Demonstration of Student Growth in School Health Education

WELCOME & INTRODUCTIONS

Goals for the Session

- The purpose of the new evaluation requirements
- Defining Student Learning Objectives
- Developing Purposeful SLOs
- Review entry points for SLOs using an instructional unit from the District Sample Curriculum Project
- Groups will create example baseline data from an instructional unit

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Colorado's Approach to Measures of Student Learning

- In 2010, Colorado Senate Bill 10-191 established new evaluation requirements for teachers and principals in all Colorado School Districts

- The purpose of the new evaluation requirements is to support educators' professional development and positively affect student growth.

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What are Student Learning Objectives

SLOs are a method of setting purposeful goals and objectives for a specific assignment or class in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measurable gain in student performance during the course of instruction.

Purposeful
Student Learning Objectives

Student Learning Objectives enable educators to utilize academic standards to establish learning outcomes for individuals or groups of students, monitor students' progress toward these outcomes and evaluate the degree to which students achieve these outcomes using relevant, meaningful measures.

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SLO Development Process

- Use the Colorado Academic Standards to establish goals for student learning
- Determine what assessment instrument(s) will be used to measure student learning in relation to the learning goals at the end of the instructional period
- Specify scoring approaches, and evaluate the quality of the assessment instrument(s)

- Collect and analyze baseline data about student learning in relationship to the learning goal(s) set for students with similar initial performance and to inform target and scale setting for groups of students
- Monitor student learning (formative practice) throughout the instructional period
- Determine attainment of student performance targets
- Reflect on and refine the process for creating learning goals or targets

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Exploration of an SLO

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SLO Title: Alcohol Tobacco and Other Drugs Decision Making SLO	
Teacher:	School Year: 2015 – 16
Evaluator:	Subject/Grade/Course: Healthy Choices/Grade 9

Learning Goal	**Essential Content & Standards**	Students will apply a decision making model to a situation involving drugs and alcohol. The student will develop and analyze a comprehensive list of options and possible consequences to the scenario. They will select the best option to enhance the health of the individual in the scenario and then develop a plan to execute the option chosen. Finally, students will develop a comprehensive list of possible consequences to the riskier situation. Standards Assessed: S2.GLE4: Use a decision-making process to make healthy decisions about relationships and sexual health. S4.GLE1: Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs. S4.GLE2: Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs.
	Rationale	Media, culture and peer pressure influence one's decision about health behaviors. These decisions can have a life-long impact on our students. Healthy goal setting and decision making skills are critical for students to develop positive self-management skills which can impact their relationships throughout their life. In this assessment, the students' will recognize situations that make lead to a risky behavior, develop and analyze health enhancing strategies as well as develop a plan to execute their decision. Because students have to understand the possible effects of alcohol, tobacco and other drugs, apply decision making skills to the situation, and develop and evaluate their plan of implementation, they are utilizing skills which show a depth of knowledge level of a 3 or 4.
	Student Population	The students in my three health classes with be used for this assessment. I currently have 81 students in this group. The breakdown is 5 gifted students (6%), 10 ELL students (11%), 6 students on IEPs (7%) and 3 students on a 504 plan (3%).
	Instructional Period	The instructional period is a 3-4 week time frame. This includes a pre-test, presentation of alcohol, tobacco and other drug information as well as practice time for decision making, interpersonal communication and goal setting skills.
Assessments and Scoring	**Assessment(s)**	The summative assessment is an extended response scenario given at the end of the unit. The prompt is as follows: Laura has been asked on a date by Tony, a boy she has just met. Their first chance to date is at a party on Friday night. Laura hears there will be alcohol and other drugs at this party. Laura will also have a chance to go to the movies with Tony the following weekend. Analyze, using the

