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| Students will demonstrate the ability to use goal-setting skills to enhance health. | Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | The health skill, *Goal-Setting*, empowers students to strive for self-improvement. The *Goal-Setting* health skill supports students in creating and achieving both short and long term goals. Students gain confidence in their abilities to set and achieve goals by following clear steps over short periods of time. Students learn to identify areas of growth before creating goals that support their success. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *Who can help me with my goal?*  *What do I need to reach my goal?*  *When will I work on my goal?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.  6.2.2 Identify who can help when assistance is needed to achieve a personal health goal |
| **Supporting Standards**  Which related standards will be incorporated to support and enhance the enduring standards? |  |
| **Essential Vocabulary**  What vocabulary must students know to understand and communicate effectively about this content? | Vocabulary goal, trusted adult, resources, short term goal,  action plan |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | The goal setting model can be used school wide for setting academic, behavioral, individual or classroom goals. |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | PK-2 students will have mastered goal setting if they are able to  identify an attainable goal. They will also be able to name who can  help them with their goal, the necessary resources, and when they will  work towards their goal. |
| **Instructional Strategies and Other Resources** |  |
| ***\*\*Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.*** | |