

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

All SLOs MUST include the following basic components:

<b>Population</b>	<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>Four sections Global History and Geography, 96 heterogeneously grouped 10th grade regular education and inclusion students (15 students with I.E.P.s, and 2 students with 504 plans)</p>
<b>Learning Content</b>	<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>Read and comprehend complex, informational text independently and proficiently. Analyze multiple primary and secondary sources to reconstruct the past, defend historic interpretations and formulate new conclusions in written format</p> <p>NCSS THEMATIC STRANDS - 2 TIME, CONTINUITY, AND CHANGE, 6 POWER, AUTHORITY, AND GOVERNANCE and 9-GLOBAL CONNECTIONS</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>NYSED Social Studies Curriculum units 5-8</p> <p>COMMON CORE Literacy Strands in History and Social Studies:</p> <p>Reading RH.9-10.7 Integrate quantitative or technical analysis with qualitative analysis in print or digital text          Reading RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources          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>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>2012-2013</p>

<p><b>Evidence</b></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 Assessments: To assess reading proficiency students will integrate text information regarding the Global North and South with data sets from the World Bank presented in graphics based formats. In their analysis of the information presented, and using their evaluation of the evidence students will formulate a hypothesis regarding the causes of the divide and support the hypothesis with evidence from the data. RH.9-10.7</p> <p>Students will complete a document based writing assessment about Absolute Monarchies to determine proficiency in comparing and contrasting treatments of the same topic in several primary and secondary sources. And in writing 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. A Social Studies department rubric is to be used in scoring the writing assessment. RH.9-10. 9, WHST.9-10.1</p> <p>Summative Assessment: NYS Regents Exam in Global History and Geography II exam, 2013</p>																																																																																			
<p><b>Baseline</b></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>NYS Curriculum Units 1-4 of Global History and Geography 9th Grade Summative Assessment Results: 12% scored below 65%, 88% scored 65% and higher, while only 17 % scored above 85%. Thematic essay results: 15% scored 1, 22% scored 2, 42% scored 3, 16% scored a 4 and 5% scored 5 Document Based Questions 90% scored 10/12 points or higher on scaffold questions, yet only 11% scored 4 and 4% scored a 5 on DBQ Essay portion.</p>																																																																																			
<p><b>Target(s)</b></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>85% of students will achieve 65% or better on the Global History and Geography Regents exam. 55% or more will achieve mastery.</p>																																																																																			
<p><b>HEDI Scoring</b></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>85% of students will achieve 65% or better on the Global History and Geography Regents exam. 55% or more will achieve mastery.</p> <table border="1" data-bbox="363 1187 2016 1422"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="4">INEFFECTIVE</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>99-100%</td> <td>97-98%</td> <td>95-96%</td> <td>93-94%</td> <td>91-92%</td> <td>89-90%</td> <td>88-87%</td> <td>86-85%</td> <td>84-83%</td> <td>82-81%</td> <td>80-79%</td> <td>78-77%</td> <td>76-75%</td> <td>74-73%</td> <td>72-71%</td> <td>70-69%</td> <td>68-67%</td> <td>66-65%</td> <td>64-63%</td> <td>62-61%</td> <td>&lt;60%</td> </tr> </tbody> </table>																					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	0	99-100%	97-98%	95-96%	93-94%	91-92%	89-90%	88-87%	86-85%	84-83%	82-81%	80-79%	78-77%	76-75%	74-73%	72-71%	70-69%	68-67%	66-65%	64-63%	62-61%	<60%
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<b>Rationale</b>	<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 is based on the New York State Global History Curriculum and the most significant NCSS standards for Social Studies in grade 10 and the Common Core Literacy Standards in History/Social Studies. The baseline is established by combining results from the 9th grade summative assessment and the administration of Content Based Measures in reading and writing. Students will use complex information sets to think systematically to analyze policies and actions, and their consequences thus becoming effective problem-solvers.</p>																				