



Setting Future Goals

GRADE 9 LESSON 5



Time Required: 30-45 minutes

Principles:

- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.

Indicators (Students will...):

- Review and build upon educational skills necessary to progress toward life-long learning.
- Establish challenging academic goals in high school.
- Develop an action plan to set and achieve realistic goals.

GOAL: Students will write a letter or draw a visual, expressing success goals they wish to obtain in high school.

Activity Statements:

Student will set long term goals by developing a concept map or writing a goals letter to themselves setting goals they wish to accomplish while in high school. They will “begin with the end in mind.” The letter or concept or mind map will be created as if they are graduating from high school and have already obtained these goals.

Materials:

1. Pencil/Paper
2. Handout 1 *“21st Century Framework”*
3. Handout 2 *“Outline for Setting Graduation Goals”*
4. Teacher Resource 1 *“Mind vs. Concept Mapping”*

Procedures:

1. Using Handout 1 *“21st Century Framework,”* students will discuss in groups 21st Century Skills to acquire during high school to be prepared for post secondary success.
2. Building upon goals students set last week have students follow the outline on Handout 2 to write a letter or draw a mind or concept map as though they are reflecting upon their high school experience on their graduation day.

Discussion:

What are the most important 21st Century skills and knowledge you will obtain while in high school?

What is something that you plan to change to help you reach new heights while in high school?

Who will you turn to for help when you are making decisions that will keep you from reaching your goals?

Additional Resources:

Mind Mapping http://www.12manage.com/methods_mind_mapping.html

Concept Mapping <http://classes.aces.uiuc.edu/ACES100/Mind/CMap.html>

Extension Activities: Complete final draft of letter or concept or mind map and be prepared to place in portfolio folder during the next Advisory lesson.



Goals Letter: Handout 1

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Outline for Setting Graduation Goals

Directions: Imagine that you have just completed your four years of high school and you are reflecting on your achievements. If you had obtained your highest goals, what would they be? What would you have achieved? Write the letter or draw a concept or mind map as though this has already happened. You will refer to this letter or goals map throughout high school, for it serves as a guide and motivation to achieve your dreams. Begin your letter/map with this statement "Today, I graduate from high school and I am proud of my accomplishments. I have obtained the following accomplishments in regards to:

1. Grade Point Average
2. School Attendance
3. Behavior
4. Friends
5. Family
6. Community Service
7. Extra-curricular Activities
8. Clubs
9. Athletics
10. 21st Century Skills
11. Study Skills
12. Time Management
13. Organization
14. Post Secondary Preparation (dual credit, EDGE courses, AP courses, technical programs, etc.)
15. Post Secondary Goals



Framework for 21st Century Learning

Member Organizations

- Adobe Systems Incorporated
- American Association of School Librarians
- Apple
- BellSouth Foundation
- Cable in the Classroom
- Cisco Systems, Inc.
- Corporation for Public Broadcasting
- Dell Inc.
- EF Education
- Educational Testing Service
- Ford Motor Company Fund
- Intel Foundation
- JA Worldwide
- LeapFrog SchoolHouse
- McGraw-Hill Education
- Microsoft Corporation
- National Education Association
- Oracle Education Foundation
- Pearson Education
- Riverdeep Incorporated
- SAP
- SAS
- Texas Instruments Incorporated
- Thomson GAlE
- Verizon

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

1 Core subjects. The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.

2 21st century content. Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness

3 Learning and thinking skills. As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and thinking skills are comprised of:

- Critical-thinking and problem-solving skills
- Communication skills
- Creativity and innovation skills
- Collaboration skills
- Contextual learning skills
- Information and media literacy skills

