<table>
<thead>
<tr>
<th>Strand</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Understanding Self As an Individual and As a Member of Diverse Local and Global Communities</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>A. Develops a positive self-concept</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Recognize positive self-talk and communicate personal thoughts and feelings</td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td></td>
</tr>
<tr>
<td>CCSS: 4.RL.1; 4.SL.1c</td>
<td></td>
</tr>
<tr>
<td>Performance: 2.1, 3,3</td>
<td></td>
</tr>
<tr>
<td>Knowledge: (CA) 6 (H/PE) 2</td>
<td></td>
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<tr>
<td>MGGLE: PSD.1.A</td>
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<tr>
<td>NETS: N/A</td>
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<tr>
<td>DOK: 4</td>
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</tbody>
</table>

**Instructional Strategies**

- Students will:
  - discuss a book about finding value in themselves and others
  - apply concepts discussed by creating a positive word activity for classmates

**Assessments/Evaluations**

- Class discussion
- Class participation in activity

**Sample Assessment Questions**

- Students will be able to name positive adjectives that describe themselves and classmates
- How can positive self-talk help you?

**Instructional Resources/Tools**

- Teacher created “Positive Word” activity sheet

**Literacy Connections**

- Zero by Katherine Otoshi

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## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions
- **Health & PE:** Mental health
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<td>Big Idea</td>
<td>Interacting with Others in Ways that Respect Individual and Group Differences</td>
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**Concept**

B. Summarizes quality relationships

**Learning Targets**

1. Demonstrate respect for others’ personal opinions and ideas

**Alignments:**

- CCSS: 4.RL.1; 4.RL.3; 4.SL.1c
- Performance: 3.6, 3.7
- Knowledge: (CA) 1,6
- HEGLE: FIS.2.B; HME.4.E
- MGGLE: PSD.2.A
- NETS: N/A
- DOK: 

**Instructional Strategies**

- Students will:
  - evaluate and discuss the characters in a book
  - identify a:
    - bully
    - victim
    - bystander

**Assessments/Evaluations**

- Observation
- Participation
- Discussion

**Sample Assessment Questions**

- Describe how disrespect for others can lead to bullying.

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### Instructional Resources/Tools

- Books by Erin Frankel:
  - *Tough*
  - *Weird*
  - *Dare*
  and activities that go with the books

### Literacy Connections

- The *Weird* series by Erin Fankel

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions
- **Social Studies:** Relationships

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<td>Concept</td>
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</tr>
<tr>
<td>C. Shows respect for self and others</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Recognize and respect diverse groups within the school and community</td>
</tr>
</tbody>
</table>

Alignments:
CCSS: 4.RI.1; 4.SL.1c
Performance: 3.2, 3.5
Knowledge: (CA) 6 (SS) 6
HEGLE: FIS.2.B; HME.4.E
MGGLE: PSD.2.B
NETS: 3
DOK: 2

**Instructional Strategies**

• Discuss the different characteristics of classmates
• Apply the concepts to tell how our differences add to our world

**Assessments/Evaluations**

• Review bullying behavior and tell why it is not right to bully others just because they are different than us

**Sample Assessment Questions**

• Give 3 positive examples of how diversity adds to our world

**Instructional Resources/Tools**

• “Stop Bullying Now” website:  [www.stopbullying.gov/kids/webisodes](http://www.stopbullying.gov/kids/webisodes)
• Videos:
  • Bullies Are a Pain in the Brain – Trevor Romain
  • Broken Toy – Thomas Brown DVD
### Literacy Connections

- N/A

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions
- **Social Studies:** Relationships
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<td>Concept</td>
<td>D. Analyzes personal responsibility in relationships</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>3. Identify and practice the skills used to compromise in a variety of situations</td>
</tr>
</tbody>
</table>

**Alignments:**
- **CCSS:** 4.RL.2; 4.RL.3
- **Performance:** 3.1, 3.2
- **Knowledge:** (CA) 1,4,6 (H/PE) 2 (SS) 6
- **HEGLE:** HME.4.A,B
- **MGGLE:** PSD.2.C
- **NETS:** 3
- **DOK:** 4

**Instructional Strategies**
- Read and analyze children’s literature that identifies skills used to deal with conflicts in relationship

**Assessments/Evaluations**
- Participation
- “Think” worksheet
- Bookmark

**Sample Assessment Questions**
- Explain how the “Think” worksheet can help you remember to be in control of what you say and do.

**Instructional Resources/Tools**
- Children’s books
- “Think” worksheet
- Bookmark – use the poem “Feathers” from *Mr. Peabody’s Apples* by Madonna

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## Literacy Connections

- *Mr. Peabody’s Apple* by Madonna  
- *Amazing Grace* by Mary Hoffman

## Cross Curricular Connections

- ELA:  
  - Speaking and listening  
  - Writing  
  - Discussions of issues and ideas
<table>
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<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Applying Personal Safety Skills and Coping Strategies</td>
<td>1. Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations</td>
</tr>
<tr>
<td></td>
<td>E. Identifies safe and healthy choices</td>
<td></td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 4.RI.1; 4.SL.1c
- Performance: 3.1, 3.2
- Knowledge: (CA) 1, 4, 6
- MGGLE: PS.3.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Students will identify:
  - different illegal drugs
  - the difference between legal and illegal substances
  - how to say no to dangerous situations or peer pressure
  - the effect of tobacco on the body

**Assessments/Evaluations**
- Participation in group discussions

**Sample Assessment Questions**
- Summarize what you have learned about making healthy choices
## Instructional Resources/Tools

