Unit 1 Title:  Goal-Setting  
Grade Level: 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime.

Lesson Titles:

Lesson 1: Man On the Moon!
Materials/Special Preparations Required:
   Student Hand Out and Student Work Page
   A jar
   A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
   A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

Materials/Special Preparations Required:
   “Simon Says” script – Attached to lesson

Missouri Comprehensive School Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.04: Revise and practice education goal-setting and self-assessment skills. (DOK Level - 3)

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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gather, analyze and apply information and ideas</td>
</tr>
<tr>
<td>2.</td>
<td>Communicate effectively within and beyond the classroom</td>
</tr>
<tr>
<td>X</td>
<td>Goal 3: Recognize and solve problems</td>
</tr>
<tr>
<td></td>
<td>1. Identify problems and define their scope and elements</td>
</tr>
<tr>
<td></td>
<td>4. Evaluate the processes used in recognizing and solving problems</td>
</tr>
<tr>
<td></td>
<td>7. Evaluate the extent to which a strategy addresses the problem</td>
</tr>
<tr>
<td></td>
<td>8. Assess costs, benefits, and other consequences of proposed solutions.</td>
</tr>
<tr>
<td>X</td>
<td>Goal 4: Make decisions and act as responsible members of society</td>
</tr>
<tr>
<td></td>
<td>5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.</td>
</tr>
</tbody>
</table>
This lesson supports the development of skills in the following academic content areas.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
</table>
| X Communication Arts     | 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.  
                               6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics              |                                                                                  |
| Social Studies           |                                                                                  |
| Science                  |                                                                                  |
| Health/Physical Education|                                                                                  |
| Fine Arts                |                                                                                  |

Unit Essential Questions:
What are some of the positive outcomes of goal setting?

Unit Measurable Learning Objectives:
The student will set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.  
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Unit Instructional Strategies/Instructional Activities:
- X Direct (Didactic Questions, Guided & Shared)  
- X Indirect (Problem Solving, Reflective Discussion)  
- X Experiential (Games)  
- Independent Study  
- X Interactive Instruction (Discussion, Problem Solving)

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 complete a work page that will demonstrate the knowledge of goal-setting skills.  
The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Brief Summary of Unit:
This unit is designed to teach students basic goal-setting skills that are needed to become successful learners.  
Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.  
Lesson two helps students learn the skills necessary in making short-term goals.
What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Revise and practice education goal-setting and self-assessment skills.