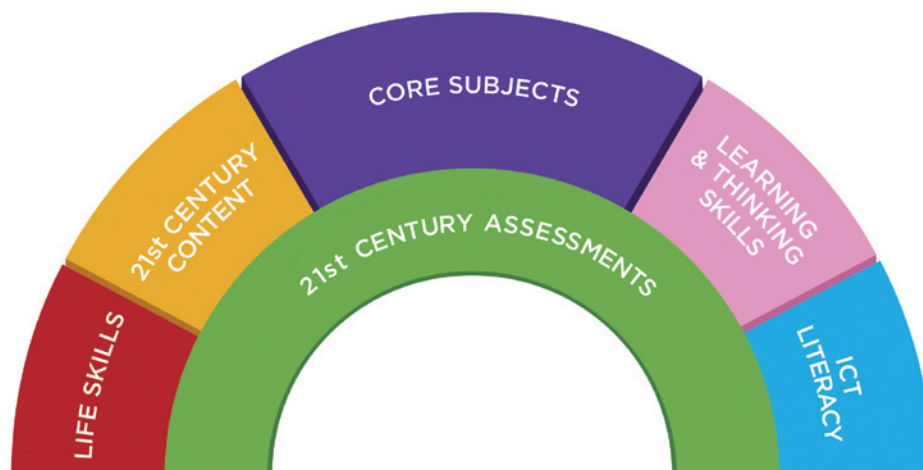
4 ICT literacy. Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills — so that they know *how* to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

5 Life skills. Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

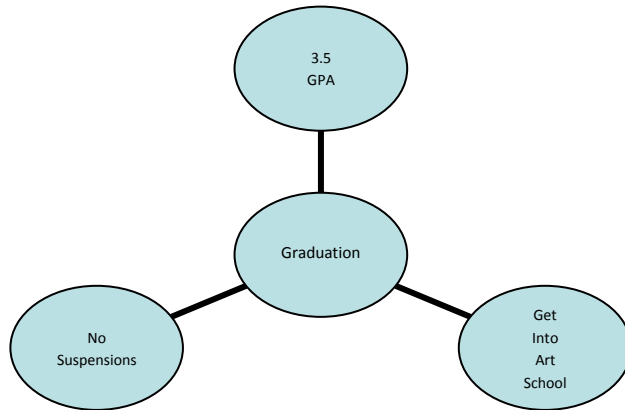
- Leadership
- Ethics
- Accountability
- Adaptability
- Personal productivity
- Personal responsibility
- People skills
- Self-direction
- Social responsibility

6 21st century assessments. Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects; 21st century content; learning and thinking skills; ICT literacy; and life skills.

To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.



Teacher Resource 1



GRADE 9 LESSON 5

Mind Mapping

Vs.

Concept Mapping

It is important that students be allowed to be creative and use different parts of their brain. You want learning to be fun and beneficial for all students. Some students may not find it engaging to read and write narrative. LINKS allows you opportunities to explore

alternative ways of learning with students. You may use Mind Mapping or Concept Mapping in other lessons. It is introduced as resource in this lesson, but we hope you will use it often.

What is Concept Mapping?

A concept map shows relationships between different concepts. For instance, this map shows the relationship between graduating from high school and getting into art school. Students can use computer drawing tools if they enjoy technology. They can also hand draw and link concepts together using boxes or circles. This map could be expanded to show what happens after art school and after that. Concepts may be linked by lines or arrows or shown as a hierarchy. The map can be adapted through the vision of the student. It is different from Mind Mapping in that it is designed to link several concepts together.

What is Mind Mapping?

Mind Mapping is less linear in nature and one idea is not necessarily linked to the other. Mind Mapping is a great brainstorming tool, students start with a single concept or goal and map out everything that comes to mind either by writing words or drawing symbols or pictures. Mind Mapping is less formal. Words are not put in a circle or square, but simply branch off each other. Using the example of visualizing graduation day, students would write down every positive thought (goal) that comes to mind relating to graduation day. They can draw a dress, suit, cap, family, friends, A+, footballs, whatever they dream they have achieved while in high school. Their ideas and dreams will be connected by tree-like branches.

For more information, you may wish to explore:

Mind Mapping http://www.12manage.com/methods_mind_mapping.html

Concept Mapping <http://classes.aces.uiuc.edu/ACES100/Mind/CMap.html>