**Student Learning Objective (SLO) Template**

**Collectively Attributed**

**School-Wide Results or District- or BOCES-Wide Results**

**SY 2023 - SY 2024**

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| **Basic Information** |
| **Teacher Name:** Click here to enter text. | **Teacher’s School/Program:** PQ |
| **Grade Level(s) Covered in SLO:** K-5**Teacher’s Grade Level(s):** Click here to enter text. | **SLO Content Area(s):** ELA, Algebra I, Living Environment, Earth Science, Global History, US History**Teacher’s Content Area(s) (if different):** Click here to enter text. |
| **SLO Type:***(Choose One)* [ ]  School- or program-wide results (scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year)*District- or BOCES-wide results*[x]  District- or BOCES-wide results (scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year)[ ]  District- or BOCES-wide group or team results (scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers’ courses across buildings/programs in an LEA in the current school year) | **SLO Approach:***(Choose One)*[x]  Course/Subject (c*overs all students enrolled in multiple sections of a teacher’s course or subject – e.g., all of a teacher’s Living Environment students across 3 sections, etc.)*[ ]  Sub-group (c*overs a sub-group of students enrolled in a teacher’s course or subject – e.g., all ELL students)* |

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| **Required Elements of an SLO** |
| 1. **Student Population**

Provide a detailed description of the student population ***included in this SLO***. Information could include, but is not limited to, the following: the number of students in the class, student characteristics (e.g., IEPs, SWD, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, any classroom supports that students receive to help them access the curriculum).1 Algebra: Courses:Algebra (MA0840)Students 17ELL 0504 2SWD 0504: no testing accommodations requiredAlgebra (MA0910)Students 31ELL 1SWD 0504 4ELL Accommodations: ELL accommodations time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. This exemption includes all transfer students initially placed in 11th or 12th grade, and includes monolingual students as well as ELLs. What exemptions apply to students who arrive in NYS and are placed in the 11th grade? A principal may grant an exemption from the Global History and Geography Regents Exam only if the student's first entry to a New York State school is in Grade 11. The principal may exempt a student from the requirement for the Regents examination in Global History and Geography ordinarily taken and passed before the date of the student's entry.504: extended time; refocus student to test; pacing prompts; directions clarified; word processor (typed responses)Algebra (MA0920)Students 14ELL 2504 2IEP 3ELL Accommodations: ELL accommodations time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. This exemption includes all transfer students initially placed in 11th or 12th grade, and includes monolingual students as well as ELLs. What exemptions apply to students who arrive in NYS and are placed in the 11th grade? 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Living EnvironmentBiology Honors (SC1040)students: 30ELLSWD504 2504 Accommodations: extended timeBiology R (SC1010)students: 11ELL: 2SWD: 1504: 5ELL Accommodations: ELL accommodations time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. This exemption includes all transfer students initially placed in 11th or 12th grade, and includes monolingual students as well as ELLs. What exemptions apply to students who arrive in NYS and are placed in the 11th grade? A principal may grant an exemption from the Global History and Geography Regents Exam only if the student's first entry to a New York State school is in Grade 11. 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CC ELAEnglish 10 Honors (EN1040)students: 22504: 2SWD: 0ELL: 0504: Separate location, access to bathroom facilities, directions repeated, listening section repeated more than the standard number of times; preferential seating, separate location, use of auditory amplification deviceEnglish 10 R (EN1010)students 43ELL: 3SWD: 3504: 6ELL Accommodations: ELL accommodations time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. This exemption includes all transfer students initially placed in 11th or 12th grade, and includes monolingual students as well as ELLs. What exemptions apply to students who arrive in NYS and are placed in the 11th grade? 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HistoryAP Euro History (SSAP 30)students 19ELL 0SWD 1504 1SWD: Refocus student to test; directions clarified,504: separate location, access to bathroom facilitiesGlobal II (SS1030)students 4SWD 4ELL 0504 0SWD: flexibility in setting; graphic organizer; use of a calculator; extended time; directions clarified, use of a calculator; word processor (typed responses); refocus student to test; use of speech to text software; check for understanding; extended time; separate location; test passage, questions, items and multiple choice; responses to read to the student; use of a calculator; directions clarified; graphic organizer; questions clarifiedGlobal History II R (SS1010)students: 56ELL: 2SWD: 4504: 9ELL accommodations: time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. 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The principal may exempt a student from the requirement for the Regents examination in Global History and Geography ordinarily taken and passed before the date of the student's entrySWD: Redirection/ refocusing; clarification of directions; check for understanding; extended time 1.5; flexible seating, use of a calculator; pacing prompts; breaks during testing; use of word processor; separate location; extended time; individual administration; use of calculator504 accommodations: administer in a location with minimal distractions; word processor (typed responses); extended time; listening section repeated more than the standard number of times; redirection; check for understanding; pacing prompts; teacher to check; extended time; directions repeatedGLOBAL History SS1020total: 8SWD: 8ELL504SWD: refocus student to test; check for understanding; use of a calculator; extended time; special location; extended time; breaks during test; cue student to use test taking strategies; test read; refocus student to test; check for understanding; use of a calculator; separate location; extended time; directions clarified; questions clarified; use of word processor; extended time; use of a calculator; separate location; questions clarified; on-task focusing prompts5.Physical Setting ScienceEarth Science (SC0810students: 61ELL:SWD:2504: 11ELL accommodations: time and a half, separate location all exams, bilingual glossaries, simultaneous use of English and alternative language test, oral translation for low incidence language, A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. 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US History and GovernmentAP US History (SSAP 11)students: 25ELLSWD 1SWD : extended time, separate locationUS History and Government R (SS1110)students 32ELLSWD 6504 2SWD: test read; student to paraphrase directions, extended time; use of a calculator; separate location, use of word processor; questions clarified, test administered in a separate location/room; extended time, test read; language in directions simplified/clarified; use of a calculator; use of word processor; pacing prompts; refocus student to test; extended time; directions clarified; paper test; redirection to task; extended time, on task focusing prompts; flexible seating; extended time; check for understanding of directions; breaks during test; administration over multiple daysUS History and Govt CT (SS1120)students 2SWD 2SWD: test read, student to paraphrase directions, extended time, use of a calculator, separate location, use of word processor, question clarified, test administered in a separate location, extended time, test read, language simplified, use of a calculator, use of word processor |
| 1. **Learning Content**