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		decision making model used in class, the steps Laura should use in order to choose the date that most likely involves the LEAST risk. Include in your answer the possible dangers that could our on the riskier date.
	Scoring and Results	Students will be scored using the rubric developed by our Mountain Range High School health teachers. Blind scoring with several of the responses will be used to show accuracy and consistency throughout the department's grading.
Performance Targets	**Baseline Data**	Baseline data is comprised primarily of data collected from a survey of previous experience in health ed., a department generated pre-assessment which uses a different situation but requires the students to apply the same decision making model and skills. Students' data will be evaluated and averaged to set the ranges for the growth targets.
	Growth Targets	Performance targets are set according to the students scoring a "3 +" rubric score on the final assessment. Using baseline data, the targets will be as follows:
	Rationale	Based on pre-test data collected, I had two "4's" (2%) and 23% of students scoring "3's". The majority of students scored either a "1" or "2". We do not have any pre-test data from previous years to calculate average growth of classes. However, my classes this year align pretty much the same as my classes last year with years experience in health, testing data, as well as performance on assessments in health thus far this year. The average number of students who achieved a "3" or "4" on the final assessment last year was 50%. Therefore, I have set the cutoff scores as outlined above using a whole group analysis of average scores from last year's results.
Summative Data	**Final Results**	

Within the Growth Targets cell:

% of students reaching a "3 or higher" on the summative assessment:

	0	1	2	3
% of students with a "3+" rubric score on final assessment	0 – 20%	21 – 49%	50 – 74%	75 – 100%

Final SLO Rating (1-4)

Teacher Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

Using the SLO in a Teacher's Evaluation (Original)

Original SLO used for Measures of Student Learning (Teacher Quality Standard 6)

Performance targets are set according to the students scoring a "3+" rubric score on the final assessment.

Teacher's MSL Rating for the SLO (Standard 5)	Much Less than expected	Less than expected	Expected	More Than Expected
Success Criteria based on the % of students who score a 3 or higher on the post assessment	0-20% of students score a 3 or higher on the final assessment	21 to 49% of the students score a 3 or higher on the final assessment	50-74% of the students score a 3 or higher on the final assessment	75 to 100% of students score a 3 or higher on the final assessment

Partner Discussion:
What do you like about this system?
What might you change?
Why?

Student	Pre-assessment Score (4pt Scale)	Final Assessment Score (4pt Scale)
Student A	0	2
Student B	1	3
Student C	1	3
Student D	1	3
Student E	1	2
Student F	1	2
Student G	1	3
Student H	1	2
Student I	1	4
Student J	2	3
Student K	2	3
Student L	2	4
Student M	2	4
Student N	2	2
Student O	2	2
Student P	3	3
Student Q	3	4
Student R	3	4
Student S	3	2
Student T	4	3

13 students out of 20 students scored a 3 or higher on the final assessment.

What MSL score should the teacher receive based on the 65% Students Scored a 3 or Higher original success criteria?

Teacher's MSL Rating for the SLO (Standard 5)	Much Less than expected	Less than expected	Expected	More Than Expected
Success Criteria based on the % of students who score a 3 or higher on the post assessment	0-20% of students score a 3 or higher on the final assessment	21 to 49% of the students score a 3 or higher on the final assessment	50-74% of the students score a 3 or higher on the final assessment	75 to 100% of students score a 3 or higher on the final assessment

Revising the goals and success criteria

Student	Pre-assessment Score (4pt Scale)	Final Assessment Score (4pt Scale)
Student A	0	2
Student B	1	3
Student C	1	3
Student D	1	3
Student E	1	2
Student F	1	2
Student G	1	3
Student H	1	2
Student I	1	4
Student J	2	3
Student K	2	3
Student L	2	4
Student M	2	4
Student N	2	2
Student O	2	2
Student P	3	3
Student Q	3	4
Student R	3	4
Student S	3	2
Student T	4	3

