SAO Planning Pages

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| **Course/Grade Level Information** | |
| Course Name | World History |
| Brief Course Description | The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until 1500 AD. Students will use skills of historical and geographical analysis to explore the early history of the world. |
| Grade Level(s) | Grade 10 |
| Course Length | Year-long |

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| **Teacher Information** | |
| Teacher Name | Mary Jo Jessup |
| School Name | The Best High School |
| District name | Polk County School District |

**Directions for Establishing a Learning Goal:** After completing the entire table, use the planning information and the SMART Review to write the description of the learning goal.

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
| **Planning Information for Writing the Learning Goal:** | |
| Which big idea is supported by the learning goal? | Throughout history, human cultures and societies have interacted in peaceful or aggressive ways, motivated by economic, religious, or political ideas. Understanding a people’s cultural, religious and social foundations is essential to explaining the actions of social and governmental actions. |
| Which content standards are associated with this big idea?  *List all standards that apply, including the text of the standards (not just the code).* | SS.912.W.1: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).  SS.912.W.3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.  SS.912.W.4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.  SS.912.W.5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French, and other Revolutions.  SS.912.W.6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.  SS.912.W.7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.  SS.912.W.8: Recognize similar events and people from the post-World War II and Cold War eras.  SS.912.W.9: Identify major economic, political, social, and technological trends beginning in the 20th century.  LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content. |
| Why is this learning goal important and meaningful for students to learn? | It is critical for students to be able to read and comprehend primary and secondary sources in social studies in order to be college and career ready. Specifically, students should understand the types of evidence used in history sources, including domain-specific words and phrases, descriptions of events, concepts, and arguments that are analyzed from various sources. Students must be able to read complex informational texts in social studies with independence and confidence as the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. Additionally, in order for students to be contributors to society, they must understand the past in order to be structure of a democratic government and how they can contribute to and positively impact society. |
| In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured? | Analyzing multiple sources of texts and citing evidence in order to write an argumentative essay requires strategic thinking and reasoning. Given the combination of these higher level thinking skills, this learning goal measures complex thing at a DOK level 3. |
| Describe the instruction and strategies you will use to teach this learning goal.  *Be specific to the different aspects of the learning goal.* | The use of a World History high school textbook, primary sources and news articles are used as text resources, along with multi-media resources. Direct instruction on understanding the essential historical ideas and concepts will take place on a daily basis. Instruction also includes modeling and scaffolding the application of the essential ideas in authentic situations presented as prompts. This includes completing graphic organizers and constructing argumentative writing on historical topics. |
| Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year). | Students in grade 10 are engaged in World History instruction for 1 hour a day, 5 days a week for an entire school year. Instruction on constructing argumentative writing is interwoven into this time period, approximately two times per month. |
| Explain how this time span is appropriate and sufficient for teaching the learning goal. | By grade 10, students have had multiple opportunities to read and demonstrate understanding of complex historical text as well as writing argumentative essays. In addition to learning historical concepts, students will have opportunities to practice and refine these reading and writing skills during this course. Although all of the world history standards for this course are included in this learning goal, a major goal for our students is to think and write like historians; therefore the amount of time designated to this learning goal is appropriate and sufficient. |

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| **Check:** **SMART Review of the Learning Goal for this SLO** | |
| Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary.  Check the boxes that apply. | The Learning Goal is:  **Specific** –focused on the big idea and content standards.  **Measurable** – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).  **Appropriate –** within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.  **Realistic –** while ambitious, it is achievable for both teachers and students, during the time span identified.  **Time Limited** **–** can be summatively evaluated within the time under the teacher’s control. |

**Directions for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

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| **Assessments and Scoring:** Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
| **Planning Information for Explaining the Use of Assessments and Scoring:** | |
| How often will you collect data to monitor student progress toward this learning goal? | Within the second quarter and throughout the remainder of the school year, students will have monthly opportunities to demonstrate their ability to use various identified texts (primary and secondary sources) to respond to informal and formal teacher developed prompts requiring them to form an argument regarding an historical concept. At least three times during the year students will respond to a prompt on a formal assessment. |
| How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal? | Student work, both informal and formal, will be analyzed for ability to demonstrate each of the criteria on the rubric, including the ability to identify relevant content evidence.  Students who are struggling readers and writers will have assistance with reading sources. A variety of levels of sources will be used to engage struggling readers. A variety of graphic organizers will be used to help students capture their thoughts prior to answering the assessment prompts.  Students struggling with key social studies concepts will work with the teacher and/or peers in small groups or will have individual instruction that may include the use of organizers as a means of recording key information needed to respond to the question.  Advanced students will have opportunities to research, read, and analyze complex texts with greater independence as well as to consider the information in extended self-generated questions. |

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

| **Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
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| **Planning Information for Writing the Target Used to Define Teacher Performance:** | |
| Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students’ understanding of the learning goal. | Based upon a review of the students prior social studies course grades (9th grade- Geography), 8th grade reading and writing state test scores, and a school writing portfolio which contains district developed performance assessments that are scored using the district argument rubric, students have been placed in high, average, and low performing groups for the SAO targets. |
| Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the learning goal. | These targets are ambitious and realistic for a 10th grade yearlong study of History. Many of the struggling students, based on the above-identified data, are scoring as nearing proficiency. With the differentiated instruction, these students will be able to also score as proficient. Students who are significantly below proficient should be able to demonstrate growth by at least one level (e.g., Level 1 to Level 2) on one or more of the criteria on the rubric. |