Considering the course(s)/subject(s) included in the school-wide or district- or BOCES-wide measure, what is being taught over the instructional period covered? Identify the content standard(s) and indicators that align to the SLO, including any priority standards, as applicable. English Regents: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text CCR R1;Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR R2;Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR R3;Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR R4;Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. CCR R5;Assess how point of view or purpose shapes the content and style of a text. CCR R6;Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. CCR R7;Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCR R8;Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCR R9;Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. CCR W1;Write informative/ Explanatory texts to examine and convey complex ideas and information clearly an accurately through the effective selection, organization, and analysis of content. CCR W2;Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. CCR W4;Draw evidence from literary or informational texts to support analysis, reflection and research. CCR W9;Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR L1Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCR L2Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening CCR L3Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCR L4Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. CCR L5Algebra 1 Regents: The Real Number and Quantity standards N-Q.1; N-Q.2, N-Q.3; N-RN.3Algebra: Seeing Structure in Expressions; Arithmetic with Polynomials and Rational Expressions; Creating equations; Reasoning with Equations and Inequalities standards: A-SSE.1; A-SSE.2; A-SSE.3; A-APR.1; A-APR.3; A-CED.1; A-CED.2; A-CED.3; A-CED.4; A-REI.1; A-REI.3; A-REI.4; A-REI. 10; A,REI. 11; A-REI 12; A-REI.5; A-REI.6Functions: Interpreting Functions; Building Functions; Linear, Quadratic and Exponential Models standards: F-IF.1; F-IF.2; F-IF.3; F-IF.4; F-IF.5; F-IF.6F-IF.7 (a,b); F-IF.8 (a); F-BF.1 (a); F-BF.3; F-LE.1; F-LE.2; F-LE.3; F-LE.5Statistics and Probability: Interpreting Categorical and Quantitative Data: S-ID.7; S-ID.8; S-ID.9; S-ID.9; S-ID.5S-ID.6; S-ID.1; S-ID.2; S-ID.3Living Environment Regents Exam:The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process.Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one’s thinking.Hone ideas through reasoning, library research, and discussion with others, including experts.Work toward reconciling competing explanations; clarify points of agreement and disagreement.Coordinate explanations at different levels of scale, points of focus, and degrees of complexity and specificity, and recognize the need for such alternative representations of the natural world.Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.Devise ways of making observations to test proposed explanations.Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion.Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true.Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into natural phenomena.Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data.Apply statistical analysis techniques when appropriate to test if chance alone explains the results.Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported.Based on the results of the test and through public discussion, revise the explanation and contemplate additional research.Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research.Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.Living things are both similar to and different from each other and from nonliving things.Explain how diversity of populations within ecosystems relates to the stability of ecosystems.Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.Explain how the structure and replication of genetic material result in offspring that resemble their parents.Explain how the technology of genetic engineering allows humans to alter genetic makeup of organisms.Individual organisms and species change over time.Explain the mechanisms and patterns of evolution.The continuity of life is sustained through reproduction and development.Explain how organisms, including humans, reproduce their own kind.Organisms maintain a dynamic equilibrium that sustains life.Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.Explain disease as a failure of homeostasis.Relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicelled organisms.Plants and animals depend on each other and their physical environment.Explain factors that limit growth of individuals and populations.Explain the importance of preserving diversity of species and habitats.Explain how the living and nonliving environments change over time and respond to disturbances.Human decisions and activities have had a profound impact on the physical and living environment.Describe the range of interrelationships of humans with the living and nonliving environment.Explain the impact of technological development and growth in the human population on the living and nonliving environment.Explain how individual choices and societal actions can contribute to improving the environment.Follows safety rules in the laboratorySelects and uses correct instrumentsUses a compound microscope/stereoscope effectively to see specimens clearly, using different magnificationsDesigns and uses dichotomous keys to identify specimensMakes observations of biological processesDissects plant and/or animal specimens to expose and identify internal structuresFollows directions to correctly use and interpret chemical indicatorsUses chromatography and/or electrophoresis to separate moleculesDesigns and carries out a controlled, scientific experiment based on biological processesStates an appropriate hypothesisDifferentiates between independent and dependent variablesIdentifies the control group and/or controlled variablesCollects, organizes, and analyzes data, using a computer and/or other laboratory equipmentOrganizes data through the use of data tables and graphsAnalyzes results from observations/expressed dataFormulates an appropriate conclusion or generalization from the results of an experimentRecognizes assumptions and limitations of the experiment Physical Setting/Earth Science:Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutionsStudents will access, generate, process, and transfer information, using appropriate technologies.Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.Global History:1. Gathering, using and interpreting evidence2. Chronological reasoning and causation3. Comparison and contextualization4. Geographic reasoning5. Economics and economic systems6. Civic ParticipationShift #1: Focus on Conceptual UnderstandingShift #2: Foster Student Inquiry, Collaboration, and Informed ActionShift #3: Integrate Content and Skills PurposefullyStudents can analyze sources and use evidence to create and analyze discipline-based (e.g. geographic, economic, political and/or historical) claims.Students can analyze how events are related chronologically and the geographic, economic, political and/or historical causes and effects of those events.Students can analyze how the context of time and place affect discipline-based issues and historical events, and also compare issues and events across time and place.Students can analyze discipline-based issue and demonstrate an informed course of action.10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, costal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems. (Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context. (Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to cooperate. Globalization and population pressures have led to strains on the environment. (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)US History Regents1. Gathering, using and interpreting evidence2. Chronological reasoning and causation3. Comparison and contextualization4. Geographic reasoning5. Economics and economic systems6. Civic ParticipationShift #1: Focus on Conceptual UnderstandingShift #2: Foster Student Inquiry, Collaboration, and Informed ActionShift #3: Integrate Content and Skills PurposefullyStudents can analyze sources and use evidence to create and analyze discipline-specific arguments (e.g., history, civics, economics, and/or geography).Students can analyze how historic events are related chronologically and the historic, political, social, economic, and/or geographic causes and effects of those events.Students can analyze how the context and time and place affect discipline-specific (e.g. history, civics, economics, and/or geography) issues and events, and compare issues and events across time and place.Students can analyze important constitutional and civic issues in historic and present settings, various attempts to address those issues, including possible alternate courses of action, and discuss, or when applicable, demonstrate an informed course of action.11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at time led to conflict. A variety of factors contributes to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led to the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to oversees expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. (Standards: 1, 4; Themes: ID, TCC, SOC, CIV)11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influence foreign and domestic policy for more than 40 years. (Standards: 1, 2, 3; Themes: TCC, GOV, ECON)11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present) The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define tis role in the world. (Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH) |
| 1. **SLO Interval of Instruction**

