

New York State Student Learning Objective: Global History and Geography II

Population	<p><i>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.)</i></p> <p>There are 80 tenth grade students enrolled in Global History and Geography II as of BEDS day on October 2, 2013. There are 15 students with IEPs enrolled in this course.</p>
Learning Content	<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 to specific priority standards?</i></p> <p>Selected New York State Social Studies Standards as applied in the New York State Social Studies Core Curriculum:</p> <ul style="list-style-type: none"> • The World in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. • Enlightenment, Revolution, and Nationalism: The enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. • Causes and Effects of the Industrial Revolution: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. • Imperialism: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. • Unresolved Global Conflict (1914-1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. • Unresolved Global Conflict (1945-1991: The Cold War): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.

Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put into place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED2]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer.

Comment [SED3]: Identifying multiple bodies of standards and/or performance indicators demonstrates the coherence within curriculum design, which fosters authentic applications of student knowledge and skills.

- **Decolonization and Nationalism (1900-2000):** Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.
- **Tensions between Traditional Cultures and Modernization:** Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.
- **Globalization and a Changing Global Environment (1990-PRESENT):** Technological changes have resulted in a more interconnected world affecting economic and political relations in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.
- **Human Rights Violations:** since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens by which historical occurrences of oppression can be evaluated.

NYS Common Core Reading Standards for Literacy in History/Social Studies Grades 9-10:

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **RH.9-10.10:** By the end of Grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comment [SED4]: The inclusion of the Common Core Literacy Standards reflects the collective responsibility educators have to teach literacy across subject areas, as applied to the specific course content and grade level.

	<p>NYS Common Core Writing standards for Literacy in History/Social Studies, Science, and Technical Subjects: Grades 9-10:</p> <ul style="list-style-type: none"> • WHST.9-10.1: Write arguments focused on discipline-specific content. • WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. • WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject matter under investigation. • WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research. • WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<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>This SLO covers the entire 2013-2014 school year. <u>The class meets each day, for 40 minutes.</u></p>
<p>Evidence</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>Baseline Evidence: A variety of sources will be used to establish a baseline of student performance. Each students’ performance on the Global History and Geography I final exam and the New York State Grade 9 English Language Arts exam will be taken into consideration when setting individualized academic targets. The district uses historical trend data to help ensure rigorous, yet reasonable targets are set for each student.</p>

Comment [SED5]: By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place. This level of detail can also help to inform the instructional plan of action associated with this SLO.

Comment [SED6]: Multiple sources of baseline data provide a more robust picture of students’ current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the [Student Learning Objective 103 Webinar](#).

	<p>Summative Assessment: The students will take the New York State Global History and Geography Regents exam in June 2014.</p> <p>This Student Learning Objective offers accommodations as legally required and appropriate for all students with current Individual Educational Plans (IEP's) and Section 504 Accommodation Plans identified within this roster(s).</p> <p>To ensure that this Student Learning Objective (SLO) is evaluated fairly and equitably, and to ensure those with a vested interest are not scoring those summative assessments, summative assessments are scored by someone other than the teacher for this course.</p>
<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>Each students' performance on the Global History and Geography I final exam and the New York State Grade 9 English Language Arts exam will be taken into consideration when setting individualized academic targets. The district uses historical trend data to help ensure rigorous, yet reasonable targets are set for each student. A summary of this data is provided below:</p> <p>The range of student scores on the Global History and Geography I final exam:</p> <ul style="list-style-type: none"> • 0-64: 18 (22.5%) • 65-84: 54 (67.5%) • 85-100: 8 (10%) <p>The range of student scores on the New York State Grade 9 English Language Arts exam:</p> <ul style="list-style-type: none"> • Level 1: 14 (30%) • Level 2: 32 (55%) • Level 3: 26 (12.5%) • Level 4: 8 (2.5%) <p>2012-2013 district-wide performance on the Global History and Geography Regents exam (from the New York State Report Card):</p> <ul style="list-style-type: none"> • Percentage of students scoring 65 (proficiency) or higher: 69% • Percentage of students scoring 85 (mastery) or higher: 17%

