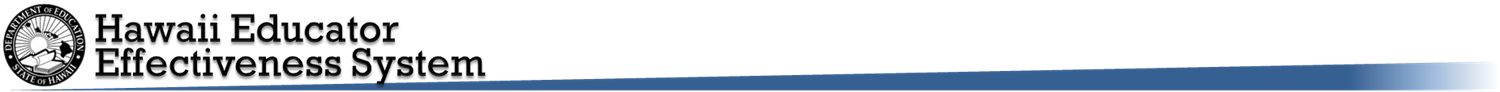
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**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

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| **Teacher Name:** | | **School: High School** | | **Complex:** | |
| **Grade: 10** | **Content Area: Social Studies** | | ***Course Name:*** | | ***Period:*** |

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| **Student Population:** |
| Total Number of Students \_\_\_40 Males \_\_\_17 Females\_\_23\_\_ SPED Inclusion \_\_\_\_\_ SPED Pullout \_\_\_\_\_ ELL \_10\_\_\_ GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  Additional Information: |

Interval of instruction necessary to address goal: \_\_X\_\_ yearlong \_\_\_ semester \_\_\_ other (for quarter, track or trimester courses only)

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| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Technical Guidance and Planning Document” supplement.** |
| **Learning Goal**  *What are the most important knowledge/skills I want my students to know and be able to do?* | **Learning Goal Statement:**  Students will independently write an argument and support their claim about a topic or issue in US History by analyzing primary and secondary sources appropriately selecting relevant and sufficient evidence.  **Aligned Standards/Benchmarks:**  **Common Core State Standards**  [CCSS.ELA-LITERACY.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  [CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  [CCSS.ELA-LITERACY.WHST.9-10.1](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/)  Write arguments focused on discipline-specific content.  **HCPS III Standard**  SS.10.2.1: Use knowledge of historical periods to assess contemporary issues and decision.  SS.10.2.2: Determine the relevance of sources and assess their credibility.  **Rationale:**  A concentrated effort on a skill such as the analysis of sources can increase reading proficiency and help students reach a variety of academic goals. This skill could help students on exams, research, daily tasks like homework, as well as with class activities like discussions, debates or presentations. Also, because this task lends itself to higher order thinking, advanced students also have room for growth because they can be tasked to do more complex analysis and develop more subtle arguments and conclusions.  According to our PLC focus, students need to develop reading comprehension and the skill of analyzing sources and information in order to draw conclusions and learn about history. Students should also be able to analyze information from the past in order to develop a context for the present and future. Based on our school’s academic plan, the focus on writing enhances college and career readiness. Using Common Core initiatives, proficiency with this skill will help provide success in any academic subject and in different life.  **Depth of Knowledge level (circle one):** 1 2 3 4 |
| **Assessments**  *How will I know if my students have met the learning goal?* | **Assessment Plan:**  **Formative**   * -  Double entry reading logs with analysis and conclusion questions will be evaluated quarterly (To be completed with primary and secondary sources) * -  Analysis of primary or secondary sources to be used for debates and class discussions and will be formatively assessed weekly. * -  Daily use of graphic organizers used with lessons throughout the interval * -  Weekly exit passes * **Summative**   - Summative argumentative essays will be administered once per quarter to allow students to demonstrate their understanding of a topic in U.S. History, demonstrating understanding with reasoning and evidence and support from primary and secondary sources, and drawing conclusions that support the claim.  To determine proficiency:  Argumentative essays will be combined with the following expectations. Summative summary of formative artifacts will also be used to determine proficiency outcome as needed.  Scoring Guide   |  |  |  |  | | --- | --- | --- | --- | | Advanced | Proficient | Developing | Well Below | | All essays are of the highest quality | All essays are proficient or above | At least two essays are proficient or above | Less than half of the essays are proficient or above |  |  |  |  |  | | --- | --- | --- | --- | | **SS.10.2.1** Use knowledge of historical periods to assess contemporary issues and decisions. | | | | | Advanced | Proficient | Partially Proficient | Novice | | Use detailed knowledge of historical periods and specific evidence to analyze contemporary issues and decisions | Use knowledge of historical periods to assess contemporary issues and decisions | Use minimal knowledge of historical periods to explain contemporary issues and decisions | Identify contemporary issues and decisions | | **SS.10.2.2** Determine the relevance of sources and assess their credibility | | | | | Advanced | Proficient | Partially Proficient | Novice | | Determine the relevance of sources and assess their credibility, with clear and precise detail | Determine the relevance of sources and assess their credibility, with detail | Determine the relevance of sources and assess their credibility, with minimal detail | Ineffectively determine the relevance and credibility of sources | |
|  | **This section will be recorded in the record sheet.** |
| **Instructional Strategies**  *What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**  **Instructional strategies for various readiness level and content:**  **For all learners**   * -  Direct instruction to help students understand the historical context of the sources used. * -  Video clips, photographs and power points to complement the sources and content being explored in the sources. * -  Highlighting of primary and secondary sources (students use their highlighters to identify important excerpts and ideas from the source) choosing important points and ideas). * -  Marking the Text –in addition to highlighting, students can mark the text as they read in order to pick out central themes, ask questions, or identify vocabulary they don’t know. * -  Graphic organizers – students are tasked to compare/contrast or analyze the differences between authors’ positions, then summarize those ideas in a graphic organizer. * -  Double entry reading logs – students will have to choose excerpts from sources and analyze them (why they are interesting, important, surprising, etc). * -  Group Analysis of Excerpts - Groups choose excerpts they believe are most important and present their thoughts and analysis with the class. They might write an excerpt up on chart paper for visibility and discussion. * -  Debates and Class Discussions – Students are required to analyze sources and use the information they find to participate in class activities like discussions and debates. This also helps them recognize that different authors present different opinions and perspectives. * -  Analysis questions/prompts – Questions require students to draw conclusions about the relevant period of history based on the excerpts they chose. * -  Pair share – students can be asked to share an excerpt they selected with their partner and discuss their ideas and conclusions. * -  Analyzing sample argumentative essays and group/pair scoring using the argumentative writing essay rubric.  The I Do-We Do-You Do strategy will be used with many of these strategies to help scaffold learning for students needing more support.   **Below Learners**   * Small groups for reteaching * Concept maps and frayer models to model vocabulary and concepts * Language frames to support vocabulary * Action period for additional support |