

New York State Student Learning Objective: **Global History & Geo II**

All SLOs MUST include the following basic components:

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>Three sections of Regents Global History and Geography II, heterogeneously grouped, 75 students.</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>Global History and Geography II; from 1750 – present</p> <p>NYSED Social Studies Standard 2 - Students will 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> <p>Common Core Standards for History/Social Studies</p> <p>Reading - RH.9-10.10.By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts at the high end of the grades 9–10 text complexity band independently and proficiently. 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.</p> <p>Writing - WHST.9-10.1.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>2012-2013</p>
Evidence	<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 Assessment:</p> <p>Star Reading Assessment to determine reading level.</p> <p>Common writing prompt. After reading the Preamble and articles to the <i>Declaration of the Rights of Man and of the Citizen</i>, students will discuss how the Declaration of the Rights of Man and of the Citizens addressed the causes of the French Revolution. A Social Studies department rubric was used in scoring the common writing prompt.</p>

	<p>Summative Assessment: NYS Regents Exam in Global History and Geography II exam, 2013.</p>																				
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>STAR Reading Assessment Data: <10% benchmark = 5% - in need of urgent intervention in reading <25% benchmark = 7% - in need of intervention in reading <40% benchmark = 21% - on watch list At or above 40% = 67% at/above benchmark (reading at or above grade level)</p> <p>Common Writing Prompt Assessment Data: 30% scored between 0 – 64% 63% scored between 65-84% (passing) 7% scored between 85-100 % (mastery)</p>																				
Target(s)	<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>70% of the students will score at or above 65% on the Regents Global History and Geography II examination given at the conclusion of the school year.</p>																				
HEDI Scoring	<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>Percent of students scoring at least a 65% on the Regents exam:</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	97-94	93-90	89-86	85-82	81-78	77-74	73-70	69-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-40	39-38	37-36	< 35	

Rationale

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.

The Learning Content is aligned with the New York State Curriculum for Global History and Geography and Common Core Literacy Standards in History/Social Studies. The baseline assessment combines the results from the Star Reading Assessment and common writing prompt. Based upon the baseline assessment, the target score was developed. The summative score is based upon the performance task for grade 10 – NYS Regents Examination in Global History and Geography.