

New York State Student Learning Objective (SLO)

Global History and Geography I

All SLOs MUST include the following basic components:

Population	<p>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</p> <p>All 117 students enrolled on BEDS day, October 3, 2012. In the 4 sections of Global History and Geography 9 are included in this SLO — rosters attached. This includes 10 students with IEPs.</p> <p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just specific priority standards?</i></p> <p>Common Core Learning Standards for Literacy in History/Social Studies 6-12. Selected priority standards</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 4. Assess how point of view or purpose shapes the content and style of a text. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 10. Read and comprehend complex literary and informational texts independently and proficiently. <p>Selected Priority NYS Social Studies Learning Standards and Key Ideas as applied to the Core Curriculum: Unit One—Ancient World to Unit Four—The First Global Age (1450-1770) through Absolutism.</p> <p>Standard 1-History of the United States and New York use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <ul style="list-style-type: none"> • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies <p>Standard 2-World History use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>
Learning Content	<p>Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.</p> <p>Comment [SED2]: Indicating the proportion of a teacher's course load the SLO represents allows both the teacher and reviewer an opportunity to confirm that at least 50% of a teacher's students are captured within this SLO or that additional SLOs would be needed per requirement.</p> <p>Comment [SED3]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer.</p> <p>Comment [SED4]: The inclusion of the Common Core Literacy Standards reflects the collective responsibility educators have to teach literacy across subject areas. In many cases it is through the reading, writing, speaking, and listening that students not only learn about other content areas, but communicate their knowledge and skills as well.</p> <p>Comment [SED5]: Most courses are built around an entire body of standards with the expectation that students will meet grade level proficiency by the end of the instructional period. By not only identifying those standards, but describing particular key ideas, process skills, etc. a teacher and/or reviewer will be better able to analyze information gained through assessments to drive instruction in these key areas. The specification of key ideas, skills, etc. can stem from district goals/priorities, course design, and/or student performance (both historic and current).</p>

	<p>Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <ul style="list-style-type: none"> • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures <p>Standard 3-Geography: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <ul style="list-style-type: none"> • understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions • describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • explain how technological change affects people, places, and regions <p>Standard 4-Economics: use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p> <ul style="list-style-type: none"> • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits
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	<ul style="list-style-type: none"> understand the roles in the economic system of consumers, producers, workers, investors, and voters <p>Standard 5 - Civics, Citizenship, and Government use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <ul style="list-style-type: none"> analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs consider the nature and evolution of constitutional democracies throughout the world compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture identify and analyze advantages and disadvantages of various governmental systems
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>The interval of instructional time is September 2012 to June 2013 (one academic year).</p> <p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Students will be provided with all applicable accommodations as required.</p> <p>Pre-assessment: District-approved pre-assessment will be administered to students within the first two weeks of school.</p> <ul style="list-style-type: none"> The district-developed pre-assessment consists of 50 multiple choice questions <ul style="list-style-type: none"> Aligned to priority learning and literacy standards In addition to the baseline (pre-assessment), a writing sample will provide data to the teacher for instructional purposes. <p>Summative Assessment: A district-approved summative assessment will be administered to students during Finals Week.</p> <ul style="list-style-type: none"> The district-developed summative assessment consists of 50 multiple-choice questions and a Document Based Question (DBQ), complete with 2-3 scaffolding questions. <ul style="list-style-type: none"> Summative assessment is aligned to priority learning and literacy standards and reflects major understandings The document based question will provide students with real-world application of multiple understandings A rubric for the DBQ will mirror the state assessment rubric Assessments will be scored by another social studies teacher within the school
<p>Evidence</p>	

Comment [SED6]: Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.

Comment [SED7]: The description of the assessment format, administration time, scoring procedures, etc. allow the teacher and/or reviewer to better understand under what conditions student performance is being measured.

Comment [SED8]: When utilizing a performance assessment it is imperative that clear scoring criteria and guides are provided to ensure accurate ratings by someone other than those with a vested interest.

<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>The baseline will be obtained from the scores that students receive on the district-developed pre-assessment in September. Roster attached includes Individual student performance. Writing samples will provide data to the teacher for instructional purposes.</p> <p>Summary of Student Performance on the Pre-Assessment: 53 students earned a score of 0-35% 49 students earned a score of 36-54% 15 students earned a score of 55%+</p> <p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>The district has determined that there is a minimum target for this course.</p> <p>75% of students will show growth of at least 30 percentage points on the summative assessment as compared to their score on the pre-assessment. In addition, all students will be expected to reach at least proficiency (55% or higher) and for some this will require more than 30 percentage points worth of growth.</p>
<p>Target(s)</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>The district has determined the following HEDI scoring criteria:</p> <p>92-100% of students showed growth of at least 30 percentage points and have received at least a 65% on the summative assessment as compared to their score on the pre-assessment will equal highly effective.</p> <p>67-91% of students showed growth of at least 30 percentage points and have received at least a 65% on the summative assessment as compared to their score on the pre-assessment will equal effective.</p> <p>49-66% of students showed growth of at least 30 percentage points and have received at least a 65% on the summative assessment as compared to their score on the pre-assessment will equal developing.</p> <p>0-45% of students showed growth of at least 30 percentage points and have received at least a 65% on the summative assessment as compared to their score on the pre-assessment will equal ineffective.</p>
<p>HEDI Scoring</p>	

Comment [SEDP9]: The template used to identify individual students included in the SLO can also be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

Comment [SEDP10]: A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

Comment [SEDP11]: Districts and/or buildings may establish minimum rigor expectations that reflect district goals. These types of parameters ensure teacher and/or principals are setting targets that align to district and/or building expectations.

	HIGHLY EFFECTIVE		EFFECTIVE										DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
98-100	96-97	92-95	89-91	86-88	82-85	79-81	75-78	73-74	71-72	69-70	67-68	65-66	63-64	60-62	56-59	52-55	49-51	45-48	40-44	0-39

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Select priority standards reflect major understandings to be developed within the context of the Core Curriculum content: Unit One-Ancient World to Unit Four-The First Global Age (1450-1770) through Absolutism.

The pre-assessment includes questions that address the major understandings in the context of the content to be addressed throughout the course. Students' background in middle school social studies provides them with foundational understandings that can be built upon as students apply these to a global perspective. The writing sample will provide data to the teacher as to students' ability to respond in writing, citing from documents evidence to support their reasoning.

The summative assessment questions and DBQ are chosen to address those major understandings and provide a snapshot of the student's growth. The knowledge and skills necessary for success on this assessment are a direct reflection of the knowledge and skills necessary for success in the Global 2 course. In addition, the literacy skills outlined above represent skills students will be able to carry with them across content areas as well as apply in more authentic settings such as the work force.

The target for each student's growth is individualized as it is a growth of 30% above their baseline score.

Rationale

Comment [SED12]: Direct connection to skills and application needed in future coursework indicates a backwards-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring students are prepared for college and career.