13 students out of 20 students scored a 3 or higher on the final assessment

65% of students scored a 3 or higher

Teacher's MSL Rating for the SLO (Standard 5)	Much Less than expected	Less than expected	Expected	More Than Expected
Success Criteria based on the % of students who score a 3 or higher on the post assessment	0-20% of students score a 3 or higher on the final assessment	21 to 49% of the students score a 3 or higher on the final assessment	50-74% of the students score a 3 or higher on the final assessment	75 to 100% of students score a 3 or higher on the final assessment

Using the SLO in a Teacher's Evaluation (Revised / Growth Goals)

Growth Goals for Students Based on Their Pre-Assessment Scores					
Pre-assessment Rubric Results	0	1	2	3	4
Growth Target For students based on their pre-assessment results How should they score on the final Post assessment?	Students who scored a 0 on the pre assessment will score a <u>2 or higher</u> on the final assessment	Students who scored a 1 on the pre will score a <u>3 or higher</u> on the final assessment	Students who scored a 2 on the pre will score a <u>3 or higher</u> on the final assessment	Students who scored a 3 on the pre will score a <u>3 or higher</u> on the final assessment	Students who scored a 4 on the pre will <u>maintain a 4 on the post assessment and show evidence of extension as determined by the teacher</u>.

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Using the SLO in a Teacher's Evaluation
(Revised Teacher Goal)

Revised				
Teacher's MSL Rating for the SLO (Standard 5)	**Much Less than expected**	**Less than expected**	**Expected**	**More Than Expected**
Success Criteria Based on Growth Targets	<u>Less than 5</u> of 20 students meet their growth target.	<u>5 to 10</u> of 20 students meet their growth target.	<u>11 to 16</u> of 20 students meet their growth target.	<u>17 or more</u> of 20 student meet their growth target and <u>at least 4 students exceed</u> their growth target.

Compare to………

Original				
Teacher's MSL Rating for the SLO (Standard 5)	**Much Less than expected**	**Less than expected**	**Expected**	**More Than Expected**
Success Criteria based on the % of students who score a 3 or higher on the post assessment	0-20% of students score a 3 or higher on the final assessment	21 to 49% of the students score a 3 or higher on the final assessment	50-74% of the students score a 3 or higher on the final assessment	75 to 100% of students score a 3 or higher on the final assessment

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Sample Student Results
Scoring based on growth targets

Student	Pre-assessment Score (4pt Scale)	Growth Target	Final Assessment Score (4pt Scale)	Met goal?
Student A	0	2	2	Yes
Student B	1	3	3	Yes
Student C	1	3	3	Yes
Student D	1	3	3	Yes
Student E	1	3	2	No
Student F	1	3	2	No
Student G	1	3	3	Yes
Student H	1	3	2	No
Student I	1	3	4	Exceed
Student J	2	3	3	Yes
Student K	2	3	3	Yes
Student L	2	3	4	Exceed
Student M	2	3	4	Exceed
Student N	2	3	2	No
Student O	2	3	2	No
Student P	3	3	3	Yes
Student Q	3	3	4	Exceed
Student R	3	3	4	Exceed
Student S	3	3	3	Yes
Student T	4	4	2	No

	Revised			
Teacher's MSL Rating for the SLO (Standard 5)	**Much Less than expected**	**Less than expected**	**Expected** ★	**More Than Expected**
Success Criteria Based on Growth Targets	**Less than 5** of 20 students meet their growth target.	**5 to 10** of 20 students meet their growth target.	**11 to 16** of 20 students meet their growth target.	**17 or more** of 20 student meet their growth target and **at least 4 students exceed** their growth target.

14 of 20 students met their growth target and 5 students Exceeded their target

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The Teaching and Learning Cycle

Figure 2

The most important component of the assessment cycle is feedback and reporting, unless assessment information is communicated clearly to students, it cannot be used effectively to improve learning (or teaching).

Using the District Sample Curriculum Project to support SLO Development

Big Picture

From its beginning, the District Sample Curriculum Project has had a singular focus: to [build the capacity](#) of teachers to use their content expertise and passion for student learning to create samples that support teaching to student mastery of the [Colorado Academic Standards](#).

