**Directions**: This template is designed to help teachers create Stuent Learning Objectives (SLOs). A complete SLO must include the information found on the Learning Goals, Assessments, and Targets found in the sections provided below.

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| **Course/Grade Level Information** |  |
| Course Name | Foods and Nutrition 1 |
| Brief Course Description and Number of Students | This course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy lifestyle. Attention will be given to the selection and preparation of food and personal health and well-being. |
| Grade Level(s) | 9-12 |

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| **Process, Implementation Timeline, and Sign-Offs** |  |
| List names and current job positions of those developing this SLO. | SLO State Writing Team  SLO Example has been developed by 6 FACS educators and the USOE FACS specialist, Pearl Hart. Shelli Barnum: B.S., 12 years experience Holly Rawlins: M.S., 12 years experience Jana Pendleton: M.S., 13 years experience Natalie Hancock B.S., 5 years experience Carolyn Chipman: M.S., 33 years experience  Carol Larsen: M.A., 5 years experience |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of initial SLO |  |
| Date final SLO is due to determine educator effectiveness rating |  |

**Directions for Establishing a Learning Goal:** Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

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| **SMART Protocol:**  A protocol to determine alignment of a proposed Learning Goal for the SLO. |
| **Specific** –Learning Goal is focused on the big idea and Utah Core content standards.  **Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).  **Appropriate –** Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.  **Realistic –**Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.  **Time Limited** **–**Learning Goal can be applied to an evaluation within the time under the educator’s control. |

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum. |  |
| **Proposed Learning Goal for this SLO** |  |
| Describe the **Learning Goal** for this SLO. | Students will identify the function and sources of the six basic nutrients and the effect they have on the human body. Students will then analyze personal food intake to make recommendations for healthy food choices. |
| **Planning Information for Writing the Learning Goal:** |  |
| Identify the big idea supported by the Learning Goal. | Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level. |
| List all Utah Core content standards that are associated with this big idea, (include the test and code of the standards). | STANDARD 3 Students will explore the current Dietary Guidelines and ChooseMyPlate.gov. Objective 1: Identify the six Dietary Guidelines and the key recommendations for each. The guidelines are listed below:  Objective 2: Demonstrate knowledge of MyPlate.     Objective 3: Demonstrate knowledge of healthy eating patterns.     STANDARD 4  Students will identify the sources and function of carbohydrates and fiber and apply appropriate food preparation techniques.  Objective 1: Identify carbohydrates, their sources and functions and the importance of whole grains in the body.  Objective 2: Identify fiber, its sources and functions. STANDARD 5 Students will identify the sources and functions of proteins and fats and apply appropriate food preparation techniques.  Objective 1: Identify proteins (complete and incomplete), their sources and functions in the body.     Objective 4: Identify fats, their sources, functions and related health concerns.     STANDARD 6 Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques. Objective 1: Identify vitamins, their food sources, functions and deficiencies in the body. Objective 2: Identify minerals, their sources, functions and deficiencies in the body.     Objective 3: Identify the functions of water in the body. |
| Explain why this learning goal is important and meaningful for students to learn. | Students need to understand how nutrition is critical given our society with the easy access to fast food, alarming rates of obesity, and how many young people lack regular physical activity.  Through the act of students identifying their own critical nutritional needs they will be able to address solutions to their deficiencies by applying principles of nutrition. This goal also incorporates core standards in math, ELA, and science with content standards in Foods and Nutrition 1.  Integrated Math Concepts:  Students will apply concepts of ratios and proportional relationships as they calculate serving size, calories per serving, caloric intake for activity level, and % of nutrients provided in foods eaten.   Students will analyze relationships between actual and recommended dietary intakes according to the dietary guidelines.  Integrated Science Concepts:  Students will investigate the function and structures of the four major macromolecules: carbohydrates, proteins, lipids, and nucleic acids.   Students will analyze the properties of water and how it is utilized in the human body.   Integrated Language Arts Concepts:  Students will incorporate writing standards for literacy in technical subjects to research MyPlate, evaluate personal dietary intake, and determine recommendations for a balanced diet. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards/big idea being measured. | Level three and four depth of knowledge is required for students to synthesize their learning of nutrition principles as applied to dietary intake analysis. Students will make recommendations to their dietary intake based on evidence from their analysis. |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal. | Students will be taught through the use of teacher lectures on MyPlate, dietary guidelines, healthy eating habits, and basic nutrients. Multi-media presentations, videos, class discussion, group work, and personalized assignments will be used to analyze the functions and food sources of six basic nutrients in the human body. Teachers will provide students with multiple opportunities to connect and apply the concepts learned in a foods and nutrition lab environment. |
| Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year). | Approximately 13 class periods (70 minutes) will be spent in teaching and learning about principles of nutrition and the effect on the human body. In addition, students will be participating in approximately 10 hands-on lab experiences (70 minutes). |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | The time span is appropriate and sufficient because it will provide students with critical and foundational teaching and learning activities, as well as the lab time needed for implementation of principles taught. |

**Directions for documenting assessments and scoring:** Complete the questions below then use the planning information to develop and tailor the descriptions and use of **assessments**.

