

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 5

Content Area: **Social Studies**

Component	Guiding Questions	Descriptors
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>To analyze the writing ability of individual students I will analyze</p> <ol style="list-style-type: none"> 1. Grade 4 District Writing Assessments scored with Smarter Balanced Informational Evidence/Evaluation rubric. 2. Evidence from student profiles and student writing portfolios (includes Grades K-4 writing samples). 3. Analyze sample student writing samples from first month of this school year.
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>For this SLO the target group will be the entire class of 21 students. It should be noted that this class has students of varied backgrounds and abilities and that in this class:</p> <ul style="list-style-type: none"> • There are eight males and thirteen females • Two students in the class have IEPs • One student in the class has a 504 plan • Three students in the class receive SRBI reading support <p>It should also be noted that after discussions with the fourth grade teachers in the school that seven students in the class are coming from a class where social studies was taught extensively and fourteen students are coming from classes where social studies was taught on a semi-regular basis.</p>
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p>Throughout the year social studies content and language arts skills are continually meshed. I find that social studies content is a perfect vehicle to teach many of the language arts skills. For this SLO, the following Language Arts Standards will be measured:</p> <p>CCSS.ELA-Literacy.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>CCSS.ELA-Literacy.W.5.7: Conduct short research projects that use several sources to building knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

<p>Student Learning Goal/Objective Statement</p>	<p><i>What is the expectation for student growth and development?</i></p>	<p>The social studies content of fifth grade social studies is United States history, from the earliest settlement of America up until the Revolutionary War. To develop the skills outlined in the standards listed above, working in groups students are going to develop five “digital newspapers” (at various points of the year) representing the viewpoints of five specific groups of people. Students will work in groups of four or five to produce these “newspapers”. In each there will be a minimum of four “articles”, one editorial, and two illustrations (students are aware that not all of the groups they are researching and writing a newspaper for actually had to the ability to produce a newspaper (but we can now produce one for them!). Each group will produce a “newspaper” from the perspective of 1) John Hooker and the first English settlers in Connecticut; 2) the Pequot tribe in Connecticut and their perspectives on English settlers; 3) the Sons of Liberty in Massachusetts after the Boston Tea Party; 4) Women in New England during the Revolutionary War; and 5) Loyalists in Connecticut during the Revolutionary War.</p> <p>This year-long process of producing five digital “newspapers” will allow students to utilize research and writing skills to study the social studies content and to analyze various perspectives in history. Each group of students will also be required to explain the content and context of their digital newspaper to the class.</p>
<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p><u>IAGDs:</u></p> <p><u>A. ASSESSMENTS/MEASURES OF PROGRESS</u></p> <ol style="list-style-type: none"> 1. All three fifth grade teachers in the building will create a common rubric that measures student proficiency in using the Internet to produce writing, using several sources, recalling relevant information from sources, and summarizing information. Citing of sources and the effectiveness of working as a group should be measured in this rubric. 2. All three fifth grade teachers in the building will create a common rubric that measures student proficiency in presentation skills when they explain their finished product to the class. 3. All three fifth grade teachers will use these rubrics to analyze; 1) the five digital “newspapers” produced by each group in the course of the year and 2) the presentation and explanation of each digital “newspaper” to the class by the groups producing them. 4. Numerous formative assessments will also be used to assess student progress in these specific writing skills in the course of the year, including mini-research, reading and writing activities.

		<p>B. GROWTH TARGETS</p> <ol style="list-style-type: none"> 1. By May, 2015 85% of students in the class will achieve proficiency (score point 3 or 4) through teacher-created rubric on skills necessary to create a digital “newspaper”, using technology, appropriately accessing and summarizing information, and effectively working in a group to produce the final product. 2. By May, 2015 80% of students in the class will achieve proficiency (score point 3 or 4) through teaching created rubric on skills necessary to verbally explain the content and context of the “digital newspaper” created by their group to the class. <p>Note: Growth targets and other factors concerning this SLO will be discussed (and possibly adjusted) at the mid-year conference between the evaluator and the teacher.</p>
<p>Instructional Strategies/Supports</p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<ul style="list-style-type: none"> • Carefully and thorough explanation of process of creating digital newspaper • Careful explanation of rubric for creation of digital newspaper • Careful and purposeful grouping of students in preparation for creation of digital newspaper • Mini-lessons on use of digital, non-digital sources • Mini-lessons on skills necessary to create narrative text • Mini-lessons on purpose, function of editorial writing, creation of “editorial style” • Class time needed for digital research; class time needed for students to work collaboratively • Explanation and modeling of oral group presentation of finished product • Carefully monitoring of group dynamics and effort (possible changing of groups as year progresses) • Carefully monitoring that groups have necessary and appropriate content to produce finished product • Tier 1 instruction • Working with individual students needing reinforcement of specific writing/research/oral presentation skills • Meeting with other fifth grade teachers on consistent basis to analyze assessment results (and to determine research./writing/speaking skills to be reinforced)