Unit #1 Title: Educational Plans Are Important

Grade Level: 5

Number of Lessons in Unit: 2 Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Fall

Lesson Titles:
Lesson 1: The Vacation Can Be An Education
Materials/Special Preparations Required:
  Writing materials for each student
  Let’s Go To... and Why Do I Need A Plan? student activity sheets
  United States or world wall maps

Lesson 2: Goal-Makers Win the Game
Materials/Special Preparations Required:
  GOALS activity sheet
  An indoors basketball goal
  A small ball
  Writing materials for each student

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring personal plan of study.

Grade Level Expectation (GLE):
AD.6.A.05: Recognize the importance of an educational plan. (DOK Level - 1)

American School Counselor Association National Standard (ASCA):
Academic Development
  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

| X | Goal 1: Gather, analyze and apply information and ideas
|   | 8. Organize data, information, and ideas into useful forms for analysis or presentation
|   | 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
| X | Goal 2: Communicate effectively within and beyond the classroom
|   | 3. Exchange information, questions and ideas while recognizing the perspective of others
|   | 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.
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<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>Communication Arts</td>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</td>
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<td>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</td>
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<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td>Mathematics</td>
<td>3. Data analysis, probability, and statistics</td>
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<td>Social Studies</td>
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<td>Science</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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**Unit Essential Questions:**
How can planning guide my future?

**Unit Measurable Learning Objectives:**
The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.
The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).
The student will develop a plan to reach at least three personal goals, including possible obstacles.

**Unit Instructional Strategies/Instructional Activities:**

- **Direct** (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
- **Indirect** (Reflective Discussion; Concept Formation; Concept Attainment)
- **Experiential** (Simulations)
- ___ Independent Study
- ___ Interactive Instruction

**Unit Summative Assessment (acceptable evidence):**
Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
The student will select short- and long-term goals.

**Brief Summary of Unit:**
Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports’ games are used as examples to help students comprehend the goal setting process in education and careers.
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<th>What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</th>
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<tr>
<td>Ability to write and discuss ideas.</td>
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