**ELL CONNECT® - Content Area Lesson Plans for English Language Learners**

**Subject:** Skills for Living  |  **Grade:** 7th/8th  |  **Author:** Irving, Texas

**Approximate Time:** 46 Minutes  |  **Date:** Fall 2008

**Topic/Theme:** Short term and Long term Goal Setting

**Objectives:**

<table>
<thead>
<tr>
<th>Content</th>
<th>Language</th>
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<tbody>
<tr>
<td>Students will identify the similarities between short term and long term goals. Distinguish the differences between the short term and long term goals.</td>
<td>Students will orally compare and contrast the characteristics between short and long term goals.</td>
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**Vocabulary:**

**Content Specific**
- Long-term goals
- Short-term goals
- Criteria
- Resources and Challenging

**Related**
- Goals
- Achievements/Accomplishments
- Standards/Required
- Help
- Difficult/Hard

**Materials:**
- Pen (Pencil), Highlighter, Notebook Paper, Double Bubble Thinking Map Worksheet, Goal Setting Vocabulary, and Textbook

**Activities:**

- Oral review of Goal Setting Vocabulary terms from the day before. Teacher will elaborate on each definition while students revise their definitions.
- Relate each vocabulary word with a visual representation (pictures) from a PowerPoint Presentation on the video screen.
- Explain that the students will be comparing and contrasting Short-term and Long-term goals using a graphic organizer.
- List characteristics of a Short-term and Long-term goal on a piece of notebook paper, (Teacher will monitor).
- Compare their lists of characteristics with their table partners, groups of 2-3, adding to their list or editing their list. (Teacher will monitor).
- Identify other characteristics of Short-term and Long-term goals by using the textbook as a resource.
- Identify any similarities between Short-term and Long-term goal, by highlighting them on your notebook paper.
- Record their characteristics on the Double-Bubble Thinking Map Worksheet at their seat (individually- teacher monitor).
- Compare their Double-Bubble Map with their table partners (teacher will monitor).
- Construct a large class Double-Bubble Map distinguishing the similarities and differences, from students Double Bubble Map (students will volunteer to give a similarity or difference for Short-term and Long-term goals)
- Discuss the completed LARGE Double Bubble Map with the class.

**Closing Discussion:**

**Thinking out-of-the-box**

Discussion Question, “Is there a relationship or connection between Short-term and Long-term Goals?” “How can a Long-term goal become a Short-term goal?”

**Review & Assessment:**

**Vocabulary**

Students will demonstrate the definition of a Vocabulary term in front of the class. Students in the audience will raise their hand and orally tell which definition is being demonstrated.

**Content**

Students will identify if a goal is Short-term or Long-term based on the characteristics of each goal description. Students will be given a description of several different goals, and they must determine which goal type it is, Short-term or Long-term, based on the description.

**Extension / Take-home Activity:**

- None