p>2. Students will share information learned.</p> <ul style="list-style-type: none"> • Completing work, organized, neat, good listener, responsible. • Helpful, doing the right thing, doing your best. • It is important to have a good education and the right training to do the job right. <p>3. Students will develop individual lists and contribute to the brainstorming of group ideas.</p> <p>4. Working as a contributing team member, students will participate in discussion of the workers they want to</p>
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<p>determine what is most important and what is not important. What traits might you have missed? Have students think about what type of profile they have created.</p> <p>5. Students are then given time to complete their own <i>Personal Portfolio Profile</i> Activity Sheet to put in the folder.</p> <p>6. Students are encouraged to keep their folder and add additional information about themselves throughout the year (e.g. progress reports, personal essays, other important information). The folders will be used in the next lesson.</p>	<p>hire, and share with the class.</p> <p>5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if time permits.</p> <p>6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.</p>
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Teacher Follow-Up Activities

Teacher should remind class of good worker behaviors that they use in class, such as punctuality, manners, neatness, honesty, doing a good job. Teacher will review students' Personal Portfolio Folder and encourage them to put information in the folder throughout the year.

Counselor reflection notes (completed after the lesson)

Activity Sheet



Personal Portfolio Profile

Student's Name: _____ Date: _____

I am interested in these things:

My special talents are:

My personal and ethical strengths:

My goals for the future (short-term or long-term)



Unit #2 Title: Presenting: Me!	
Lesson Title: Who Really Gets Hired?	Lesson 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success.	
Grade Level Expectation (GLE): CD.9.B.04: 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.	

Materials (include activity sheets and/ or supporting resources)

<p>Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).</p> <p>Projection (through use of transparency or electronic means) of a sample resume' and information from a portfolio.</p> <p><i>Interview Questions</i> Activity Sheet</p> <p><i>Personal Portfolio Folder</i> (from Lesson 1)</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>5. Comprehend and evaluate written, visual, and oral presentations and works</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The student will write two questions to be used for interviewing an employer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will ask appropriate questions (using the *Interview Questions* Activity Sheet) about what an employer looks for in an employee and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from businessperson.

Lesson Preparation

Essential Questions: How does a person prepare for getting a job?

Engagement (Hook): Prior to the guest speaker’s arrival, the counselor will show students a copy of the Guest Speaker’s Resume’ (in brief form...personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked of the employer using the “Interview Questions” activity sheet. Guide students to consider questions that will help them learn what is in a portfolio (e.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is and should have in it? (e.g. a folder, file or case with information about that interviewee’s personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). Review the information from the students Personal Portfolio Folder used in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the “Interview Questions” activity sheet. 2. Students will be selected to ask certain 	<ol style="list-style-type: none"> 1. Students welcome guest speaker. 2. Students will ask questions that are

<p>questions written on their “Interview Questions” activity sheet. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.</p> <p>3. Ask students to consider questions such as: What did you learn about what is important for employers to know about a future employee? Why were those items important to know?</p> <p>4. Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?</p> <p>5. Close lesson by talking about a portfolio as a way to present himself or herself to an employer. Encourage students to keep their Personal Portfolio Folder up to date, ask them to evaluate the contents to determine what a teacher/employer might say about them if the portfolio was the only information available.</p>	<p>relevant to discussion of hiring employees.</p> <p>3. Students will participate in discussion of prior learning and new learning.</p> <p>4. Students will generate their own ideas as well as answer your questions.</p> <p>5. Students will continue the critical thinking process.</p>
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Teacher Follow-Up Activities

Encourage students to add items and projects to their portfolio regularly.

Counselor reflection notes (completed after the lesson)

Activity Sheet

Interview Questions

Question 1: _____

Answer and comments: _____

Question 2: _____

Answer and comments: _____

Comments about information shared during the interview.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Presenting: Me!</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes per lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do employers select employees? 2. What types of information would an employer need about a job applicant? 3. How does a person prepare for getting a job? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify all components of the Personal Portfolio Profile.		CD.9.B.04 Identify the components of a portfolio.		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 1
2. The student will begin development of a Personal Portfolio Folder.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2	CD C	DOK Level- 1

				L.4.3 L.4.4 L.4.5 L.4.6		
3. The student will write two questions to be used for interviewing an employer.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C	DOK Level- 1
ASSESSMENT DESCRIPTIONS*:						
Students will role play being 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 begin development of a Personal Portfolio Folder by completing a Personal Portfolio Profile and Interview Questions Activity Sheets.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1, 2) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 2) <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				