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Colorado's District Sample Curriculum Project

Rationale/origins

From its beginnings, the field of educators across the state has been the force behind this project. This will continue to be the case as the project and its outcomes are:

- **Driven** by the field
- **Generated** by the field
- **Relevant** to the field

As the next step in standards support for the state, the project is oriented around three fundamental goals:

- **Facilitating successful** implementation of the CAS
- **Helping build** the capacity of Colorado educators to create curriculum materials based on the standards
- **Bringing together** Colorado's educators to create a variety of samples that reflect the diversity of our school districts

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Colorado's District Sample Curriculum Project

Project phases and major outcomes

Phase One (**Completed-Fall 2012**):

- Colorado educators work together in grade level and content area teams to engage in process of translating Colorado Academic Standards into curriculum samples
- Educators create unit overview samples based on the CAS for all subjects and grades

Phase Two (**Completed-Spring 2013**):

- Standards and Instructional Support team conducts area workshops across the state to build capacity around the process and products associated with the Project

Phase Three (**Completed-Fall 2013-Spring 2015**):

- Colorado educators create full instructional units for all subjects and grades based on select unit overviews created during Phase One

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Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.

Colorado's Comprehensive Health and Physical Education Standards

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Happy is the New Healthy	3 weeks	1
Stress Management	1 week	2
Suicide Prevention (Positive Choices and Options)	1 week	3
Nutrition	3 weeks	4
It's All About Safety	1 week	5
Alcohol, Tobacco, and Other Drugs	3 weeks	6
"The Golden Rule"	3 weeks	7
Personal Choices	3 weeks	8

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High School, Comprehensive Health   Complete Sample Curriculum – Posted: January 31, 2013   Page 2 of 23

The First Question To Ask

What do we expect our students to know and be able to do as a result of the instruction received

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Unit Title	Goal Setting, Self-Management, and Positive Decision Making		Length of Unit	3 weeks
Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.4-GLE.1, CH09-GR.HS-S.4-GLE.2, CH09-GR.HS-S.4-GLE.3, CH09-GR.HS-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	• Why do teens choose to drink or use tobacco and other drugs? (CH09-GR.HS-S.4-GLE.1-EO.a,b;IQ.1,2) and (CH09-GR.HS-S.4-GLE.2-EO.b;IQ.1,2) • Under what circumstance, if any, is it "ok" to use alcohol, tobacco or other drugs? (CH09-GR.HS-S.4-GLE.4-EO.a;IQ.1) • Is the teen brain the same as an adult brain? (CH09-GR.HS-S.4-GLE.2-EO.a;IQ.3) • Why is a person more likely to participate in risky behaviors when under the influence of alcohol or drugs? (CH09-GR.HS-S.4-GLE.1-EO.d;IQ.2)			
Unit Strands	Prevention and Risk Management in Health			
Concepts	Refusal and Negotiating Skills, **Decisions**, Risky Behaviors, Addictions, Media, Culture, Peer-pressure, Support system, Consequences, Strategies, Influences, Resources, Relationships, Goal setting, Systems, Interactions			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	Conceptual
Credible resources and interactions with positive support systems may decrease the possibility of **making poor health choices.**(CH09-GR.HS-S.4-GLE.1-EO.a) and (CH09-GR.HS-S.4-GLE.2-EO.b)	What are credible resources in the community to help with substance abuse?	How do teens use effective support systems for goal-setting to help avoid drug use?
Media, culture, and peer pressure influence **decisions about health-enhancing behaviors** that may have life-long impacts. (CH09-GR.HS-S.4-GLE.1-EO.f) and (CH09-GR.HS- S.4-GLE.2-EO.a,c) and (CH09-GR.HS-S.4-GLE.4-EO.b,c)	How does the media target teens to use tobacco, alcohol and other drugs? (CH09-GR.HS-S.4-GLE.2-EO.b,c)	Of media, culture and peer pressure, which has the most impact on teens to use drugs? Why? (CH09-GR.HS-S.4-GLE.2-EO.b)
Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e) and (CH09-GR.HS-S.4-GLE.3-EO.a,b,c)	What are negative consequences of drug use? (CH09-GR.HS-S.4-GLE.1-EO.b,c,d,e,f) What are strategies could a person use to refuse drugs?	In what situations would a person use effective refusal, negotiating and persuasion skills to avoid the use of drugs?
Healthy goal setting drives the development of self-management skills and **positive decision-making** which can impact relationships throughout a person's life. (CH09-GR.HS-S.4-GLE.4-EO.a,d)	How are healthy goals set? (CH09-GR.HS-S.4-GLE.2-EO.b)	Why does a person need self-management skills in order to achieve a healthy goal?

