

Score Your Goals!

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Theme: Goals

Big Idea: Goals give one the strength to endure and the knowledge to be successful.

Standards:

Explicitly state what state standard(s) will be covered.

Need to Know Questions:

Why do people fail?

Who influences your decisions, positively or negatively?

Where do you see yourself after high school?

How do you plan to be successful?

When do you plan to take charge of your future?

Mission:

Unbelievable! A new committee has been formed and YOU have been asked to be a part of it. This committee's mission is to monitor students and their individual goals. You will be responsible for monitoring yourself as well as one other individual. Thank you for your commitment to yourself, another individual and the committee!

You are now part of PDPG - Positive Decisions from Positive Goals
Congratulations!!!

Mapping to Intelligences

Verbal/Linguistic

- Create a mug shot of yourself with your goal on it.
- Write a positive note to your classmate that you are helping.
- Research juvenile drop outs and write a report.

- Research gangs and gang life and create a correlation between decisions made by them and by you.
- Read newspaper articles about students who have made it and who haven't.
- Write a book about yourself in the form of a children's book.
- Interview your partner using the questions given.
- Research careers and have students write about a career they would like.
- Fill out a job application.
- Create a resume.
- Have guest speakers in relation to careers and encourage the idea of literacy.

Mathematical/Logical

- Create questions about fellow students and see who can guess the question is about.
- Give each student a budget to live on; one budget is with a college degree and one is without a high school diploma.
- Gang Life- create a name and how they will support their gang-it must be school appropriate.

Visual/Spatial

- Design a mug shot adding a digital picture of the student.
- Design a gang poster that entails all there is about their gang.
- Use Inspirations to create a web about the student.
- Have students draw a picture of their future.
- Create a graph of their behaviors and the punishments.
- Imagine yourself in high school and write what you see.

Musical/Rhythmic

- Write an acrostic poem using first and last names.
- Create a song about the gang involved with.
- Create a rhyme about positive decisions.
- Write a poem about life and how it was as a child.

Bodily/Kinesthetic

- Create a dance to the gang song.
- Role play the choices you have to make with friends in order to keep your promise to yourself to achieve your goals.
- Discuss and present the goal created for each quarter.

Interpersonal

- Write a persuasive paragraph about your choice.
- Write a persuasive essay on joining or not joining a gang.
- Create an advertisement for your group the PDPG's.

Intrapersonal

- Create a courtroom scene and read the novel, *Monster*, by Walter Dean Myers.
- Take a field trip to see an actual courtroom.
- Have students write a journal entry about their life and their feelings concerning if it is valuable or not.
- Write an essay on the grades being linked to getting a driver's license.
- Complete a survey about the activity done for the year.
- Students will write a reflection about their year and goals chosen.
- Research the discipline and consequences at your school.
- Write a letter to a juvenile judge concerning crime.
- Write a letter to the editor.

Naturalist

- Build a database on information concerning poor decisions.
- Rank yourself from most to least successful by classes.
- Rank the students in the class from least to most successful and why-make it like a yearbook page.
- Organize your work from the beginning of the year to now and put it in a presentation format.

Existential

- Create a poster about positive choices and the rewards.
- Create a contract between student and teacher.
- Share the important contribution you hope to make by achieving your goals.

Culminating Event

Students will create a PowerPoint Presentation about themselves that incorporates their results to the questions previously asked. They will incorporate their original answers given at the beginning of the year with their current responses to the same questions.

Resources

Books

Chocolate War by Robert Cormier

Foster's War by Carolyn Reeder

Hidden Talents by David Lubar

Hope Was Here by Joan Bauer

Loser by Jerry Spinelli

Monster by Walter Dean Myers
No More Dead Dogs by Gordon Korman
Scorpions by Walter Dean Myers
Sloppy Firsts : A Novel by Megan McCafferty
Speak by Laurie Halse Anderson
Stargirl by Jerry Spinelli
Storm Warriors by Elisa Carbone
Thank You Mr. Faulkner by Cathy Polaski
Touching Spirit Bear by Ben Mikaelson
Zach's Lie by Roland Smith

Songs

Allentown – Billy Joel
American Tune - Paul Simon
Carry on My Wayward Son – Kansas
City of New Orleans – Arlo Guthrie
Doctor My Eyes - Jackson Browne
Don't Dream It's Over - Crowded House
Don't Stop - Fleetwood Mac
Everybody Wants to Rule the World - Tears for Fears
Future's So Bright I Gotta Wear Shades - Timbuk3
The Greatest Love of All – Whitney Houston
The Impossible Dream – Broadway soundtrack
Lean on Me – Bill Withers

