

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **7**

Content Area: **Library media & 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>1. Horizontal and vertical alignment: Teachers in language arts in grades 6-8 reported that students are in need of research skills for reading and writing assignments. Students lack the ability to choose sources that are appropriate and credible. Social studies area teachers in grades 6 and 8 expressed concern over students' ability to conduct research using databases.</p> <p>2. Students will be administered a baseline assessment in primary and credible sources prior to the unit. This will be teacher created.</p> <p>This SLO is designed to work with grade 7 students in social studies classes as well as incorporating computer technology to identify and evaluate primary sources in research. Anecdotal data from grade level and content area teachers was used to determine that research was an area of weakness in past classes of students. Students have had difficulty with evaluating primary sources on the web. The goal is for every student to be able to effectively identify and evaluate websites with primary source information. This is consistent with the district's goal for high academic rigor and incorporation of computer technology skills in content areas.</p>
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>All 7th grade social studies students will be expected to participate in this unit. Students score mostly in the proficient range in reading. The classes are heterogeneously grouped and contain both regular and special education students. Special education support is given in the classroom and in resource room time. In addition to ELA classes, student in Social Studies and Science (content areas) need to use research to learn about curricular topics.</p>

<p>Standards And Learning Content</p>	<p><i>Which standards are connected to the learning content?</i></p>	<p>ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Student Learning Goal/Objective Statement</p>	<p><i>What is the expectation for student growth and development?</i></p>	<p>Students will improve research skills by identifying and evaluating appropriate primary sources to write a research paper.</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>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></p> <p>Students will be given a pre and post assessment in knowledge of, use of and evaluation of primary sources and using the internet to find information. Students will create a content based product in Social Studies classes that demonstrate their use of primary sources in context. They will also use these skills to create a works cited/ bibliography.</p> <p>B. <u>GROWTH TARGETS</u></p> <p>80% of students will identify through the production of a Works Cited document (5 sources) their understanding of credible primary sources given 3 class periods.</p> <p>75% of students will demonstrate proficiency in using primary sources to create a content based product with 3 weeks' time.</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>	<p>I will work with ELA and Social Studies teachers to instruct students on the use of databases (iconn.org) and in the creation of bibliographies using web tools (example easybib.com). Progress will be monitored in the individual assignments that students complete in ELA and Social Studies over the course of the school year. They will be handing in annotated articles from databases, writing research type papers and documenting sources in bibliographies. Working on the 7th grade ELA PLC will allow me time to collaborate with the 7th grade teachers and to explore assignments and research in good research skills.</p>
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