- Natural High videos
- Role Plays from “Down with Drugs” Weekly Reader
- Drugs vs. Candy activity
- Pamphlet from Journeyworks Publishing: “Effects of Tobacco on the Body” activity

## Literacy Connections

- 

## Cross Curricular Connections

- ELA: Speaking and listening
- Health: Methods used to avoid high-risk behaviors
<table>
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<td>Big Idea</td>
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</table>

**Concept**

F. Defines personal safety of self and others

**Learning Targets**

2. Describe different types of violence and harassment, and identify strategies for intervention

**Alignments:**

CCSS: 4.RI.6; 4.SL.1c
Performance: 1.5, 1.8
Knowledge: (CA) 6 (H/PE) 2,5
HEGLE: HME.4.E
MGGLE: PS.3.B
NETS: 3
DOK: 1

**Instructional Strategies**

- Discuss different types of bullying and harassment
- Brainstorm strategies to help you handle these situations

**Assessments/Evaluations**

- Participation in group discussion

**Sample Assessment Questions**

- Name seven strategies you can try when you have a bullying problem

**Instructional Resources/Tools**

- Sexual Harassment video

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## Literacy Connections

- Bullying books:
  - by Trudy Ludwig
    - *Sorry*
    - *My Secret Bully*
    - *Confessions of a Former Bully*
    - *Just Kidding*
  - *Nobody Knew What to Do* by Becky Ray McCain

## Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
- Health:
  - Mental health
  - Avoiding high-risk behaviors
<table>
<thead>
<tr>
<th>Strand</th>
<th>Academic Development</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Applying Skills Needed for Educational Achievement</td>
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<tr>
<td>Big Idea</td>
<td>G. Applies skills for life-long learning</td>
<td>1. • Apply study skills and test-taking strategies to improve academic achievement</td>
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<td><strong>Alignments:</strong></td>
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<td>CCSS: 4.Rl.1; 4.SL.1c</td>
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<td>Performance: 1.8, 3.3</td>
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<td>Knowledge: (CA) 6 (SS) 7</td>
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<td>MGGLE: AD.4.A</td>
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<td>NETS: 3</td>
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<td>DOK: 1</td>
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<td></td>
<td><strong>Instructional Strategies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify test-taking strategies to help students with the Smarter Balance test</td>
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<td></td>
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<td>• Participation in group discussions</td>
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<td>• Observation</td>
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<td></td>
<td><strong>Sample Assessment Questions</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List 5 strategies to improve your test taking abilities</td>
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<td></td>
<td></td>
<td><strong>Instructional Resources/Tools</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test taking packet from <em>Test Busters</em> by Robert P. Bowman</td>
</tr>
<tr>
<td></td>
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<td>• Teacher created “Acrostic Name” poem</td>
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<tr>
<td></td>
<td></td>
<td><strong>Literacy Connections</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Tyler Tames the Testing Tiger</em> by Janet M. Bender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Testing Miss Malarkey</em> by Judy Finchler and Kevin O’Malley</td>
</tr>
</tbody>
</table>

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### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Use of tools of social science inquiry
<table>
<thead>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</td>
</tr>
</tbody>
</table>

**Concept**

H. Identifies adaptations to world of work changes

**Learning Targets**

2. • Identify school and community resources available for exploration of the six (6) career paths

**Alignments:**

- CCSS: 4.RI.1
- Performance: 4.3, 4.6
- Knowledge: (CA) 6 (SS) 6
- MGGL: CD.7.B
- NETS: 3
- DOK: 1

**Instructional Strategies**

- Students will be able to identify the 6 career paths and name jobs for each

**Assessments/Evaluations**

- Participation
- Observation

**Sample Assessment Questions**

- Choose one career path and identify 3 possible career choices

**Instructional Resources/Tools**

- [www.missouriconnections.org](http://www.missouriconnections.org)

**Literacy Connections**

- N/A
Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
- Social Studies: Relationships of individuals to institutions
<table>
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<td>Big Idea</td>
<td>Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education</td>
</tr>
</tbody>
</table>

### Concept

I. Identifies career decision making

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Relate current student learning to each of the six (6) career paths</td>
</tr>
</tbody>
</table>

### Alignments:

- **CCSS:** 4.RI.3
- **Performance:** 4.3, 4.6
- **Knowledge:** (CA) 3,6 (SS) 6
- **MGGLE:** CD.8.A
- **NETS:** 3
- **DOK:** 1

### Instructional Strategies

- Students will be able to identify the six career paths and name jobs for each

### Assessments/Evaluations

- Participation
- Observation

### Sample Assessment Questions

- Research a job you are interested in on Missouri Connections and explore some classes you would need to take

### Instructional Resources/Tools

- [www.missouriconnections.org](http://www.missouriconnections.org)

### Literacy Connections

- N/A
Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
- Social Studies: Relationships of individuals to institutions
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### Concept

J. Identifies education and career requirements

### Learning Targets

2. Research the training and educational requirements for a variety of careers

### Alignments:

- CCSS: 4.RI.1
- Performance: 4.3, 4.6
- Knowledge: (CA) 3,6 (SS) 6
- MGGLE: CD.8.B
- NETS: 3
- DOK: 1

### Instructional Strategies

- Students will identify the training needed to pursue a career they are interested in

### Assessments/Evaluations

- Participation in class activities and group discussions

### Sample Assessment Questions

- Research a career you are interested in and map out the education you would need

### Instructional Resources/Tools

- [www.missouriconnections.org](http://www.missouriconnections.org)

### Literacy Connections

- N/A

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Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Read and evaluate material
  - Discussions of issues and ideas
- Social Studies: Relationships of individuals to institutions