

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 4

Content Area: **Health Education – Personal Health & Safety**

Component	Guiding Questions	Descriptors
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>During the first few classes of the term, students will be observed and pre-assessed on</p> <ol style="list-style-type: none"> 1. ability to identify and compare behaviors that are safe to those that are risky or harmful; 2. ability to explain how media and technology influence personal and health behaviors; and 3. ability to demonstrate active listening skills to build and maintain healthy relationships with peers and family members. <p>Baseline data: [include specific pre-assessment baseline data here – percentages to be determined by pre-assessment]</p> <ol style="list-style-type: none"> 1. At the beginning of grade four ___% of students are able to compare behaviors that are safe to those that are risky or harmful 2. At the beginning of grade four ___% of students are able to explain how media and technology influence personal and health behaviors 3. At the beginning of grade four ___% of students are able to demonstrate active listening skills to build and maintain healthy relationships with peers and family members
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>All students in Grade 4 will be included in this objective.</p> <p>Ability to identify and compare behaviors that are safe to those that are risky or harmful; ability to explain how media and technology influence personal and health behaviors; and ability to demonstrate active listening skills to build and maintain healthy relationships with peers and family members are developmentally-appropriate skills that students in Grade 4 need to learn in order to prevent disease, enhance personal health and avoid risks to health and safety.</p>
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p>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.</p> <p>E.1.1. Describe relationships between personal health behaviors and individual well-being.</p> <p>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.</p> <p>E.3.1. Identify responsible health behaviors.</p> <p>CT HBLCF (2006): Standard 8. Advocacy. Students will demonstrate the ability to advocate for</p>

		<p>personal, family and community health.</p> <p>P.8.3. Name trusted adults at home, in school and in the community.</p> <p><i>Possible connections</i> [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.] :</p> <p>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?”</p> <p>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.</p> <p>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 <i>groups</i> (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.</p>
<p>Student Learning Goal/Objective Statement</p>	<p><i>What is the expectation for student growth and development?</i></p>	<p>Students will be able to compare behaviors that are safe to those that are risky or harmful.</p> <p>Students will be able to explain how media and technology influence personal and health behaviors.</p> <p>Students will be able to demonstrate active listening skills to build and maintain healthy relationships with peers and family members.</p>

<p style="text-align: center;">Indicators Of Academic Growth And Development (IAGDs)</p> <p style="text-align: center;">Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p><u>IAGDs:</u></p> <p><u>A. ASSESSMENTS/MEASURES OF PROGRESS</u></p> <p>During the first few classes of the term, mid-term and at the end of the term, students will be observed and assessed on</p> <ol style="list-style-type: none"> 1. ability to identify and compare behaviors that are safe to those that are risky or harmful; 2. ability to explain how media and technology influence personal and health behaviors; and 3. ability to demonstrate active listening skills to build and maintain healthy relationships with peers and family members. <p>Assessments will include:</p> <ol style="list-style-type: none"> 1. District designed common assessments that address IAGDs below 2. Teacher-designed formative and summative assessments <p>Baseline, formative and summative data will be coded using a performance-based rubric.</p> <p><u>B. GROWTH TARGETS</u></p> <ol style="list-style-type: none"> 1. By the end of grade four ___% of students will be able to compare behaviors that are safe to those that are risky or harmful 2. By the end of grade four ___% of students will be able to explain how media and technology influence personal and health behaviors 3. By the end of grade four ___% of students will be able to demonstrate active listening skills to build and maintain healthy relationships with peers and family members
<p style="text-align: center;">Instructional Strategies/Supports</p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<p>Teaching methods and strategies include:</p> <ul style="list-style-type: none"> • Exploration • cooperative learning • reciprocal/peer teaching • guided discovery • debate / discussion