Title – Grade 10 Social Studies Student Learning Objective	
Content Area – United States History	
Grade Level – 10th Grade	
Students – 56	
Interval of Instruction – Year	

Main Criteria	Element	Description
		Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
Priority of Content	**Objective Statement**	Students will develop an understanding of the major events and eras of American history (as defined by the curriculum units). Through close reading and expository writing, students will analyze how cycles of conflict and cooperation affected different groups of people and shaped our modern society.
	Rationale	There are two major objectives of our US History curriculum. The first is to equip students with a robust, well-informed understanding of the major events that shaped the United States. The second is to develop in them the habits of mind of a historian, including close reading of primary and secondary sources, debating, making connections, identifying themes, writing arguments, and analyzing impact from multiple perspectives. To that end, we have designed seven units, each tied to the others through the theme of conflict and cooperation. These units include: i. The American Revolution & the Constitution ii. The Civil War & Reconstruction iii. Western Expansion & Industrialization iv. World War I & the Great Depression v. World War II & the Cold War vi. The Civil Rights Movement & the Vietnam War vii. The War on Terrorism Meeting this objective would indicate that students have a proficient knowledge of American history as well as the habits and skills that will support them in their study of World History next year.
	Aligned Standards	*This SLO is aligned to the Rhode Island Grade Span Expectations (GSEs) for Civics & Government and Historical Perspectives/R.I. History: Grades 9-12 as well as the CCSS for Literacy in History/Social Studies, Grades 9-10* *C&G 1 (9-12) –1: Students demonstrate an understanding of origins, forms, and purposes of government by...* 　　c. explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic) *C&G 2 (9-12) –1: Students demonstrate an understanding of United States government (local, state, national) by...* 　　a. critically examining the principles, traditions, and precedents of American constitutional government *C&G 2 (9-12) –2: Students demonstrate an understanding of the democratic values and principles underlying the US government by...* 　　a. interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence*, *U.S. Constitution*, and other documents (e.g., *RI*

Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, *Pledge of Allegiance*)

C&G 3 (9-12) –2: Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
> d. identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., Civil Rights Movement, women's suffrage)

HP 1 (9-12) –1: Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
> a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace)
> c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)
> d. using technological tools in historical research

HP 1 (9-12) –2: Students interpret history as a series of connected events with multiple cause-effect relationships, by...
> a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events
> b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the *Constitution*?)

HP 2 (9-12)– 1: Students connect the past with the present by...
> a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island)
> b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
> b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
> c. 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.
> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
> e. Provide a concluding statement or section that follows from and supports the argument presented.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

		RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
		RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	All 56 students successfully passed 9th grade Ancient Civilizations course. However, given the vastly different content, I do not think that their grades from that course are a meaningful baseline for this course. Therefore, I will base my targets on the performance of similar groups of students in past years.

Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	1) End-of-Unit Tests: All students (56/56) will pass at least 6 out of 7 tests with a score of 65% or better. In addition, half of all students (approximately 28/56) will pass at least 6 out of 7 tests with a score of 80% or better. 2) Final Research Paper: 25% of students (14/56) will score Approaching Expectations (a passing score) on the research paper. 50% of students (28/56) will score Meeting Expectations on the research paper. 25% of students (14/56) will score Exceeding Expectations on the research paper.
	Rationale for Target(s)	These targets are based on the performance of similar groups of students on this same curriculum and assessments in past years. The lower tier reflects the minimal expectation for students to be proficient in the course. However, I want to also set a higher tier to ensure that I push those students for whom the minimal expectation is not sufficiently rigorous.

Quality of Evidence	**Evidence Source(s)**	1) *End-of-Unit Tests:* These written exams include multiple choice, short answer, and constructed response items. They were developed with the US History curriculum by group of History and Social Studies teachers from across the district. Tests will be administered in class at the conclusion of each unit (approximately every 4 weeks), and the tests will be co-scored by myself and the other US History teacher, who is administering the same assessment to her two sections. We will use the answer key and scoring guide created with the assessments and the History Department rubric for constructed response items. 2) *Final Research Paper:* Students will choose one conflict addressed in the curriculum on which to focus an extended (8-10 pages) research paper. They will research the impact of America's involvement, both domestically and internationally, at the time of the conflict. They will explain how different groups of people were impacted by the decisions of leaders at the time of the conflict and identify any lasting effects on that group. They will explain if/how cooperation led to the resolution of the conflict and helped the United States move beyond this era of her history. Finally, they will analyze and make an argument for how our current society has been shaped by this conflict. Research papers must reference at least 10 primary and 10 secondary sources, both print and non-print. The final research paper will be assigned the second week of May, after the conclusion of the final unit. Students will spend class time during the rest of the month of researching, writing, and revising their research paper. It will be due the second week of June. The other US History teacher and I will each score our own students' research papers, using a rubric that we developed and that was approved by the History Department Chair. However, we will double-score the first 5 research papers, in order to norm ourselves and ensure we are applying the rubric with fidelity and rigor.