Critical Content: My students will **Know**…	Key Skills: My students will be able to (**Do**)…
• Physical and mental effects of substance abuse. (CH09-GR.HS-S.4-GLE.1-EO.b,c,d) • The body's process for breaking down alcohol, tobacco and other drugs. (CH09-GR.HS-S.4-GLE.1-EO.e) • The definition of intravenous drug use and how HIV and hepatitis are transmitted (CH09-GR.HS-S.4-GLE.1-EO.f) • Physical, mental, emotional reason for alcohol, tobacco and other drug use. (CH09-GR.HS-S.4-GLE.2-EO.a) • The steps in a decision making model. (CH09-GR.HS-S.4-GLE.2-EO.a) and (CH09-GR.HS-S.4-GLE.4-EO.b,c) • Individual, family, community, and cultural norms surrounding drug use. (CH09-GR.HS-S.4-GLE.2-EO.b) • Credible resources available in the community to help with substance abuse issues. (CH09-GR.HS-S.4-GLE.2-EO.b) • The financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs. (CH09-GR.HS-S.4-GLE.2-EO.c) • Effective refusal skills. (CH09-GR.HS-S.4-GLE.3-EO.a) • Effective negotiating skills. (CH09-GR.HS-S.4-GLE.3-EO.b) • Effective persuasion and advocacy skills. (CH09-GR.HS-S.4-GLE.3-EO.c) • Effective goal setting strategies. (CH09-GR.HS-S.4-GLE.4-EO.a,d) • Positive coping skills (CH09-GR.HS-S.4-GLE.1-EO.a)	• Analyze healthy alternatives to substance use (CH09-GR.HS-S.4-GLE.1-EO.a) • Predict the potential effects of an individual's substance abuse on others (CH09-GR.HS-S.4-GLE.1-EO.b) • Analyze the consequences of using weight-loss pills and products as well as performance-enhancing drugs (CH09-GR.HS-S.4-GLE.1-EO.c) • Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use (CH09-GR.HS-S.4-GLE.1-EO.d) • Demonstrate effective persuasion skills that encourage friends and family to not use alcohol or other drugs when biking, driving, or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Describe the harmful effects of binge drinking (CH09-GR.HS-S.4-GLE.1-EO.e) • Summarize the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis(CH09-GR.HS-S.4-GLE.1-EO.f) • Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use (CH09-GR.HS-S.4-GLE.2-EO.a) • Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.b) • Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.2-EO.c) • Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.a) • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs (CH09-GR.HS-S.4-GLE.3-EO.b) • Demonstrate effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.3-EO.c) • Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs (CH09-GR.HS-S.4-GLE.4-EO.a) • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors(CH09-GR.HS-S.4-GLE.4-EO.b) • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs (CH09-GR.HS-S.4-GLE.4-EO.c) • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals(CH09-GR.HS-S.4-GLE.4-EO.d)

Instructional Unit Title: Goal Setting, Self-Management, and Positive Decision Making

The teacher may brainstorm poor choices pertaining to alcohol, tobacco and/or drug use in order to help students create goals around positive decision-making.

