

Student Learning Objectives (SLO)

Teacher Name:

Content Area and Course: Social Studies
AP US History

Grade Level: 10

Academic Year: 2013-2014

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 College Board created and teacher modified (4 detractors instead of college board traditional 5, with 5th available as “no prior knowledge) pre-assessment. This district approved assessment is comprised of 80 multiple choice questions to show the students’ background knowledge in European History. Pretest scores ranged from 17 to 41 points. Student demonstrated the highest prior knowledge in areas already covered by earlier curriculum in early American History. Scores were weakest in areas of economic and social history, as well as knowledge of the period between the end of the civil war and the start of WWII.

Student Population

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

This SLO covers my two AP US History classes with a total of 46 students. All students are in 10th grade. There are 3 students on 504 plans, they receive no modifications to the curriculum.

Interval of Instruction

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

This SLO covers the first semester of the 2013-2014 school year-from August 2013- December 2013. The class meets every school day for one 84 minute block.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

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From the College Board:

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Themes in AP US History:

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

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Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the 21st century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Assessment(s)

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

I will assess students using a modified College board created assessment, comprised of 80 multiple choice questions to show student's knowledge, and 2 extended response writing assignments: a document based question (DBQ), and a free response question (FRQ). These assessments reflect the format the AP US history exam will use in May.

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 US History. Growth will be measured by comparing student scores on pre assessment and post assessment tests. I have set tiered growth targets for my students. All students will be expected to achieve at least a target score of 60% out of 80 questions, which is the passing score. Students' scores on the pre assessment will determine their

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growth target for the end of year assessment

Baseline Score Range (pre assessment)	Target Score (end of year)
10-22 (13 students)	40-49
23-28 (21 students)	50-59
29-40 (9 students)	60-65
41-60 (3 students)	66-80

Rational 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 growth. Students who scored lower on the pre assessment will be expected to show growth to meet college board level expectations. I am using all 3 formats which will be tested by the College board in May (multiple choice, dbq, and frq) By combining measures, I am targeting deficits in both writing and content knowledge. The actual; AP US History exam is curved; the College Board identifies "passing" as a 50% to score a "3" on the AP test (and therefore be eligible for college credit). Therefore, 40 points is "passing", and the growth targets set forth would convert into all student receiving college credit on the AP exam.

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Student	Score	Goal	Posttest	Met/Not met
Allen, Carlton	30/80	60-65		
Ballard, Matthew	29/80	60-65		
Bennett, Erin	21/80	40-49		
Berry, Evan	28/80	50-59		
Bieniek, Katarzyna	35/80	60-65		
Bruzik, Sophia	19/80	40-49		
Cass, Mara	30/80	60-65		
Clawson, Victoria	28/80	50-59		
Craig, Colin	21/80	40-49		
Culver, Sierra	24/80	50-59		
Doran, Nicole	33/80	60-65		
Fantauzzo, Rebecca	21/80	40-49		
Fikter, Abigail	16/80	40-49		
Gdula, Parker	19/80	40-49		

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Student	Score	Goal	Posttest	Met/Not met
Goldsword, Jack	26/80	50-59		
Gorski, Sydney	23/80	50-59		
Gratto, Jacob	23/80	50-59		
Gray, Ian	44/80	66-80		
Hajek, Kathryn	25/80	50-59		
Herpy, Ryan	29/80	60-65		
Jepson, Michala	22/80	40-49		
Kajder, Caroline	25/80	50-59		
Kermode, Caroline	20/80	40-49		
Kimpton, Molly	26/80	50-59		
Krause, Maggie	22/80	40-49		
Kure, Collin	25/80	50-59		
Layman, Samantha	29/80	60-65		
Lyon, Kailey	24/80	50-59		

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Student	Score	Goal	Posttest	Met/Not met
Magyarics, Daniel	21/80	40-49		
McCarley, Gemma	42/80	66-80		
McDonough, Emily	23/80	50-59		
Measures, Morgan	34/80	60-65		
Morey, Katharine	25/80	50-59		
Nero, Christopher	19/80	40-49		
Nichols, Emily	26/80	50-59		
Oakes, Cameron	25/80	50-59		
Pine, Andrew	22/80	40-49		
Richardson, Hannah	32/80	60-65		
Ritchie, Megan	26/80	50-59		
Schlessel, Amanda	13/80	40-49		
Sova, Andrew	23/80	50-59		
Toth, Bradley	26/80	50-59		

Student Learning Objectives (SLO)

Student	Score	Goal	Posttest	Met/Not met
Weeks, Marissa	25/80	50-59		
Williams, Golden	23/80	50-59		
Wood, Brandon	28/80	50-59		