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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? | Goal setting skills are essential for young people. They empower students to strive for self-improvement and have control over their own lives. This skill includes steps that will help students achieve short and long term goals. By reaching these goals, students gain confidence and are able to identify, adopt, and maintain healthy behaviors that will help them be successful in the future.  The goal-setting model for grades 3-5 involves three basic steps. They are identifying a short- term healthy goal, creating an action plan, and reflecting on the outcome of the goal. This model should be shared with students before they attempt setting their own goals. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *• The goal should be very clearly defined for*  *success. (Specific)*  *• How will you know you reached your goal?*  *(Measurable)*  *• Is the goal achievable given available*  *resources, skills, knowledge, ability?*  *(Attainable)*  *• Is your goal realistic and within your*  *reach? Does the goal stretch you but*  *allow for likely success (Realistic)*  *• Does the goal have a date to complete it*  *by? (Time)* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 6.5.1 Set a personal health goal and track progress toward its achievement.  6.5.2 Identify resources to assist in achieving 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? | accomplishments, short  term goal, long term goal, priorities,  motivated, attainable |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | • Reading-Do a character study of a  character in the book you’re reading.  What goals did your character  accomplish? Create a goal for a  character.  • History-Use goal setting as a topic for  discussion when studying groups that  settled in Colorado. For example, what  was one goal of the Fur Traders? What  did they do to accomplish their goal?  How does their goal compare to the  goals of Miners or Pioneers?  • The goal setting model can be used  school wide for setting academic,  behavioral, individual or classroom  goals.  • Develop a partnership with parents.  Make sure that parents are aware of  their student’s goals so they can help  with mastery. |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | A student in grades 3-5 will have mastered this skill if they can  establish a goal, create a plan, follow through with that plan, and  then reflect when they are finished. The setting of goals is an  important part for students to gain independence. They also  realize they have some control over their own lives. This skill  shows students that an effective effort can lead to achievement.  Through practice students gain a skill that they need to be  successful healthy adults. |
| **Instructional Strategies and Other Resources** | • Time needs to be spent on helping  students understand what measurable  means. A graph where students record  their data on a regular basis, would help  them not only measure, but also see  their progress.  • Use age appropriate terms for SMART.  • As they complete each step, student’s  should be reminded to cross off that  section. This not only helps with  motivation, but also shows them “what  is left”. |
| ***\*\*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.*** | |