

## Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Health Grade Level(s): 7 Academic Year: \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

The information being used to create this SLO is the starting level of student's knowledge based on a Pre-Test given on the second day of the section. The information includes basic knowledge from the 6 units of study in the 7th grade health course based on the National Health Standards. These include; Body Systems, Bullying and Conflict Resolution, Fitness and Nutrition, Understanding Health and Wellness, Decision Making and Goal Setting, and Tobacco Awareness. In each unit we focus on how each of these areas of health impact adolescents and what steps students can take to improve their overall wellness.

The median score from similar classes last year for the pre-test was 55%. The average score was 60%.

The areas that the students struggled with most were fitness and nutrition, and tobacco awareness. Most students were unable to identify the 6 essential nutrients, basic fitness components. Most students were unable to identify common food sources for each of the essential nutrients. Most students were unable to identify the role of each essential nutrient. Most of the students were unable to create a balanced 1 day meal plan including all of the essential nutrients. Most students were also unable to identify the common and most dangerous chemicals in tobacco.

The students were split on content with the body systems. Nearly half were able to identify the basic functions of the respiratory, immune, digestive, skeletal and muscular system. Students had more difficulty identifying the functions of the circulatory, excretory and central nervous systems. The class was split on questions related to heart rate. Students were more successful at explaining what heart rate is, but not as successful at explaining how to find heart rate.

The students were most confident in areas related to bullying and conflict resolution, goal setting, decision making, and basic health and wellness.

The first section's pre-test results - SEE ATTACHED

This process will be repeated for the other sections throughout the year. The target growth will be adjusted appropriately based on each sections pretest results.

**Student Population**

Which students will be included in this SLO? Include course, grade level, and number of students.

Three 7 week sections of 7th grade health, grouped heterogeneously, starting with the section beginning on October 9<sup>th</sup> – December 3<sup>rd</sup>, December 4<sup>th</sup> – February 7<sup>th</sup>, and February 10<sup>th</sup> – April 9<sup>th</sup>. There are only 3 sections being listed because the first section was over before my SLO was completed and the final section is after the SLO deadline. Next year the first 4 cycles will be used.

The number of students for each section – 1<sup>st</sup> section 26 students, 2<sup>nd</sup> section -30 students, 3<sup>rd</sup> section – 30 students.

The first section included 1 504 student. He had his tests read to him, and received extended time on assignments.

The second section has 3 504 students. They all receive extended time on assignments. They also receive extra aide on in-class assignments and tests.

The third section has a student that takes all tests and quizzes with Mark Majoras.

The student population is mixed, includes both males and females of diverse backgrounds. Material in class is covered in a personalized manner to reach all students. Students will analyze how health content affects THEIR future goals, decisions, and life in general.

**Interval of Instruction**

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The SLO will cover three 7 week intervals. The dates include

October 9<sup>th</sup> – December 3<sup>rd</sup>

December 4<sup>th</sup> – February 7<sup>th</sup>

February 10<sup>th</sup> – April 9<sup>th</sup>

The first section was already nearly completed by the time my SLO was completed and the last section is after the deadline.

I see these students daily throughout each 7 week interval, for 45 minutes per day.

## **Standards and Content**

What content will the SLO target? To what related standards is the SLO aligned?

The SLO will cover NATIONAL HEALTH EDUCATION STANDARDS:

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

The content covered will include the following units:

- The human body systems
- Understanding Health and Wellness
- Goal setting and decision making
- Bullying and Conflict Resolution
- Tobacco Awareness
- Fitness and Nutrition

Not every standard is assessed in the 7<sup>th</sup> grade course due to the course only being 7 weeks. These are the standards that the 7<sup>th</sup> grade HealthSmart Curriculum focus on. The other standards are addressed in 8<sup>th</sup> grade/high school health.

The main focus for the students in 7<sup>th</sup> grade health is to maintain their already healthy habits and eliminate their unhealthy habits. In order to do this, the students need to attain background knowledge on each of the content areas listed above.

## **Assessment(s)**

What assessment(s) will be used to measure student growth for this SLO?

**The assessment used to measure student growth will be a pre-test and final test designed around the course curriculum and national health education standards. The test will be scored by me using the designed answer key and scoring rubric. The test is 40 questions long using questions from the content area taught in the class based from the National Health education standards.**

**Growth Target(s)**

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

The expected outcome is that each student will improve based off of the following formula. 40 (amount of possible pts) minus PRE-TEST SCORE. Take the Difference in pts and divide by 2. Take that number and add it to the pretest score to show expected growth.

Example. If a student scores a 10 on the pretest.  $40-10=30$ .  $30/2=15$ .  $15+10=25$ . The expected growth is 25.

**Rationale for Growth Target(s)**

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

The growth target is based on the recommended formula from the committee. This will allow the growth to be figured out in a consistent manner. It shows that each student is growing from the health knowledge they had from the beginning of the course. If the students' knowledge base in health content grows they are more likely to help reach our school and district goals of creating a healthier environment. Also students that have a greater knowledge of health content and participate in healthier behavior perform better in school in other areas.