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| **Assessments and Scoring: Assessments** should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of this SLO. The **assessment** should be accompanied by clear criteria or rubrics to describe what students have learned. |  |
| **Planning Information for Explaining the Use of Assessments and Scoring** |  |
| Explain how student performance is defined and scored using **assessments**. Include the specific rubric and/or scoring criteria to be used. | The dietary intake analysis and essay measure the students’ ability to analyze this information based upon real life eating habits. The Dietary Analysis will be evaluated using a five point analytical rubric that will measure five critical components of dietary intake and essay composition (explanations of dietary strengths, insufficient nutrients, excessive nutrients, dietary recommendations, and use of appropriate grammar and formatting). |
| Describe how often will you collect data to monitor student progress toward this Learning Goal. | Data will be collected three times within a two week time frame.  First, to validate that the food intake tracking sheet has been completed.  Second, to confirm that students have entered the food intake information into MyPlate SuperTracker and completed the dietary analysis worksheet.  Third, to assess the final essay. |
| Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education). | To monitor student progress on this task, the teacher will check for progress and completion during each stage of data collection. Students must complete each stage in the task before moving on to the next step. For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Advanced students will have the opportunity to tutor their peers, as well as use their dietary analysis to create a meal plan that would improve dietary intake. |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the learning goal[[1]](#footnote-0). | Students will evaluate and/or analyze a personal dietary intake of one or more days, according to the dietary guidelines and MyPlate, using a food intake tracking sheet and a dietary analysis worksheet. After students track dietary intake, they will input the information online into the MyPlate SuperTracker. Using the analysis from SuperTracker, students will write a one-page essay analyzing the information. Their paper must include analysis of dietary strengths, insufficient nutrients, excessive nutrients, and recommendations for overall diet improvement. Student essay will be graded using the Dietary Analysis Rubric. |

**Directions for Establishing Targets:** Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| **Planning Information for Writing the Target Used to Establish Teacher Evaluation Ratings** |  |
| Describe the courses, assessments, and/or experiences used to establish **expected outcomes** for students’ understanding of the Learning Goal. | At the beginning of the course, students will be given a pre-assessment to determine their current knowledge base. The pre-assessment examines students’ knowledge of the six basic nutrients and the effect they have on the human body. Test bank questions for this pre-assessment are available on the Utah State Core UTIPS website. |
| Identify the **performance** (e.g., grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to **categorize student levels** as their starting points. | To be determined by classroom teacher once pre-assessment has been administered. |
| Identify your **expected Targets** below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the Learning Goal. | To be determined by the classroom teacher once targets have been established. |
| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate. |  |
| **Expected Targets for this SLO** |  |
| Using students’ starting points identify the **number or percentage of students** expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups. | Based on the pre-assessment, students will be grouped into three groups (low, proficient, advanced).  % of students will remain in the low group  % of students will progress or remain in the proficient group  % of students will progress or remain in the advanced group  To be determined by the classroom teacher, after the pre-assessment has been administered. |

**Directions:** Complete this section at the end of the instructional period.

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| **Actual Outcomes for Targets:** Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| Record the **actual** **number of percentage** of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above. |  |
| Please provide any comments you wish to include about actual outcomes. |  |

**Directions for Teacher Ratings**: The table below is to be used by the administrator reviewing the SLO to document the teacher rating based on the targets that were established.

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| **Educator Ratings:** Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below. | |  | | --- | |  | |  |  |
| ▢ **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | ▢ **Partially Meets**  Based on the students’ starting points, students partially performed as expected. | **▢ Meets**  Based on the students’ starting points, students performed as expected. | ▢ **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments: |  |  |  |
| Date | Administrator/ Supervisor Signature |  |  |
| Date | Educator Signature  (the signature does not necessarily indicate agreement with the rating) |  |  |

1. Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool. [↑](#footnote-ref-0)