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| 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 School 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) Mindsets and Behaviors: | |
| Career Development | |

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

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| 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 |
| X | 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers |
| | Goal 2: Communicate effectively within and beyond the classroom |
| | 3. Exchange information, questions, and ideas while recognizing the perspectives of |

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| | others |
| X | <p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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 | <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 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 | <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 |
| X Social Studies | <ol style="list-style-type: none"> 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.