

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 Domain:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Standard (GLS):	
CD.9.B.04.a.i: 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):

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> .

Brief Summary of Unit:

Students will brainstorm and present in groups what they think an employer needs to know
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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.