

ROBERTSON COUNTY SCHOOLS

GUIDANCE

MASTERY GUIDE

FOURTH GRADE

FIRST NINE WEEKS

Standard 1: Skills for Academic self-confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 demonstrate the study skills necessary for academic success.
- 1.4 practice taking responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 recognize the importance of regular school attendance.

Performance Indicators

- use good study habits to achieve academic success.
- • work cooperatively in a group or team.
- • tell why it is important to attend school regularly and on time.
- • record assignments in daily planner.

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

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Learning Expectations

The student will:

- 4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.
- 4.2 identify a variety of career options in the community.
- 4.3 formulate skills to locate, evaluate, and interpret career information.
- 4.4 demonstrate decision-making skills.
- 4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.
- 4.6 demonstrate ability to work in teams.
- 4.7 demonstrate the difference between work time and leisure time.
- 4.8 recognize the importance of diversity in school and community.

Performance Indicators

- explain why it is important to show appropriate work skills (e.g. responsibility, dependability, punctuality, honesty, integrity).
- • identify the skills needed to work together as a team.
- • differentiate between work time and leisure time.
- • identify and share interests and hobbies.
- • apply the decision making process to real-life decisions.

Standard 7: Self Knowledge and Interpersonal Skills

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Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

Learning Expectations

The student will

- 7.1 demonstrate a positive attitude toward self as a worthy person.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 monitor behavior and demonstrate self-control.
- 7.4 recognize change as a part of growth.
- 7.5 demonstrate appropriate communication skills.
- 7.6 recognize meaningful relationships.
- 7.7 demonstrate an appreciation for individual and cultural differences.

Performance Indicators

- exhibit respect when interacting with others.
- • articulate positive ways to respond to negative comments and feelings.
- • identify feelings associated with significant experiences.
- • demonstrate ability to share and work cooperatively on group tasks.
- • demonstrate effective verbal and nonverbal communication.

Units of Study

- **School Expectations**
- • **Career Awareness**
- • **Self Knowledge/Interpersonal Skills**

SECOND NINE WEEKS

Standard 1: Skills for Academic self-confidence, Learning and Success

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Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Learning Expectations

The student will

1.1 demonstrate academic self-confidence.

1.2 demonstrate pride in work and achievement.

1.3 demonstrate the study skills necessary for academic success.

1.4 practice taking responsibility for schoolwork.

1.5 demonstrate the ability to work independently and cooperatively.

1.6 recognize the importance of regular school attendance.

Performance Indicators

- **use good study habits to achieve academic success.**
- • **work cooperatively in a group or team.**
- • **tell why it is important to attend school regularly and on time.**
- • **record assignments in daily planner.**

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Learning Expectations

The student will:

4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.

4.2 identify a variety of career options in the community.

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4.3 formulate skills to locate, evaluate, and interpret career information.

4.4 demonstrate decision-making skills.

4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.

4.6 demonstrate ability to work in teams.

4.7 demonstrate the difference between work time and leisure time.

4.8 recognize the importance of diversity in school and community.

Performance Indicators

- **explain why it is important to show appropriate work skills (e.g. responsibility, dependability, punctuality, honesty, integrity).**
- • **identify the skills needed to work together as a team.**
- • **differentiate between work time and leisure time.**
- • **identify and share interests and hobbies.**
- • **apply the decision making process to real-life decisions.**

Standard 8: Self-Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

Learning Expectations

The student will

8.1 use a decision making and problem solving model.

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8.2 recognize the connection between ones choices and consequences.

8.3 create long- and short-term goals.

8.4 develop and implement a plan for an individual goal.

Performance Indicators

- demonstrate a decision-making model.
- • define a problem and create a plan to reach a solution.
- • identify short- and long-term goals.

Units of Study

- Study Skills/Work Habits
- • Career Readiness
- • Decision Making/Goal Setting/Choices

THIRD NINE WEEKS

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Learning Expectations

The student will

2.1 apply critical thinking skills in learning situations.

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2.2 apply self-directed and independent learning techniques.

2.3 formulate academic goals.

2.4 explore aptitudes and interests to learning.

Performance Indicators

- identify behaviors for self-directed and independent learning.
- • develop learning goals based upon personal interest and aptitude.
- • use critical thinking skills in academic subjects.

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Learning Expectations

The student will

5.1 describe ways in which family members and adult friends can provide career information.

5.2 explore career clusters.

5.3 articulate the relationship between school success and career goals.

5.4 recognize that careers require a variety of skills, education and interests.

5.5 explore the education and training needed for a variety of careers.

Performance Indicators

- categorize jobs into career clusters.
- • use technology and other resources to gather career information.

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- evaluate knowledge of self to develop career goals and a career portfolio.
- Standard 9: Acquire Personal Safety Skills
- Students will understand safety and survival skills.
- Learning Expectations
- The student will
 - 9.1 choose coping skills to manage stress.
 - 9.2 identify resource people in the school and community and know how and when to seek help.
 - 9.3 develop problem-solving and decision-making skills to make safe and healthy choices.
 - 9.4 recognize threats to personal safety.
- Performance Indicators
 - recognize signs of stress and state techniques for stress relief.
 - • differentiate between situations requiring peer support and adult help.
 - • explain how conflict resolution skills help to ensure the safety of self and others.
 - • recognize the emotional and physical effects of substance use.
 - • demonstrate effective ways of dealing with peer pressure.
 - • state the ways in which school and community resource personnel assist students.
 - • describe consequences of bullying and harassment.
 - • recognize physical and sexual abuse.
 - • use self-protection skills to maximize personal safety.

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- • respect personal boundaries, rights, and privacy.
- • identify refusal skills.

Units of Study

- Skills & Attitudes Toward Learning
- • Careers
- • Personal Safety

FOURTH NINE WEEKS

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Learning Expectations

The student will

3.1 examine ways academic skills are used in the home, community, and career development.

3.2 explain how school success enhances future career opportunities.

Performance Indicators

- predict how school success will affect future career opportunities.
- • recognize the need to balance schoolwork, extracurricular activities, and family life.

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

Learning Expectations

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The student will

6.1 relate interests, abilities and achievement to possible career opportunities.

6.2 demonstrate cooperation as a team member.

6.3 practice conflict management skills.

6.4 relate school/work habits to future job performance

6.5 identify how school performance and achievement relates to the world of work.

6.6 use technology and other sources to relate personal interests and qualities to a variety of careers.

Performance Indicators

- predict possible career choices based on interests and abilities.
- • demonstrate listening and team-building skills.
- • demonstrate the ability to solve conflicts in an appropriate manner.
- • use technology and community resources to explore the world of work.

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

9.1 choose coping skills to manage stress.

9.2 identify resource people in the school and community and know how and when to seek help.

9.3 develop problem-solving and decision-making skills to make safe and healthy choices.

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9.4 recognize threats to personal safety.

Performance Indicators

- recognize signs of stress and state techniques for stress relief.
- • differentiate between situations requiring peer support and adult help.
- • explain how conflict resolution skills help to ensure the safety of self and others.
- • recognize the emotional and physical effects of substance use.
- • demonstrate effective ways of dealing with peer pressure.
- • state the ways in which school and community resource personnel assist students.
- • describe consequences of bullying and harassment.
- • recognize physical and sexual abuse.
- • use self-protection skills to maximize personal safety.
- • respect personal boundaries, rights, and privacy.
- • identify refusal skills.

Units of Study

- Relating School to the World of Work
- • Skills to Achieve Career Goal
- • Survival/Safety Skills