➡️

The teacher may introduce possible consequences of risky behavior so students can evaluate choices/consequences that represent both past and present choices.

➡️

The teacher may introduce journal prompts (such as "Substance abuse can....") so students can begin documenting decision-making and boundary setting in regards to substance abuse and its potential effect on relationships.

➡️

The teacher may identify the effects of tobacco use (using videos, news stories, etc.) so students can categorize and describe the addictive properties of nicotine.

➡️

The teacher may identify the effects of alcohol (using videos, news stories, etc.) so students can discuss how alcohol may impact decision making and self-management.

⬇️

The teacher may provide an array of multimedia samples so students can analyze how media, culture, and peer pressure may have a positive or negative impact on health enhancing behaviors.

⬅️

The teacher may provide resources/data on the impact of various drugs so students can critically evaluate media, culture and peer pressure that can glamorize and perpetuate misunderstandings about drug use.

⬅️

The teacher may use various sources (e.g., guest speakers) to address drug prevention and risk management options so students can ask questions and gather information regarding healthy lifestyles and choices.

⬅️

The teacher may provide opportunities (e.g., risk scenarios) for student reflection so students can analyze and access their personal risk management behaviors.

⬅️

The teacher may introduce categories and forms of drugs so students can organize and synthesize the various effects of specific drugs (their use and abuse).

⬇️

The teacher may provide scenarios pertaining to the impact of substance abuse on relationships so students can make personal connections either to their own relationships or future decision-making process.

➡️

The teacher may discuss criteria for determining credible community resources and positive support systems so students can evaluate personal resources and support systems.

➡️

PERFORMANCE ASSESSMENT: As a student health advocate you and three other fellow students will collaborate, research, and present information about the effects of alcohol, tobacco or drugs in a "talk show" format, incorporating guests and host. The focus will be to present real-life consequences/effects of tobacco, alcohol or drug use/abuse on healthy relationships and self-management that debunks the perpetuated myths presented by peers and media. Your preparation for this talk show should address these questions.
- How does the use/abuse of tobacco, alcohol or drugs negatively impact relationships?
- How can healthy goal setting drive the development of self-management skills and positive decision-making which can impact relationships throughout a person's life?

Colorado Teacher-Authored Instructional Unit Sample Storyboard

Date Posted: March 31, 2014

Developing Baseline Data

- Baseline data are information about students' level of performance at the "start" of the interval of instruction.

- In this case, as we use the instructional units, our baseline data can be a pre-test.

- When baseline data are compared with data collected at later points in the instructional unit, decisions can be made as to whether students are making adequate progress towards targets and goals. The baseline data can be used to better make sense of students' end of unit performance.

- Baseline data are used to establish SLO targets. (the expected outcome at the end of the instructional period)

Developing a Pre-Test

- **A Pre-test at the beginning of an instructional unit, for an example of measuring students' knowledge of decision-making skills could be:**

1. A multiple choice quiz that focuses on knowledge of decision-making skills steps

2. A scenario that requires students to evaluate a situation and use their knowledge of a decision-making process to decide an outcome to the situation.

3. Pose a question to the students, such as... "Recall a time you were faced with a difficult situation and what decision-making process did you go through to decide what you would do."

***A pre-test should not be the same as the post test, but both tests should always measure the exact same things.

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Using a RAFT for a Performance Assessment

