

## STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 12  
Content Area: MEDICAL CAREERS

Component	Guiding Questions	Descriptors
<b>Baseline/Trend Data</b>	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>Review of the CT CTE Assessment for Medical Careers exam data from 2013-2014 show 37% percent of students passing the CCM-02- <i>“Make sense of quantities and their relationships in problem situations.”</i></p> <p>School wide data demonstrate a gap in mathematical skills.</p>
<b>Student Population</b>	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>All medical careers students will be included since problem solving skills will directly impact their ability to deliver safe and high quality patient care.</p>
<b>Standards And Learning Content</b>	<i>Which standards are connected to the learning content?</i>	<p><b>The CTE Medical Careers Education performance Standards and competencies:</b></p> <ul style="list-style-type: none"> <li>• Health science: Understand and apply the academic subject matter required for entrance within health science               <ul style="list-style-type: none"> <li>○ #2 Perform mathematical operations to convert metric measures in fluid balance and to convert weight to metric measurement.</li> </ul> </li> </ul> <p><b>The Medical Careers CT CTE Assessment academic foundation standards:</b></p> <ul style="list-style-type: none"> <li>• CCM-02- Make sense of quantities and their relationships in problem situations</li> </ul>
<b>Student Learning Goal/Objective Statement</b>	<i>What is the expectation for student growth and development?</i>	<p>Students will achieve an increase in their comprehension of quantities and their relationships in problem situations</p>

<p><b>Indicators Of Academic Growth And Development (IAGDs)</b></p> <p><b>Growth Targets</b></p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p><b>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</b></p>	<p><b><u>IAGDs:</u></b></p> <p><b>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></b></p> <p>Administer assessments from <u>Practical Problems in Mathematics for Health Science Careers</u>, Chapter 36, section 8 and Chapter 23, Section 6 as pre-assessment at the beginning of the lesson and as post-assessment at the end of the lesson.</p> <p><b>B. <u>GROWTH TARGETS</u></b></p> <p>A 60% increase in pre and post assessment comparison</p>
<p><b>Instructional Strategies/Supports</b></p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<ul style="list-style-type: none"> <li>• Instruction on accurate data collection, conversion and recording via PowerPoint lecture</li> <li>• Conversion practice between system for HW</li> <li>• “Lab” on data collection and recording</li> <li>• Case studies</li> <li>• Clinical practice on actual patient/resident situations</li> </ul>