Never Surrender - Corey Hart

Right Now - Van Halen

Running Down a Dream - Tom Petty

Things Can Only Get Better - Howard Jones

Under the Bridge – Red Hot Chili Peppers

Up On the Roof – James Taylor

Where the Streets Have No Name - U2

Web Resources

All Bookstores: Juvenile Fiction

<http://www.allbookstores.com/browse/JUV>

Biography

<http://www.biography.com>

Children's / People & Places / Social Issues / Violence

http://hallkidsreligions.com/social_issues/12.shtml

Endgame

<http://www.pbs.org/endgame/home.php>

Gangs 101

<http://www.lincolnet.net/users/lrtrapp/block/gangs101.htm>

Gangs: A Bibliography

<http://isd.usc.edu/~anthonya/gang.htm>

Gangs or Us

<http://www.gangsorus.com/>

Genre Definitions

http://www.digitaldeliftp.com/FTPSite/ftp_genre.html

Juvenile & School Crime & Safety

<http://www.karisable.com/crss.htm>

Lawmakers Argue for Music Ratings

http://www.lionlamb.org/www.lionlamb.org/violent_entertainment_1.html

Make Up Your Mind

<http://www.pbs.org/saf/1302/>

Manchester Music

http://www.manchesteronline.co.uk/entertainment/music/livereviews/stories/Detail_LinkStory=55181.html

Nune World

http://www.spynets.net/lyrics_title.php?Title=o

Parental Advisory

<http://ericnuzum.com/banned/incidents/50s.html>

Paul's Justice Page: CRM 331 Corrections

<http://www.paulsjusticepage.com/emu/crm331/crm331-f00.htm>

Perspectives on Youth

<http://www.perspectivesonyouth.org/Pages/BooksOnYouth.htm>

Reference & Nonfiction / Law & Crime

http://hallkidshistory.com/reference_nonfiction/12.shtml

Rogue Telepath

<http://www.roguetelepath.com/>

Seduction of the Innocent

<http://moderntimes.vcdh.virginia.edu/HIUS316/mbase/docs/wertham.html>

Values: Making Good Choices for Life

<http://library.thinkquest.org/J001709/?tqskip1=1>

Voices of Youth

<http://www.unicef.org/voy/>

Youth & Teen Violence / Juvenile Delinquency

<http://www.stopviolence.com/youth/youth-media.htm>

Assessment

Participation	Needs Improvement 1	Satisfactory 2	Exemplary 3
Participates in class activities.	Occasionally when interested in the task.	Regularly whenever prompted to join.	Consistently with interest and enthusiasm.
Cooperates with peers.	Depends on whom he or she is working with.	Shares and works cooperatively.	Serves as a role model for sharing and cooperating.
Is a collaborative partner.	Does not share ideas or does not listen to others.	Collaborates to successfully complete tasks.	Is a class leader in forming collaborative partnerships.
Demonstrates an understanding of the dynamic of goals.	Does not demonstrate an understanding that setting goals is necessary for growth and progress.	Demonstrates a working understanding of how setting goals is necessary for growth and progress.	Demonstrates a working understanding of how setting goals is necessary for growth and progress which the learner then applies to new and different situations.
Demonstrated mastery of skills specified in state standards.	Did not meet the minimum requirements for state standards targeted in this unit.	Met the minimum requirements for state standards targeted in this unit.	Exceeded the minimum requirements for state standards targeted in this unit.

Project	Needs Improvement 1	Satisfactory 2	Exemplary 3
Is done neatly with attention to detail.	Project is incomplete or lacks sufficient depth.	Project is neat and shows attention to detail.	Project is neat, shows attention to detail and exhibits craftsmanship that goes beyond grade level expectations.
Is based in an identified content area of the unit.	Is not related to any content area being studied under the theme of setting goals.	Is based in one identified content area.	Is based in two or more identified content areas.
Applies skills and concepts in a new or different way.	Project imitates objects or examples studied in class.	Project demonstrates mastery of skills and concepts in a unique way.	Project demonstrates mastery of skills and concepts in a unique way at the highest levels of thinking.
Adds to the class study of setting goals.	Does not add to the class experience or understanding of setting goals.	Adds to the class understanding of setting goals.	Adds to the class understanding of setting goals by elevating the level of discussion or activity.
Demonstrates high personal standards for work.	Does not demonstrate high personal standards in the completion of the project.	Demonstrates high standards for work as outlined by the teacher and/or class.	Demonstrates high personal standards for work that exceeds teacher expectations.