Decisions and Goals: Unit Overview

GLC2O, Career Studies, Grade 10 (Open), Unit 2. 3 classes of 75 minutes, plus a progress check about two weeks later (during Unit 3) and time to complete the summative.

The big question

How can I make good decisions and set goals I'll actually reach?

Students learn common decision styles, a five-step decision process and a weighted decision matrix, and apply them to an invented student's choices and to a real decision of their own. They learn the SMART criteria, four kinds of goals (personal, social, educational and career/life) and the difference between outcome and process goals, then set three goals linked to their Unit 1 profile. Finally they learn to track progress, plan for obstacles with if-then plans and decide whether to keep, adjust or replace a goal. The summative, the Goal-Setting Journal, becomes Section 2 of the Career Portfolio.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Making Decisions**	1	How can I make good decisions?	A2.1	Decision styles; five-step process; weighted decision matrix; a real decision
2	**SMART Goals**	1	How do I set goals I'll reach?	A2.1	SMART criteria; four kinds of goals; outcome and process goals; journal Entry 1
3	**Tracking and Revising Goals**	1	How do I keep goals on track?	A2.2	Tracking tools; if-then plans; keep, adjust or replace; journal Entry 2

Assessment

Type	In this unit
Assessment for learning	Decision Lab, Fix the Goal, Lina's Tracker, exit tickets
Assessment as learning	Self-checks on success criteria, My Decision, journal progress check
Assessment of learning	Goal-Setting Journal (8% of the final grade): four dated entries with a four-level rubric and teacher guide

Materials

Included:

- **Original practice material:** invented students and scenarios (Priya's decision matrix, Theo's summer options, Élise's French goal, Lina's job-search tracker)

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- **Timeline:** Entry 1 in Lesson 2, Entry 2 in Lesson 3, Entry 3 about two weeks later, Entry 4 before the due date; plan a short check-in during Unit 3

Students choose goals they are comfortable sharing and never have to explain private reasons for revising a goal. Shared and family decision-making is presented as a strength.

What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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