

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA1 & 6 Show-Me Standards Process: G2, 1, & 3, G3, 3	
Grade Level Expectations: CG1.A4, CG1.B4, & CG1.C4	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. Students will be able to recognize positive self-talk and communicate personal thoughts and feelings. 2. Students will be able to reflect on personal roles in the community and identify responsibilities as community members. 3. Students will be able to identify the personal characteristics that contribute to the school community.
Activities	
From Resources Used. Assessments 1. Students will differentiate between positive and negative thoughts and feelings by performing a skit that turns a negative situation into a positive one. 2. Students will answer questions about being responsible community members by playing a game and writing what constitutes being a star community member. 3. Students will write positive statements about themselves.	
Resources:	
Missouri Comprehensive Guidance Kit & Lessons. A Guide to Stress Management, Stress Management and Me, I Like Who I Am and It Shows, Strategies for Enhancing Self-Esteem, Self-Esteem, Helping Children Deal with Self-Concept, Feelings Bingo, Feelings About Friends. Tales and Tails, Split Decisions, Decision-Making, Choosing, Escape from Pirate Island. Activities to Encourage Respect, Sticky Situations Game, Fat Albert Video Set, What Would You Do? What Do You Think? Feeling Good about Yourself, Crazy Cards, Self-Esteem Bingo, Project Self-Esteem, Emotional Education Curriculum.	

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA6 & MA1	
Show-Me Standards Process: G1, 6 & 10, G2, 3, G3, 1,2,3,5,6 & 7, G4, 1, 4, & 7	
Grade Level Expectations: CG2.A.4, CG2.B.4, CG2.C.4	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. Students will be able to demonstrate respect for others' personal options and ideas. 2. Students will be able to recognize and respect diverse groups within the school and community. 3. Students will be able to identify and practice the skills used to compromise in a variety of situations.
Activities From Resources Used. Assessments 1. Students will conceptualize the value of respect for self and others, and give examples and non-examples. For non-examples, students will describe how things could have been done differently. 2. Students will role-play facial expressions and sounds of respect and disrespect toward family and community members. Students will role-play behaviors of respectful and disrespectful family and community members. Students will list and describe human differences existing in the school and outside the school. 3. 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.	
Resources: Missouri Comprehensive Guidance Kits & Lessons. Anger Control Training for children, Thumbs Up on Good Behavior, Friendship, Socialization and Interaction, Helping Children Deal with Peer Relationships, Helping Children Deal with Communication, Let's Learn About Getting Along with Others, Manners Matter. Human Race Video Set, Character Way 3-4, You Can Count on Me, Character Counts, It's Just Good Manners, Adventures from the Book of Virtues Video Set, Getting Along Through Songs, Let's Work it Out, Big Book of Peace, Tails and Tales, Split Decisions, Decision-Making, Choosing, Escape from Pirate Island, Activities to Encourage Respect, Sticky Situations Game, Fat Albert Video Set, What Would you Do?, What Do You Think?	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA6, H/PE 2 & 5 & CA1	
Show-Me Standards Process: G1, 1, 5, & 8, G2, 1, 2, & 3, G3, 1 & 2, G4, 1	
Grade Level Expectations: CG3.A.4, CG3.B.4, CG3.C.4	
<p>Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.</p>	<p>Performance Indicators(Local Objective): 1. Students will be able to apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. 2. Students will be able to describe different types of violence and harassment, and identify strategies for intervention. 3. Students will be able to utilize coping skills for managing life changes or events.</p>
Activities	
From Resources Used.	
Assessments	
<ol style="list-style-type: none"> 1. Small groups of students will present an oral or visual presentation about their category of drug. 2. Assessment will be done through a True/False survey, student notes, and questions and answer. 3. Students will use the skills learned about conflict mediation in practice mediation sessions using real-life situations. 	
Resources:	
<p>Missouri Comprehensive Guidance Kit. Stories to Talk About, Act it Out Jr., Helping Youth Make Difficult Decisions, Guide to stress Management, Stress Management and Me, Strategies for Enhancing Self-Esteem, Helping Children Deal with Self-Concept, Feelings Bingo, Feelings About Friends, Drug Education Videos. Children’s Book of Virtues, Children’s Book of Heroes, Skills for Living, Attitude Adjustment in a Box, Too Smart for Trouble, Why is Everybody Always Picking on Me, Manners Bingo, Anger Control Bingo, Conflict Resolution Series, Harassment Hurts Video. Human Race Video Set, Character Way 3-4, You Can Count on Me, Character Counts, It’s Just Good Manners, Adventures from the Book of Virtues Video Set, Getting Along Through Songs, Let’s Work It Out, Big Book of Peace, Coping with Unemployment.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name:
Unit: Academic Development	Duration: One fifty-five minute class period.
Show-Me Standards Content: Show-Me Standards Process:	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. Students will be able to apply study skills and test-taking strategies to improve academic achievement. 2. Students will be able to apply time management and organizational techniques necessary for assignments and/or task completion. 3. Students will be able to refine and apply strategies emphasizing individual responsibility for educational tasks and skills. 4. Students will be able to revise and practice education goal-setting and self-assessment skills.
Activities	
From Resources Used.	
Assessments	
1. Students will work in small groups to construct a weekly self-management schedule based on the “Frantic Fred” case study. 2. Students will work in small groups to construct a weekly time-management schedule. Students will take an inventory to assess their ability to utilize study and test-taking skills. 3. Students respond to counselor initiated statements that display fourth-grade behavior in an appropriate way. Students practice appropriate behaviors and skills through the remainder of fourth grade. 4. Students will complete will complete a work page that will demonstrate the knowledge of goal-setting skills. Students will discuss the process of making short-term goals.	
Resources:	
Missouri Comprehensive Guidance Kit & Lessons. Study Skills IV., How to Make Your Child a Better Listener, Lively Listening, How to Improve Your Child’s Language & Thinking Skills, Be a Better Student, Study Skills Matinee, Study Skills Game Video & Workbook, Goals Bingo.	

