

**Unit #4 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

*Personal Portfolio Folder* (plan folder students can design and decorate)

*Personal Portfolio Profile* 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

*Personal Portfolio Folder* (from Lesson 1)

*Interview Questions* Activity Sheet

**Mississippi College and Career Readiness Standard:**

W4.8, SL.4.1c, RI.4.6

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

M 4

B-LS.7

B-SS.1, B-SS.2

**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?

**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:**

- Direct (Guided & Shared-reading, listening, viewing, thinking)
- Indirect (Inquiry, Writing to Inform, Concept Formation)
- Experiential (Role Play)
- Independent study (Learning Logs)
- Interactive Instruction (Role Play, Brainstorming, Discussion, Cooperative Learning, Interviewing)

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

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

**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 show them where this information may be found in 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.  
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.