

## Sample for American Government, Grade 11

*This template should be completed while referring to the SLO Template Checklist Document.*

Teacher Name: Mr. Smith Content Area and Course(s): American Government, Social Studies Grade Level(s): 11 Academic Year: 2013–14

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Results of a district-created preassessment comprised of 50 multiple-choice questions and an essay to show that students' background knowledge of American Government varies. Pretest scores ranged from 20 to 95. Most students demonstrated a basic understanding of the structure and functions of government and public policy. Few students demonstrated understanding of the basic principles of the U.S. Constitution and how the government and economy are interrelated. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year's history course. Last year and in the preassessment essay, students struggled to evaluate evidence for point of view and content.

The table below summarizes the pretest results for my classes.

Baseline Score Range	Number of Students
20-30	5
31-50	16
51-70	29
71-85	11
86-95	3

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

This SLO covers all 64 of my 11th grade students enrolled in my American Government courses, which I teach periods 2, 4, and 7.

Two of my students have disabilities. I will provide these students with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs).

Six of my students are first- and second-year English language learner (ELL) students. I will work with the ELL teacher to develop strategies for supporting this group and to create an assessment that is developmentally appropriate for them.

**Interval of Instruction**

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Students take this course in the fall semester. The interval of instruction is from September 2013 until December 2014.

**Standards and Content**

*To what related standards is the SLO aligned?* The course focuses not only on knowledge of American Government but also reasoning and writing skills related to social studies. My SLO aligns with key topics in American Government as articulated in the Ohio's Learning Standards for Social Studies. How the American people govern themselves at national, state and local levels of government is the basis for this course.

These topics include civic involvement, civic participation and skills, basic principles of the U.S. Constitution, structure and functions of the federal government, role of the people, Ohio's state and local governments, public policy, and government and the economy. All 24 content statements within these topics are demonstrated by this learning objective:

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.
2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.
3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.
5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.
8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.
9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.
10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.
11. Four amendments have provided for extensions of suffrage to disenfranchised groups.
12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.
13. Amendments 11, 21 and 27 have addressed unique historical circumstances.
14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.
16. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.
17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the

government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.

19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.

20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.

22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

24. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

In addition, the SLO aligns with Ohio's Learning Standards for English language arts for History/Social Studies 6-12:

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.

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.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

I will assess students using a district-created portfolio assessment out of 100 points. The portfolio will consist of a district-created and approved end-of-course multiple-choice exam covering the content of the Ohio's Learning Standards for Social Studies for American Government (50 percent) and three biweekly writing prompts administered in November and graded by the social studies team using a district-created rubric (50 percent). As an end-of-semester project, all students must complete a course capstone project. I will use the results of this project as an assessment with my high-achieving students.

Per their IEPs, the two students with disabilities will receive extended time for the assessments. One student will receive a scribe for the essays, and the other student will have fewer test items listed per page.

In consultation with the school's ELL specialist, I will modify the language of the assessment for my ELL students by shortening sentences, removing unnecessary material, using familiar or frequently used words, and using easily understood grammar (i.e., keeping to present tense, using active voice, avoiding conditionals, etc.). Based upon the learning needs and English literacy of each individual ELL student, I will work with the ELL specialist to modify the requirements of the writing prompts. Possible strategies include allowing students to draw diagrams, having students present their claims and evidence orally, or allowing students to write their essays in their native language.

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

Students will increase their knowledge of American Government and improve their skills in articulating reasoned and substantiated arguments related to American Government. Growth will be measured by comparing the end-of-year portfolio results to the preassessment results. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 70, which is the passing score for my district. Students’ score on the preassessment determine their growth target for the end-of-year portfolio assessment.

Baseline Score Range (based on preassessment)	Target Score (on end-of-year portfolio)
20–30	70
31–50	80
51–70	90
71–85	95 + score of 85 or higher on capstone project
86–95	100 + score of 90 or higher on the capstone project

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the preassessment will be expected to demonstrate more growth in order to meet grade-level and district expectations. In addition, since the portfolio assessment did not have enough stretch for my highest performing students, I will include the results of a capstone report and presentation to ensure that all students are increasing their knowledge of American Government and their ability to articulate reasoned and substantiated arguments related to American Government.

I am using a portfolio assessment so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills around social studies. By combining measures, I am targeting deficits in both writing and content knowledge.

Finally, the school is focusing on writing across content areas. Since this SLO focuses not only just on content but also on writing and reasoning, it aligns with broader school and district goals.