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Career Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA3 & 4, SS6 & FA1 Show-Me Standards Process: G1, G2, G3, & G4	
Grade Level Expectations: CG7.A.4, CG7.B.4, CG7.C.4, CG8.A.4	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. Students will be able to compare interests and strengths with those of workers in the local community. 2. Students will be able to identify school and community resources available for exploration of the six career paths. 3. Students will be able to recognize the contributions of all jobs to the community. 4. Students will be able to relate current student learning to each of the six career paths.
Activities	
From Resources Used	
Assessments	
1. Students will complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. They will identify at least five occupations that match their preferences. 2. Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate the ability to access software programs, access online age-appropriate resources, conduct a Webquest, and find and use print resources. 3. Students will use career software and other career resources to explore a variety of occupations. Students will be exposed to career speakers from various occupations. 4. Working in groups students will give presentations that discuss the relationship of current learning to the responsibilities of workers in a specific career path and the training/education a person in that career path needs to succeed.	
Resources:	
Missouri Comprehensive Guidance Kit & Lessons. Rappin' Up Careers Careers I Know Game, Belonging, Careers & You, Dream Catchers, Project Mascot, First Look at Careers, Career Fun Games, Career Bingo II Game, Career Pay Day Game. Use of career books from the library. Career speakers.	

Phelps County R 3 School		Board Approved:
		Modification Date:
Subject: Guidance and Counseling		Class Name: Fourth Grade
Unit: Career Development	Duration: One fifty-five minute class period	
Show-Me Standards Content: CA3 & 4, SS6, FA1, CA1, 4 & 6		
Show-Me Standards Process: G1, 5, 6, 8, & 10 G2, 3, & 6 G3, 2, 3, & 4 & G4, 1, 6, & 8		
Grade Level Expectations: CG8.B.4, CG9.A.4, & CG9.B.4		
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.		Performance Indicators(Local Objective): 1. Students will be able to outline the training and educational requirements for a variety of careers. 2. Students will be able to demonstrate personal and ethical skills needed to work with diverse groups of people. 3. Students will be able to identify the components of a portfolio.
Activities		
From Resources Used		
Assessments 1. Working in groups students will give presentations that discuss the relationship of current learning to the responsibilities of workers in a specific career path and the training/education a person in that career path needs to succeed. 2. Students' communication and collective problem solving will be monitored throughout the lesson. Students will work together and generate a list of skills needed to work with diverse groups of people. 3. Students will design their own Personal Portfolio Folder and complete a Personal Portfolio Profile.		
Resources:		
Missouri Comprehensive Guidance Kit & Lessons. Rappin' Up Careers, Careers I Know Game, Belonging, Careers & You, Dream Catchers, Project Mascot, First Look at Careers, Career Fun Games, Career Bingo II Game, Career Pay Day Game., Alphabet Careers, Me & My Job. Use of career books from the library, Career Speakers		

