



## Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: <b>Decision-Making</b>	Grade: <b>8</b>	Date:
Content Area: <b>Health Education</b>	School:	

### Student Learning Objective

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

SLO Focus Statement:

**Students will** understand the steps of the decision making process and use the model to predict how decisions regarding behaviors related to substance use have consequences for themselves and others.

### Baseline – Trend Data

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

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

At the beginning of the term \_\_\_% of students scored at level 3-Proficient on this task as scored on the HEAP (Health Education Assessment Project) based decision-making skill rubric

### Student Population

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

All students in Grade 8 will be included in this objective.

Decision making is a critical skill for middle school students. Understanding and utilizing a decision making model across health content areas is a key focus of supporting middle school students in becoming increasingly health literate.

### Standards and Learning Content

*What are the standards connected to the learning content?*

**Standards addressed:**

**CT HBLCF (2006) Standard 6: Decision-Making Skills:** Students will demonstrate the ability to use decision-making skills to enhance health.

*Essential Question:*

**M.6.3.** Predict how decisions regarding health behaviors have consequences for themselves and others.

*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): “How do I make good decisions to keep myself healthy?”

**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.  
Construct arguments using verbal or written explanations (expressions, equations, graphs, etc.)  
Evaluate their own thinking and the thinking of others by asking questions.
6. Attend to precision.  
Use clear and precise language/definitions in their discussions with others and in their own reasoning.
7. Look for and express regularity in repeated reasoning.  
Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results.

Example linking ELA/Literacy Speaking and Listening, Math Constructing viable arguments and critiquing the reasoning of others, and Health Education examining the consequences of decisions and actions: Describe, listen to others, and discuss with a partner and small *groups* (Essential Question CT HBLCF), “How do I make good decisions to keep myself healthy?” and, “What are the anticipated consequences of my decisions and actions?” 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 the term during which the Decision-Making unit is implemented. A pre-assessment will be implemented at the beginning of the term to collect a baseline data of the students’ knowledge and skills. Formative assessments will consist of

1. Decision Making Model quiz
2. Sexuality Decision-Making assignment
3. Physical Activity Decision-Making assignment

and will be assigned at logical intervals during the unit and coded using the same performance rubric for all assessments to measure present level of ability and progress, and the Case Study assignment will serve as the summative assessment at the conclusion of the unit to measure the students’ growth.

#### **Assessments**

*How will you measure the outcome of your SLO?*

1. Decision Making Model quiz
2. Sexuality Decision-Making assignment
3. Physical Activity Decision-Making assignment
4. Case Study assignment (summative assessment)

Assessments will include:

1. District designed common assessments that address IAGDs below
2. Teacher-designed formative and summative assessments

Baseline, formative and summative data will be coded using HEAP (Health Education Assessment Project) based decision-making skill rubric performance-based rubric.

**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. At the end of the term \_\_\_% of students will score at or above level 3-Proficient on this task as scored on the HEAP based decision-making skill rubric
2. At the end of the term \_\_\_% of students will improve one level toward standard from baseline indicators

**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?*

All activities and assignments will require 8<sup>th</sup> grade students to apply their decision making content knowledge and skills.

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