

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Lesson Titles:	
Lesson 1: Goal Setting and Self-Assessment	
Materials/Special preparations Required:	
5 consecutive spelling test grades for each student	
<i>Test Score Goal Sheet</i>	
<i>Test Scores Bar Graph Sheet</i>	
Pencil and crayons for each child	
Scale and materials to put on it (rocks & cotton balls)	
Lesson 2: Reflection on Educational Goal Setting and Self-Assessment	
Materials/Special preparations Required:	
Spelling or other content area score from their last test	
Test Score Analysis Sheet	
Each student's <i>Test Score Goal Sheet</i> and <i>Test Score Bar Graph Sheet</i> from Lesson I	
Writing Materials	
Missouri Comprehensive School Counseling Big Idea:	
AD.6: Developing and Monitoring Personal Plan of Study	
Grade Level Expectation (GLE):	
AD.6.A.03: Identify education goal-setting and self-assessment skills. (DOK Level - 2)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

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 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How do I make decisions that will help me to be successful?
How do individuals make positive changes?

Unit Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Shared)
 Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
 Experiential (Conductng Experiments)
 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 track and analyze his/her test scores after setting a goal for score improvement.

Brief Summary of Unit:

Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal,

what steps they took to improve and how they can improve their next score.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.