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Career Planning and Exploration	Duration: All year long
Show-Me Standards Content: SS6, SS7, CA3, & CA6 Show-Me Standards Process: G4, 8, G1, 10, G4, 4, 6	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I know how to find out more about jobs and careers. 2. I know the importance of good work habits for school and future jobs. 3. I know some reasons why people work. 4. I know that people need to work together. 5. I know some things I like and I can do well.
Activities	
From the Missouri Comprehensive Guidance Kit.	
Assessments	
1. Verbal identification jobs during games/activities 2. Teacher Observation 3. Career Search Assignment 4. Survey Results 5. Question and answer 6. Verbal discussion responses 7. Responses on worksheets	
Resources:	
Rappin' Up Careers, Careers I Know Game, Belonging, Careers & You, Dream Catchers, Project Mascot, First Look at Careers, Career Fun Games, Career Bingo II Game, Career Pay Day Game. Alphabet Careers, Me & My Job. Use of career books from the library, Career Speakers Project Mascot.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Career Planning and Exploration	Duration: All year long
Show-Me Standards Content: SS6 Show-Me Standards Process: G1, 10, G2, 6, G4, 7 & 8	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I know how to handle “kidding” from other students if I am interested in activities usually chosen by the other sex. 2. I know that I may choose any job that I like and I can do well.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Teacher observation, especially during recess and/or during activities 2. Behavioral charts/reward systems 3. Survey Results 4. Participation in classroom job assignments 5. Verbal responses to discussion questions	
Resources:	
Rappin’ Up Careers, Careers I Know Game, Belonging, Careers & You, Dream Catchers, Project Mascot, First Look at Careers, Career Fun Games, Career Bingo II Game, Career Pay Day Game. Alphabet Careers, Me & My Job (See also resources listed under getting along objectives and decision making objectives.)	

Phelps County R-3 School

Board Approved:
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Subject: Guidance and Counseling

Class Name: Fourth Grade

Unit: Career Planning and Exploration

Duration: All year long

Show-Me Standards Content: H/PE2

Show-Me Standards Process: G1, 10

Grade Level Expectations:

Benchmarks:

Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.

Performance Indicators(Local Objective):

1. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.

Activities

From the Missouri Comprehensive Guidance Kit.

Assessments

1. Identification of various hobbies, sports, and activities during games
2. Verbal discussion responses
3. Responses on worksheets
4. Survey results

Resources:

Rappin' Up Careers, Careers I Know Game, Belonging, Careers & You, Dream Catchers, Project Mascot, First Look at Careers, Career Fun Games, Career Bingo II Game, Career Pay Day Game. Alphabet Careers, Me & My Job. Picture Me This! Game.