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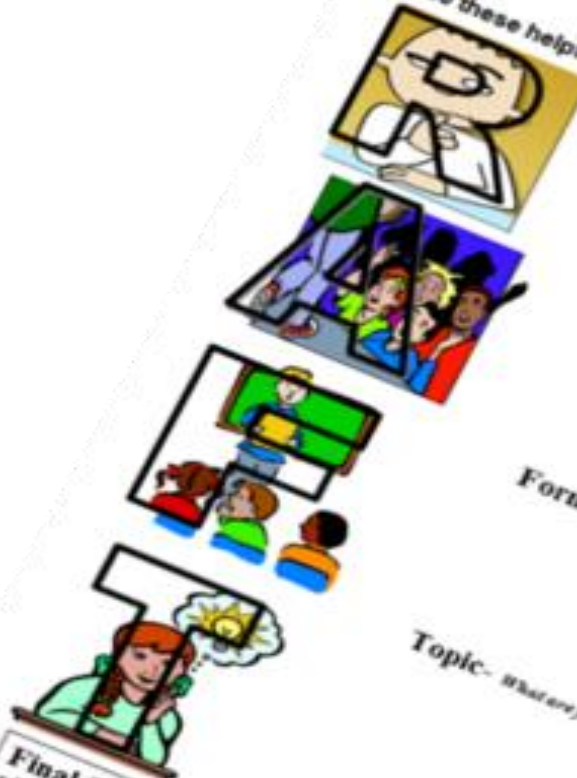
Unit Description:	This unit looks at substance abuse through the lenses of healthy goal setting, self-management, and positive decision making; behaviors that impact relationships throughout a person's life. During this 3-4 week unit, students will identify positive support systems, both in their lives and their community, as well as analyze the risks and consequences of substance abuse. Students will reflect upon a variety of influences in their lives, their community, and in larger society, as well as consider the interactions of these influences. The unit culminates in a "Talk Show" designed to allow students to demonstrate all they have learned about substance use/abuse and interpersonal relationships.
Considerations:	High School students should have a good working understanding of the terms decision-making, goals, peer pressure and risky behavior. However, since students will rely heavily on their own background experiences, it cannot be assumed that all students are going to agree on the same "risky behaviors" as being risky.

Unit Generalizations	
Key Generalization:	Healthy goal setting drives the development of self-management skills and **positive decision-making** which can impact relationships throughout a person's life
Supporting Generalizations:	Credible resources and interactions with positive support systems may decrease the possibility of making poor health choices
	Risky behaviors that result in negative consequences may be avoided through effective refusal and negotiating skills.
	Media, culture, and peer pressure influence decisions about health-enhancing behaviors that may have life-long impacts

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Healthy goal-setting drives the developments of self-management skills and positive **decision-making** which can impact relationships throughout a person's life.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student health advocate you and three other fellow students will collaborate, research, and present information about the effects of alcohol, tobacco or drugs in a "talk show" format, incorporating guests and host. The focus will be to present real-life consequences/effects of tobacco, alcohol or drug use/abuse on healthy relationships and self-management that debunks the perpetuated myths presented by peers and media. Your preparation for this talk show should address these questions. • How does the use/abuse of tobacco, alcohol or drugs negatively impact relationships? • How can healthy goal setting drive the development of self-management skills and positive decision-making which can impact relationships throughout a person's life?
Product/Evidence: (Expected product from students)	Students may work in purposeful heterogeneous groups to address the ways in which self-management skills around alcohol, tobacco, and drug use/abuse can positively impact personal relationships. Each team will be responsible for creating: Talk Show Script Notes on the information presented during the Talk Shows Bibliography groups to produce
Differentiation: (Multiple modes for student expression)	Students may take on various individual roles including: Host, Videographer, Guest, Visual Artist

