**Goals: What do you want students to know or be able to do by the end of the summer?**

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| **Goal Type** | **Your Goal** | **Break Down that Goal – What will students need in order to get there?** |
| **Academic Skills**  Ex: Solve 1-step equations, divide fractions, read a book, write an essay. |  |  |
| **Transferable Skills**  Ex: Talking to the text, scientific method, prediction, creative problem solving, writing for different audiences. |  |  |
| **Academic Processes**  Ex: Classroom and school procedures, locations of tools and resources, what is tracking, standardized testing. |  |  |
| **Interpersonal/Social Skills**  Ex: Work well with a partner, learn to share supplies, group problem solving, helping other struggling students. |  |  |
| **Life Skills**  Ex: Working with others, understanding difference between speaking to a boss vs. a peer, writing appropriate emails, creating an email account, personal finances. |  |  |

**Thinking Through A Goal**

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| **Unit Goal** |  |
| **Prior Knowledge:**  What skills or knowledge will students need prior to setting out to achieve this goal? |  |
| **Break down the goal**  What will students need to know in order to complete this goal?  What will students need to do in order to complete this goal? |  |
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**From Goal to Objectives to Activities**

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| **Lesson Objective(s)**  Use the goal breakdown to establish  objectives for a lesson on this topic.  Use Bloom’s taxonomy to create your objectives.  Move from lower level learning to higher order thinking. |  | |
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| **Activity ideas**  What specific activities might help students to achieve the objectives and goals you have set?  How will your activities engage students with different learning styles, encourage positive routines and habits, and encourage students to engage in higher order thinking? | **Activity** | **How will this activity help your student to reach the selected goal?** |
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**Put it all together – Plan this lesson**

* Use your goal breakdown, objectives, and activities to plan a lesson
* What knowledge will students need in order to begin this lesson?
* How will you access prior knowledge?
* What steps will students need to take in order to go from point A to point B?
* What order do those steps need to happen in?
* Right in your steps below.

**Point A**

**Student has little to no prior knowledge of topic or skill**

**Point B**

**Student is proficient in skill or knowledge addressed in goal**