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Knowledge of Self and others	Duration: All year long
Show-Me Standards Content: CA6, H/PE2, & HPE5	
Show-Me Standards Process: G2, 3, G3, 4, & 5, G1, 6 & 10, G4, 7	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I understand how to deal with feelings such as happiness, sadness, and anger. 2. I know how to express those thoughts and feelings that are important to me. 3. I know how to handle my problems or where to get help. 4. I understand my strengths and talents. 5. I understand and accept myself.
Activities	
From the Missouri Comprehensive Guidance Kit.	
Assessments	
1. Verbal identification of “feelings” during games/activities/discussion 2. Responses to drawing/activity assignments 3. Choice of appropriate “feeling” during activities/games 4. Responses on worksheet assignments 5. Survey Results 6. Question and answer 7. Teacher Observation 8. Verbal discussion responses 9. Self-referral for individual counseling 10. Parent referral for individual counseling	
Resources:	
A Guide to Stress Management, Stress Management and Me, I Like Who I Am and It Shows, Strategies for Enhancing Self-Esteem, Self-Esteem, Helping Children Deal with Self-Concept, Feelings Bingo, Feelings About Friends. Feeling Good About Yourself, The Me I Am Learning to Be, Crazy Cards, Self-Esteem Bingo, Learning to Appreciate, Project Self-Esteem, Emotional Education Curriculum. The Other Side of the Report Card, 100 Ways to Enhance Self-Esteem.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: SS6, SS7, S7, & H/PE2	
Show-Me Standards Process: G4, 7, G3, 2, 3, & 4, G2, 1, G4, 5, G1, 6, & 10, G4, 1, G4, 2, & 4	
Grade Level Expectations:	
<p>Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.</p>	<p>Performance Indicators(Local Objective): 1. I know what things are important to me. 2. I know how to come up with many possible solutions to a problem. 3. I know how to set goals and make plans. 4. I know how to make good decisions and act on them. 5. I know how to accept responsibility for my decisions.</p>
Activities	
From the Missouri Comprehensive Guidance Kit.	
Assessments	
<ol style="list-style-type: none"> 1. Responses on worksheet assignments 2. Teacher observation 3. Question and answer 4. Verbal discussion responses 5. Survey Results 	
Resources:	
<p>Tales and Tails, Split Decisions, Helping Children Deal with Decision Making, Choosing, Escape from Pirate Island, Dinosolve, Giving Kids a Piece of the Action, Activities to Encourage Respect, Sticky Situations Game, What Makes Me Me?, Fat Albert Video Set, What Would You Do?, What Do You Think?, AIDS Education 4. Stories to Talk About, Act It Out Jr, Helping Youth Make Difficult Decisions. Goals Bingo.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: SS6 Show-Me Standards Process: G1, 10, G2, 2, 3, & 6 G4, 6	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I know how to be a good friend. 2. I understand my friends and classmates. 3. I know how to get along with both boys and girls. 4. I understand people who are different from me. 5. I know how to ask parents, teachers, and other adults for help.
Activities	
The Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Teacher observation, especially during recess and/or activities 2. Verbal discussion responses 3. Behavior chart results/reward system	
Resources:	
Anger Control Training for Children, Thumbs Up on Good Behavior, Friendship, Socialization and Interaction, Helping Children Deal with Peer Relationships, Helping Children Deal with Communication, Let's Learn About Getting Along with Others, Manners Matter. Relating to People, Chose Me, Cooperating, Communicating, Feeling Good About Others, Sharing, Caring, C.O.P.S, Groak Video Series, Character Cubs, You Can Choose Video series, Lessons in Character. Human Race Video Set, Character Way 3-4, You Can Count on Me, Character Counts, Adventures from the Book of Virtues Set, Getting Along Through Songs, Let's Work it Out, Big Book of Peace. Children's Book of Virtues, Children's Book of Heroes, Skills for Living, Attitude Adjustment in a Box, Too Smart for Trouble, Why is Everybody Always Picking on Me, Manners Bingo, Anger-Control Bingo, Conflict Resolution Workbook, Angry Monster Workbook, Social Skills Workbook, Sticks and Stones, Fighting Fair, Power Play.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: H/PE2, H/PE3, H/PE5, H/PE7, & S3 Show-Me Standards Process: G3, 2 & 8, G4, 7, & 1	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I know what alcohol and other drugs do to a person’s body and mind. 2. I know how to say “NO” to people who try to get me to use alcohol and other drugs. 3. I know where to get help for myself or a friend who has a problem with alcohol or other drugs.
Activities	
The Missouri Comprehensive Guidance Kit. <i>Assessments</i> 1. Teacher observation 2. Verbal discussion responses 3. Responses to worksheet assignments 4. Survey Results	
Resources:	
Drug Free I, Health Helpers Video, Wellness Activities for Children. Use of drug related videos and materials from the school library.	

