



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Goal-Setting	Grade: 9-12	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 demonstrate the ability to use a goal-setting process to improve health.

Baseline – Trend Data

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

Data collection:

Within the first few classes of the term, each student will write a personal goal for enhancing health (pre-assessment). Data will be collected based on a rubric of an effective SMART goal. Student performance on Goal-Setting Model quiz administered at beginning and conclusion of goal-setting unit and a summative assessment SMART goal assignment.

Student performance on goal-setting skill assignments and assessments:

1. Goal Setting Model quiz
2. Short-Term Goal-Setting assignment
3. Physical Fitness Goal-Setting assignment
4. Long-Term Health Enhancement Goal-Setting assignment (summative assessment)

Baseline data:

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

1. At the beginning of grade 9, ___% of students are able to write a SMART goal in order to enhance health in any dimension of wellness.
2. At the beginning of grade 9, ___% of students are able to create a plan to achieve a health-enhancing goal with at least 3 different action steps.

Student Population

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

All students in Grade 9 will be included in this objective.

A health literate person sets goals to achieve a better quality of life through the practice of health enhancing behaviors. This standard involves the ability of the learner to use the goal-setting process to improve health. This essential, life-long skill enables individuals to formulate and implement an effective plan for healthy and balanced living; and make plans and take actions that lead to healthy and balanced living for themselves and for the world around them. Entry into high school is a developmentally appropriate opportunity, aligned with the CT HBLCF (2006), for acquisition and application of this skill set.

Standards and Learning Content

What are the standards connected to the learning content?

Standards addressed:

CT HBLCF (2006) Standard 7: Goal-Setting Skills. Students will use goal-setting skills to enhance health.
H.7.1. Demonstrate various strategies when making goal-setting decisions to enhance health.

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 use the goal-setting process to improve my health?”

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 use the goal-setting process to improve my health?” and, “What are the advantages and disadvantages of setting goals?” 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 Goal-Setting 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. Goal Setting Model quiz

2. Short-Term Goal Setting assignment
3. Physical Fitness Goal Setting 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 Long-Term Health Enhancement Goal Setting 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?

Student performance on goal-setting skill assignments and assessments:

1. Goal Setting Model quiz
2. Short-Term Goal-Setting assignment
3. Physical Fitness-Goal Setting assignment
4. Long-Term Health Enhancement Goal-Setting 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 a 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. By the end of grade 9, ___% of students will be able to write a SMART goal in order to enhance health in any dimension of wellness.
2. By the end of grade 9, ___% of students will be able to create a plan to achieve a health-enhancing goal with at least 3 different action steps.

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 9th grade students to apply their goalsetting content knowledge and skills.

Teaching methods and strategies include:

- Self-assessment
- cooperative learning
- reciprocal/peer coaching
- guided discovery
- debate / discussion

Progress will be monitored using

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