Learning Experience # 1		
The teacher may brainstorm poor choices pertaining to alcohol, tobacco and/or drug use in order to help students create goals around positive decision-making.		
Generalization Connection(s):	Healthy goal-setting drives the development of self-management skills and positive decision-making which can impact relationships throughout a person's life	
Teacher Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans)	
Student Resources:	http://www.mcas.k12.in.us/Page/4813 (Explanation of SMART Goals, goal setting, printables, lesson plans) http://student.aahanet.org/eweb/dynamicpage.aspx?site=student&webcode=itsmartgoals (SMART goal interactive development tool) http://www.timetoast.com/ (Online timeline program)	
Assessment:	**Students will create a SMART goal using the template to enhance their ability to assess and make better choices about tobacco, alcohol and drug use decisions and identify steps to achieve that goal.** http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.mcas.k12.in.us/Page/4813 (Developing Smart Goals) http://worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279 (Smart Goal worksheets) http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	Students may use visual representations to illustrate SMART goals
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	Students may create additional Smart Goals around their personal well-being
Critical Content:	• Effective goal setting strategies. • The steps in a decision making models	
Key Skills:	• Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs • Predict how a drug-free lifestyle supports the achievement of short- and long-term goals	
Critical Language:	Goal, self-control, consequence, decision-making, strategies, specific, measurable, attainable, reasonable, timely	

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Your Turn

- In your group review the performance assessment and generalizations within the instructional unit.

- Discuss with your group the major learning objectives

- Develop a pre-assessment that will enable a teacher to evaluate students' prior knowledge

Office of Standards and Instructional Support

Family Guides to the Colorado Academic Standards

In partnership with the Colorado PTA, family and community guides to the Colorado Academic Standards for grades k-12 (in English and Spanish) have been created to help families and communities across Colorado better understand the goals and outcomes of the Colorado Academic Standards. - See more at:

They also provide overviews of the learning expectations for each of the ten content areas of the standards and offer examples of educational experiences that students may engage in, and that families could support, during the school year. - See more at:

http://www.cde.state.co.us/standardsandinstruction/guidestostandards

COLORADO
Department of Education

Office of Standards and Instructional Support

A Guide to the Colorado Academic Standards

Colorado Academic Standards

Physical Education

Eighth Grade

Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for eighth grade physical education and offers some possible learning experiences students may engage in during this school year.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Physical Education for Middle Schools (6-8)

The physical education standards in grades six through twelve focus on enhancing health-related components of fitness and skill-related components of fitness and personal activity. In each grade, the standards ask students to refine various movement concepts, assess personal behaviors, connect fitness development to body systems, and utilize safety procedures during physical activities. Additionally, in the high school years, students are asked to develop personal fitness plans to reflect on benefits of committing to life-long health and wellness practices.

Family Guides to The Colorado Academic Standards

Physical Education
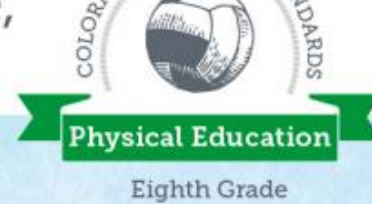
Eighth Grade

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Physical Education Learning Expectations for Eighth Grade

Movement Competence and Understanding

- Demonstrate knowledge of principles and concepts for effective rhythmic motor development (dance, gymnastics).

- Apply game strategies to physical activities and sports.

Physical and Personal Wellness

- Connect personal, physiological, and fitness benefits to participation in a variety of physical activities.

- Evaluate personal responsibility in developing skills, acquiring knowledge, and achieving fitness.

Throughout the Eighth Grade, you may find students...

- Describing and demonstrating how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity.

- Diagraming, explaining, and justifying offensive and defensive strategies in net/wall, target, invasion, and fielding/run-scoring games.

- Investigating the relationship between physical activity, nutrition, adequate rest and sleep, and weight management.

- Planning and implementing an extended personal physical fitness plan in collaboration with an instructor.

- Designing and participating in activities that will improve all components of health-related fitness.

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Family Guides to The Colorado Academic Standards

Current and Future Instructional Support

Integration Unit Development for K-5th grade

Five Colorado districts are currently writing instructional units for grades K-5 to integrate Comprehensive Health content, concepts and skills with Science, RWC and PE.

15 integrated units should be completed and available on CDE's website by next fall 2016.

2016-17 Trainings

- Integration workshops
- Support for teachers developing Student Learning Objectives
- Teacher teams writing Integration units for grades 6-8

Office of Standards and Instructional Support

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