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Subject: Guidance and Counseling		Class Name: Fourth Grade
Unit: Knowledge of Self and Others		Duration: All year long
Show-Me Standards Content: SS6, H/PE2, H/PE5		
Show-Me Standards Process: G2, 3, 2, G3, 1, G4, 7, & 3		
Grade Level Expectations:		
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.		Performance Indicators(Local Objective): 1. I know how to get along with my parents, stepparents or guardians. 2. I know how to get along with my brother, sister, stepbrother, or stepsister. 3. I know some things that cause problems in families (moving, divorce, death or unemployment). 4. I know how to find help when my family has problems. 5. I know how to help with family responsibilities.
Activities		
The Missouri Comprehensive Guidance Kit.		
Assessments		
<ol style="list-style-type: none"> 1. Teacher observation 2. Verbal discussion responses 3. Responses to worksheet assignments 4. Survey Results 		
Resources:		
All about Change, Loving, Expectations, Responsibility Bingo. Human Race Video Set, Character Way 3-4, You Can Count on Me, Character Counts, Adventures from the Book of Virtues Set, Getting Along Through Songs, Let's Work it Out, Big Book of Peace, It's Just Good Manners. Coping with Unemployment. Use several books from the "Coping" series located in the school library. Conflict Resolution Workbook, Angry Monster Workbook, Social Skills Workbook, Sticks and Stones, Fighting Fair, Power Play. Responsibility Bingo.		

Phelps County R-3 School

Board Approved:
Modification Date:

Subject: Guidance and Counseling

Class Name: Fourth Grade

Unit: Educational and Vocational Development

Duration: All year long

Show-Me Standards Content: CA1, CA5, CA6
Show-Me Standards Process: G1, 6 & 8, G2, 2 & 3, G1, 5 & 10, G3, 3, G4, 5, G1, 7

Grade Level Expectations:

Benchmarks:

Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.

Performance Indicators(Local Objective):

1. I know how to organize my time.
2. I know how to organize my class and homework materials.
3. I know how to ask questions in class.
4. I can take good notes.
5. I know how to start and finish my assignments well.
6. I know how to do my best on tests.

Activities

The Missouri Comprehensive Guidance Kit.

Assessments

1. Teacher observation
2. Verbal discussion responses
3. Responses to worksheet assignments
4. Survey Results

Resources:

Study Skills Game Video & Workbook, Study Skills Bingo. Study Skills IV, How to Make Your Child a Better Listener, Lively Listening, How to Improve Your Child’s Language & Thinking Skills, Be a Better Student, Study Skills Matinee, Seven Steps to Good Study Habits. Think Test Bingo

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<p align="center">Subject: Guidance and Counseling</p>	<p align="center">Class Name: Fourth Grade</p>
<p>Unit: Educational and Vocational Development</p>	<p>Duration: All year long</p>
<p>Show-Me Standards Content: SS6 & H/PE2 Show-Me Standards Process:</p>	
<p>Grade Level Expectations:</p>	
<p>Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.</p>	<p>Performance Indicators(Local Objective): 1. I understand the challenges that I may have in middle/junior high school. 2. I know where to go to get help when I have a problem concerning middle/junior high school. 3. I know what will be expected of me in middle/junior high school.</p>
<p align="center">Activities</p> <p>The Missouri Comprehensive Guidance Kit.</p> <p><i>Assessments</i></p> <ol style="list-style-type: none"> 1. Teacher observation 2. Verbal discussion responses 3. Responses to worksheet assignments 4. Survey Results 	
<p align="center">Resources:</p> <p>Think Test Bingo. Study Skills Game Video & Workbook, Seven Steps to Good Study Habits. Study Skills Matinee, Study Skills IV, Study Skills Bingo, Goals Bingo.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Fourth Grade
Unit: Educational and Vocational Development	Duration: All year long
Show-Me Standards Content: CA1, CA3, & S8 Show-Me Standards Process: G3, 2, & 3, G1, 10	
Grade Level Expectations:	
Benchmarks: Students in fourth grade need to expand their understanding of self and the effects of individual behaviors and attitudes on others. They should have the opportunity to explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis should also be placed on the skills necessary for students to interact with each other. Students need to be able to demonstrate awareness that all persons have a need to belong and be accepted. Further emphasis should be placed on the exploration of the concept of life-long learning. Also, the realities of success and failure as a part of the growing process need to be introduced.	Performance Indicators(Local Objective): 1. I know what is expected of me in the next grade. 2. I know how to make choices at school that fit my interests and abilities. 3. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.
Activities	
The Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Teacher observation 2. Verbal discussion responses 3. Responses to worksheet assignments 4. Survey Results	
Resources:	
Think Test Bingo. Study Skills Game Video & Workbook, Seven Steps to Good Study Habits. Study Skills Matinee, Study Skills IV, Study Skills Bingo, Goals Bingo. You Can Choose Videos.	