

<b>Unit #1 Title:</b> Goal-Setting	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Mid-year.	
<b>Lesson Titles:</b>	
Lesson # 1: Talk is Cheap (Part 1)	
Materials/Special Preparations Required:	
The book: <i>The Tortoise and the Hare</i>	
Dry Erase Board/SmartBoard/Other Visual Media	
Lesson # 2: Talk is Cheap (Part 2)	
Materials/Special Preparations Required:	
Student Activity Page – <i>Talk is Cheap</i>	
The book: <i>The Tortoise and the Hare</i>	
Brown and Green Crayons	
<b>Missouri Comprehensive Guidance and Counseling Domain:</b>	
AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Standard (GLS):</b>	
AD.6.A.02.a. Identify goals that lead to learner success. (DOK Level -2)	
<b>American School Counselor Association (ASCA) National Standard:</b>	
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)**

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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:**

How can goals be useful?

**Unit Measurable Learning Objectives:**

The student will identify strategies for goal setting and planning.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study
- Interactive Instruction (Brainstorming; Discussion)

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.**

Students will identify strategies for goal setting and planning.

**Brief Summary of Unit:**

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.

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

Demonstrate the skills needed to be a successful learner.