 *Choose One*  [x]  Year SY 2023 - SY 2024  [ ]  Other  | *Days of Instruction (select all that apply):*[x]  M [x]  Tu [x]  W [x]  Th [x]  F  Additional information (if applicable): Click here to enter text. If *Other*, provide rationale (i.e., semester long course). Rationale: Click here to enter text.  |
| 1. **Evidence**

Which State-administered, -developed, or -approved assessment(s) will be used to measure student growth?K-5 teachers at North Salem School District used a district wide measure based on 6 Regents exams (Algebra I, ELA, US History, World History, Earth Science and Living Environment)  |
| 1. **Baseline**
	1. Describe which data will be used to measure student learning for the student population ***included in this SLO*** at the beginning of the interval of instruction including why the selected baseline data is a good predictor of student growth by the end of the year. This can include, but is not limited to: historical data, local trend data, formative assessment data, student self-assessment data and/or pre-assessment data.

Historically, in the North Salem Central School District, 92% of students have scored proficient (65%) or better on each of the 6 Regents Assessments; and 26% of students have scored at mastery level (85%) or better on each of the 6 Regents Assessments.* 1. Considering all available baseline data, identify the starting level of students at the beginning of the interval of instruction. List the baseline information below or on an attached spreadsheet (can be combined with the Target information, below).

The starting baseline of students at the beginning of the interval of instruction is 65%. |
| 1. **Target**

What is the expected outcome by the end of the instructional period? (All targets must include a minimum of one year of expected academic growth as determined locally consistent with Department Guidance)1. Choose One

[ ]  Differentiated *(each student has their own growth target. E.g., Each student on the roster has been given an individualized target that reflects a minimum of one year’s expected growth based on a review of the available baseline data.”)*[ ]  Tiered *(students within certain baseline data tiers have correlated growth targets. E.g., “Students with baseline scores of below 55 are expected to score 2 or better; students with baseline scores of 56-70 are expected to score 3 or better; students with baseline scores of 71 and above are expected to score 4.”)*[ ]  Targeted (*Sub-group(s) of students are the focus of the SLO goal. E.g., “All students who entered the classroom reading below grade level are expected to move up at least two reading levels.”)* [x]  Whole class growth target (E.g., *“All students are expected to meet the minimum rigor expectation of proficiency [or other target].”)*1. How does the chosen target setting model best reflect the learning goals that are set for all students?

All students are expected to meet the minimum rigor expectation of proficiency and will be provided with differentiated support to at minimum meet this target which is necessary to obtain a Regents Level Diploma. 1. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval on the selected form of assessment. List the growth target information below or on an attached spreadsheet. If differentiated targets are selected, please ensure that all students included in the SLO have a target listed.

All students are expected to obtain a 65% or better on each of their Regents assessments by the end of the SLO interval. |
| 1. **State-determined HEDI criteria**

LEAs must use the State-determined scoring ranges to determine final scores and HEDI ratings. These percentages reflect the percent of students who met the targets.

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| **HIGHLY EFFECTIVE** | **EFFECTIVE** | **DEVEL-OPING** | **INEFFECTIVE** |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  97-100% |  93-96% |  90-92% |  85-89% |  80-84% | 75-79%  | 67-74%  | 60-66%  | 55-59%  | 49-54%  | 44-48%  | 39-43%  | 34-38%  |  29-33% | 25-28%  |  21-24% |  17-20% |  13-16% | 9-12%  |  5-8% | 0-4%  |

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| 1. **Rationale**

Describe the reasoning behind the choices regarding the elements of the SLO. How does your instructional practice contribute to the growth of the students taking the selected assessments? How will the school-wide or district- or BOCES-wide results inform your instructional practice and help to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness? Click here to enter text.  |

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| **Additional Questions to Help Inform Instruction** |
| **Instructional Strategies** Describe the best instructional practices you will use to help students develop knowledge, skills, and abilities that will help them to succeed in the content areas related to this school-wide or district- or BOCES-wide SLO. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning process?Click here to enter text. |

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| **Reflection*** 1. **Percentage of Students who met Growth Targets**

Select the percentage of students who met their growth targets from the dropdown list by double-clicking on the chart below. The HEDI Score and Rating will auto-populate based on the State-determined scoring ranges. * 1. **Reflection on Data**
		1. How does the data inform your instructional practice, goal setting, or professional learning for next year?

Click here to enter text.* + 1. What is something that worked well and you will continue to do, and something that you would like to do differently next year?

Click here to enter text. |