- Comment [SED7]:** Describing the provision of testing accommodations and steps that will be taken to ensure the "vested interest rule" is followed allow the reviewer to be certain that the teacher is adhering to all relevant state and federal law as well as NYSED policy. [The Student Learning Objectives \(SLO\) Results Analysis webinar](#) will enable district leaders, principals and teachers to consider systems for scoring summative assessments used with SLOs.
- Comment [SED8]:** Indicating how baseline data will inform the target-setting process provides the reviewer with a clear picture of how students' current academic abilities are being measured and used to set goals for the instructional period.
- Comment [SED9]:** A broad overview of student baseline performance allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

<p>Target(s)</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>Using the multiple sources of baseline data described above, targets have been established through teacher-principal collaboration and approved by the district superintendent. We have set a school-wide minimum rigor target of 80% of students achieving a 65 (proficient). Individualized learning targets for students in the Global History and Geography Regents course can be found on the attached student roster.</p>																				
<p>HEDI Scoring</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>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>									<p>DEVELOPING</p>						<p>INEFFECTIVE</p>		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99 – 100	97 – 98	95 – 96	94	93	92	90 – 91	88 – 89	86 – 87	84 – 85	82 – 83	80 – 81	75 – 79	61 – 74	56 – 60	51 – 55	34 – 50	30 – 33	20 – 29	1 – 19	0	
<p>Rationale</p>	<p><i>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.</i></p> <p>The learning content chosen for this course incorporates the New York State Social Studies Standards, as applied in the New York State Social Studies Core Curriculum, as well as the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy, specifically the reading and writing standards for literacy in History/Social Studies for grades 9-10 students. The learning content was designed to be an extension of Global History and Geography I course, building upon the concepts that students were first introduced to. In addition, the Social Studies Department works collaboratively with the English Department to align lessons and texts used over the course of the year. This collaborative curriculum approach reflects the district's vision of preparing students to successfully gain the knowledge and skills necessary to master Global History and Geography and other advanced Social Studies courses, while also increasing their ability to read, write, speak, and listen across content areas.</p>																				

Comment [SED10]: Using multiple sources of baseline data provides a more comprehensive overview of each student's individual baseline performance upon entering the classroom, and targets can then be set based on individual needs. The targets should be both rigorous and reasonable. For more information on target setting please view the [Critical Decisions within SLOs: Target Setting](#) webinar and the [Alternative Target Setting Models Within SLOs](#) webinar.

Comment [SED11]: Describing the alignment of selected learning content to school and/or district priorities and future coursework provides the reviewer with a thoughtful and comprehensive picture that connects course work to broader goals for student learning.

The evidence that will be used as baseline data for setting the school-wide minimum rigor growth target and individualized growth targets were chosen in order to provide teachers with a well-rounded and comprehensive overview of student performance. The New York Grade 9 English Language Arts assessment will help provide insight into students' literacy skills. The Global History and Geography I assessment will provide the teacher and principal with information as to the level of content knowledge students have gained over the years. Last year, 69% of students were proficient on the Global History and Geography Regents. Our school-wide minimum growth target, 80% of students scoring a 65 on the Global History and Geography Regents (proficiency) rather than 85 (mastery), is a rigorous and reasonable target considering baseline data for the students enrolled in this course as well as our district's historical trend data. The three sources of baseline data allow teachers to assess students' starting level of knowledge and set reasonable individualized expectations for academic growth.

In support of the district's goal to increase literacy, all students enrolled in Global History and Geography II will engage in evidence-based writing throughout the school year in order to strengthen their reading, writing, analytic, and creative skills. The skills that students acquire during these exercises will prepare them for the writing demands of higher level literacy and other content courses. Students will be better prepared to write pieces such as research papers, including the ability to form a thesis statement and then use evidence from multiple sources of information to provide justification.

Comment [SED12]: Indicating how baseline data will inform the target-setting process provides the reviewer with a clear picture of how students' current academic abilities are being measured and used to set goals for the instructional period.

Comment [SED13]: Direct connection to skills and application needed in college-level coursework indicates a backward-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring that students are prepared for college and career.