



Verona Public Schools

UbD Unit Plan Template

Course Title / Subject: Advisory _____
 Unit Title / Topic: **Setting Goals** _____
 Instructor: Warshaw/Peim _____

STAGE 1: IDENTIFY DESIRED RESULTS

NJCCCS/Unit Goals:

9.2.8. A Critical Thinking

- 3. Identify and assess problems that interfere with attaining goals.
- 5. Practice goal setting and decision – making in areas relative to life skills.

Transfer Goals:

- Students will understand the importance of setting goals in life.

| Enduring Understandings | Essential Questions |
|--|---|
| Students will understand that: <ul style="list-style-type: none"> ● There is a goal setting process. ● They need to use goal setting in areas relative to life skills. | <ul style="list-style-type: none"> ● Will setting goals help us make decisions? |
| Knowledge | Skills |
| Students will know: <ul style="list-style-type: none"> ● The goal setting process. ● The importance of setting goals for themselves. ● What a goal is. | Students will be able to: <ul style="list-style-type: none"> ● Evaluate her/his goals. ● Analyze a recent goal. |
| <i>Key Terms</i> Goals, goal setting, analyze, evaluate | |

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

(utilizing G.R.A.S.P.S. toolkit)

Performance Assessment(s)

The student will set a goal for him/herself and see if they attain it.
 Goal: Students will attain a goal that they have set for themselves.
 Role: The student will select his own goal.
 Audience: The student will present his/her goal to the teacher and describe the steps he/she took to achieve it.
 Situation: The student will learn from sharing his/her goal with the teacher that he/she can achieve a goal.
 Performance: The student will write the goal and the steps he/she took to achieve it. The student will share this with the teacher.
 Standards: The teacher will engage the students in a discussion about setting and achieving goals.

Classroom Assessments / Other Evidence (quizzes, tests, self-assessments, labs)

Classroom discussion, worksheets, Informal checks for understanding and self evaluation.

STAGE 3: ACTIVITIES TO FOSTER LEARNING
(utilizing W.H.E.R.E.T.O.)

Lecture, Discussion, Independent work.