

Unit 3: Personal Wellness/Setting and Achieving Goals

Content Area: **Generic Content Area**
Course(s): **Generic Course, WORK SKILLS**
Time Period: **Generic Time Period**
Length: **Up to 10 Weeks**
Status: **Published**

Unit Overview

Students will be able to achieve a well-balanced lifestyle, helping them to set and achieve personal, educational, and career goals.

Transfer

Students will be able to independently use their learning to...

- understand the importance of goal setting.
- be in control of their future.
- balance a variety of elements in their daily schedule.
- set realistic goals in all areas.
- create an action plan to achieve goals.

-What kinds of long term, independent accomplishments are desired?

- Students will remain motivated and on-task to complete his or her goals.
- Students will adapt a healthy and positive lifestyle.
- Students will experiment with different goals, focusing on their strengths and future goals.

Meaning

Understandings

Students will understand...

- the importance of goal setting
- how to balance a variety of elements in their daily schedule.
- how to set realistic goals in all areas.
- how to create an action plan to achieve goals.
- how to remain on-task and successful in setting goals.

What inferences should they make/grasp/realize?

- Making adjustments to a plan or lifestyle is expected.
- It is important to maximize your time while working towards a goal.
- Action plans must be realistic.

Essential Questions

Why is personal wellness and goal setting important?

How does a balanced lifestyle help you meeting and maintain your goals?

How to formulate goals according to individual strengths while avoiding weaknesses?

Why is organization important?

Application of Knowledge and Skill

Students will know...

Students will know...

- the importance of goal setting
- how to balance a variety of elements in their daily schedule.
- how to set realistic goals in all areas.
- how to create an action plan to achieve goals.

What facts and basic concepts students should know and be able to recall?

- their strengths and weaknesses.
- challenges in goal settings.
- healthy and unhealthy lifestyles.
- motivational factors
- rewards and consequences

Students will be skilled at...

Students will be skilled at...

- developing a strategy for goal setting.
- taking control of their future.
- balancing a variety of elements in their daily schedule.
- setting realistic goals in all areas.
- creating an action plan to achieve goals.

Academic Vocabulary

- wellness
- plan of action
- resistance
- motivation
- motivators
- conscience decisions
- self-application
- goals
- affirmation
- achievable
- challenges

Learning Goal 5.A

Students will be able to achieve a well-balanced lifestyle.

HE.K-12.2.2.4

Demonstrate ability to use a variety of supports for everyday activities as necessary.

HPE.2.1.12.E.4

Develop a personal stress management plan to improve/maintain wellness.

HPE.2.2.12.B.CS1

Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Target 5.A.9

- Students will be able to develop a personal stress management plan to improve/maintain wellness.

Target 5.A.10

- Students will be able to demonstrate ability to use a variety of supports for everyday activities as necessary.

Target 5.A.11

- Students will be able to develop and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Learning Goal 5.B

Students will be able to set realistic personal, educational, and career goals.

HPE.2.2.12.B.1

Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

HPE.2.2.12.B.2

Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Target 5.B.9

- Students will be able to evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Target 5.B.10

- Students will be able to predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Summative Assessment

- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- projects
- structured observations

21st Century Life and Careers

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Formative Assessment and Performance Opportunities

- do now
- exit ticket
- graphic organizer

- group project
- independent project
- questioning/discussion
- quiz
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- work product

Differentiation/Enrichment

- 1:1 instruction
- cueing / prompting
- reinforcement activities
- small group instruction
- visual supports

Unit Resources
