

EMPLOYABILITY COMPETENCY CURRICULUM GUIDE

Exit Competency B: Students will demonstrate competency in knowledge of career preparation by:
3: Recognizing the importance of goals and establishing career focus

Objectives:	Assessment:	Possible Resources:	Possible Strategies:
<p><u>By the end of 3rd grade, students will:</u></p> <p>1. Develop basic goal setting skills by:</p> <ul style="list-style-type: none"> -choosing and setting individual, school-related (academic or behavioral) written goals that are: <ul style="list-style-type: none"> -specific -measurable -achievable -time specific (daily or weekly) -evaluating progress, orally or in writing, using self-collected evidence (see Possible Strategies and Competency A1) <p>Time: <u>K- 3rd</u>: 2 hour introduction; Integrate throughout.</p>	<p>Performance with rubric or checklist</p>	<p>1. Provided Instructional Resources:</p> <ul style="list-style-type: none"> - DUSO kit - "Setting SMART Goals" handout <p>Supplementary Resources:</p> <ul style="list-style-type: none"> - Band book - "Excellence in Education" (music teacher) - Citizenship Respect and Responsibility chart Resource available at D.O. Curriculum Office - Goal Setting Worksheets from Helping Kids Get Organized by Robyn Freedman Spizman and Marianne Daniels Garber, Ph.D., 1995, by Good Apple <ul style="list-style-type: none"> - "Taking Steps" - "I Can Do it" - "Step by Step" - "Realistic Goals" - "Short Term vs. Long Term" - "Moving Toward Your Goal" - "Reach for the Sky" <p>Resources available from D.O. Curriculum Office</p> <ul style="list-style-type: none"> - Sunburst - "Set Your Goals" video 	<p>1. Instructional Strategies could include:</p> <ul style="list-style-type: none"> - Behavioral goals set by students - Buddy monitoring - Checklist of goals and steps to achieve the goal - Class discussions/ meetings - Compare and contrast short term v. long term goals - Daily mental check of goal - Develop rubric of goal attainment - Early goal-setting can be daily or weekly - Guided practice - Homework: Set weekly goals for practice of spelling words, math facts, etc. - Individual teacher conferencing - Integration with all competencies possible. Specific lessons, projects, or term papers may be adopted as the target goal and use goal setting guidelines to facilitate work completion. - Modeling - New Years goals - Ongoing practice throughout the year - Portfolio collection of work - Practice with class goals - Role play - Self evaluation

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<p><u>By the end of 6th grade, students will:</u></p>			<ul style="list-style-type: none"> - SMART Goals modeling lesson design with handout and guided practice - Student evidence might include: <ul style="list-style-type: none"> -progress chart -checklist -collection of graded work -peer tallies or written observations - Student Led Conferences - Student Planner - Student use of teeth brushing chart, chore chart, grades, behavior, etc. - “Tactics for Thinking” Goal Setting process (PDC) - Tally sheets - Teacher-made journals - Weekly journal writing about goals and progress - Write a letter to self at beginning of school year telling what expect to learn in that grade
			<p>1. Instructional Strategies could</p>

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<p>1. Develop goal setting skills each year (4th, 5th, and 6th grades) by:</p> <ul style="list-style-type: none"> -choosing and setting individual, school-related (academic or behavioral) goals that are: <ul style="list-style-type: none"> -specific -measurable -achievable -time specific (weekly or long-term) -evaluating progress, orally or in writing, using self-collected evidence (see Possible Strategies and Competency A1) -describing at least one benefit of setting that specific goal <p>Time: 4th - 6th: Intense direct instruction on Goal Setting at the beginning of the year; to be continually reinforced throughout the year.</p>	<p>Performance with rubric or checklist</p>	<p>1. Provided Instructional Resources:</p> <ul style="list-style-type: none"> - D.A.R.E. - Library books on goal setting and biographies <p>Supplementary Resources:</p> <ul style="list-style-type: none"> - Goal Setting Worksheets from Helping Kids Get Organized by Robyn Freedman Spizman and Marianne Daniels Garber, Ph.D., 1995, by Good Apple <ul style="list-style-type: none"> -“Taking Steps” -“I Can Do it” -“Step by Step” -“Realistic Goals” -“Short Term vs. Long Term” -“Moving Toward Your Goal” -“Reach for the Sky” <p>Resources available from D.O. Curriculum Office</p> <ul style="list-style-type: none"> - Goal Setting Worksheets from “Helping Kids Get Organized by Robyn Freedman Spizman and Marianne Daniels Garber, Ph.D., 1995, by Good Apple - Student planner 	<p>include:</p> <ul style="list-style-type: none"> - Behavior checklists/ charts on desk - Checklists - Class goals - tokens - Class meeting - weekly - Classroom assignment checklists - Daily individual goals - Direct instruction (modeling lesson design) - Discussion - Educational goals, monitored by scores/ grades - Guided practice with SMART goals: Specific, Measurable, Action-oriented, Realistic, Time frame/Trackable - Practice cutting goals (such as, “be a better basketball player”) into achievable increments (ex: “practice dribbling”) - Progress chart - graph - Review examples and non-examples - Self evaluations - Set short goals for self improvement, monitored by teacher/ peers - Table group goals/ names - Tally sheet