



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Personal Health and Safety	Grade: 2	Date:
Content Area: Health Education	School:	

Student Learning Objective

What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will be able to list personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity).

Students will be able to identify characteristics of a trusted adult.

Students will be able to identify personal behaviors that are health enhancing.

Baseline – Trend Data

What data were reviewed for this SLO? How do the data support the SLO?

Data collection:

Baseline, formative and summative data will be coded using a performance-based rubric.

During the first few classes of the term, students will be observed and pre-assessed on

1. personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity);
2. ability to identify characteristics of a trusted adult; and
3. ability to identify personal behaviors that are health enhancing.

Baseline data:

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

1. At the beginning of grade two ____% of students are able to list personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)
2. At the beginning of grade two ____% of students are able to Identify characteristics of a trusted adult
3. At the beginning of grade two ____% of students are able to Identify personal behaviors that are health enhancing

Student Population

Who are you going to include in this objective? Why is this target group/class selected?

All students in Grade 2 will be included in this objective.

Understanding and practice of personal health and health-enhancing behaviors, and identification of characteristics of a trusted adult skills are developmentally-appropriate skills that students in Grade 2 need to learn in order to prevent disease, enhance personal health and avoid risks to health and safety.

Standards and Learning Content

What are the standards connected to the learning content?

Standards addressed:

CT HBLCF (2006) Standard 1. Core Concepts. Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. Describe relationships between personal health behaviors and individual well-being.

CT HBLCF (2006): Standard 3. Self-management of Healthy Behaviors. Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

CT HBLCF (2006): Standard 8. Advocacy. Students will demonstrate the ability to advocate for personal, family and community health.

P.8.3. Name trusted adults at home, in school and in the community.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

Example: Ask students these Essential Questions (CT HBLCF): "What do I need to know to stay healthy?" and, "What can I do to avoid or reduce health risks?"

CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS Math: K-12 Standards for Mathematical Practice 3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students: Construct arguments using verbal or written explanations (expressions, equations, graphs, etc.) Evaluate their own thinking and the thinking of others by asking questions.

Example linking ELA/Literacy, Mathematics and Health Education: Describe, listen to others, and discuss with a partner and small *groups* (Essential Question CT HBLCF), "What can I do to promote accurate health information and healthy behaviors?" Deeper questions can be cued by the teacher as appropriate.

Interval of Instruction

What is the time period that instruction for the learning content will occur?

The interval of instruction is ongoing throughout the school year. A pre-assessment will be implemented in September to collect a baseline data of the students’ skills. Formative assessments will be given periodically throughout the year to measure present level of ability and progress, and a summative assessment will be conducted in June to measure the student’s yearly growth.

Assessments

How will you measure the outcome of your SLO?

Assessments will include:

1. District designed common assessments that address IAGD indicators below
2. Teacher designed formative and summative assessments

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

What are the quantitative targets that will demonstrate achievement of the SLO?

Indicator(s) for Academic Growth and Development:

1. By the end of grade two ____% of students will be able to list personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)
2. By the end of grade two ____% of students will be able to Identify characteristics of a trusted adult
3. By the end of grade two ____% of students will be able to Identify personal behaviors that are health enhancing

Instructional Strategies/Supports

*What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher