

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.)	
Lesson 2: Simon Says – Taking Small Steps Towards My Goal	
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)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions 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	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:

Direct (Didactic Questions, Guided & Shared)
 Indirect (Problem Solving, Reflective Discussion)
 Experiential (Games)
 Independent Study
 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.