

Content Standards

GRADUATION STANDARD: World History

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the world and as it relates to community, the state, and the United States. (MLR E)

FOUNDATIONAL CONCEPT: Comparative Government

By the end of 12th grade student should be able to ...

Compare and evaluate various forms of government and political systems in the United States and the world, and evaluate their impact. (MLR B1 D-E; B3 A)

ESSENTIAL LEARNING TARGET: Understands (Abstracting) the similarities and differences between the major world systems of government and the impacts those systems have on past and/or present issues, Level A

Score of 3= (Abstracting)

Score of 4= (Analyzing Perspectives)

Student Population

19 students total

4 identified as Academically Gifted for mathematics

3 Special Ed - 2 students with IEPs in ELA and 1 with Autism

4 RTI plans - all for attention and organization issues

2 504 - due to anxiety and therefore require accommodations and considerations regarding participation in class discussion and taking tests

Baseline Data

- PSAT scores for reading
- Previous scores on ELTs from Civics & Government Graduation Standard in the foundational concept of US Constitution and Legal System
- Previous scores the 21st century skill Communication in the foundational concept of Constructing Arguments
- Previous scores the 21st century skill Critical Thinking in the foundational concepts of Analyzing Arguments and Seeks Connections
- Formative tasks to ascertain awareness of world geography, current world leaders, current governments of countries

Student Baseline Data Results

Based on review the baseline data it is possible to break this group of students into three groups: those likely to exceed, those likely to meet, and those likely to partially meet.

% of students likely to exceed target: 5% (1)

(A) This student currently shows strong reading skills for informational texts. His performance on targets associated with understanding US government indicates that he has an exceptional understanding of not only the structure and function of the system but

its evolution. Likewise, he has shown proficiency in constructing arguments in history as well as analyzing arguments and seeking connections.

% of students likely to meet target: 68% (13)

This group is actually 3 different subgroups: (B) weak readers/ strong content; (C) strong readers / weak content; (D) adequate readers / adequate content

(B) This group of students clearly understands the earlier concepts around the structure and function of the US government. Their solid grasp of the US government structure will allow us to create a framework which they can use to analyze and compare other government. Given their lower/weaker reading skills and interest, scaffolding will be necessary to ensure that they can access the primary documents that will be used in class. They appear solid in their with argument and seeking connections.

(C) This group will have no problem reading the documents and resources, but about half of the group has not shown a solid understanding of the functions of a government and how structures are related to function. The other part of the group appears to have the basics of government and in constructing an argument. They appear to have less skill at analyzing an argument as well as weakness in the ability to seek connections.

(D) This group is similar to the latter part of group C in that they have the basics of government structures and some partial proficiency in constructing arguments and seeking connections. They have weak or no skills at analyzing information and making inferences about it.

% of students likely to partially meet target: 26% (5)

(E) This group of students has serious deficits in their ability to read complex texts and/or to infer understanding. They show a lack of ability to construct and analyze arguments or see connections among ideas or concepts.

Instructional Strategies

Whole Class

Providing Specific Feedback - Descriptive feedback will be used with all students. Students will receive the learning progressions (pyramids) for the ELT and for the 21st century skills they will need to use in conjunction with history content. Students will know how every task connects to the "I can" statements on the progressions and will receive feedback that tells them which "I can" statements they do well and which ones will need to be worked on further before moving on.

Group A

Developing Metacognition - This student is very capable and is definitely further along in learning of this content. This student has been inclined to rely on his strong skills and understanding and not take initiative to go deeper or be thorough. To deepen his approach to learning we will use the following metacognitive strategies of self-reflection and self-questioning.

Group B

Developing Vocabulary - To facilitate the reading skills for these students we will focus on developing their vocabulary specific to world governments. We will create an interactive word wall (digitally) and we will learn the triple entry vocabulary journal technique. This is a strategy that will be used with all students, but is in place to particularly benefit this group.

Group C

Activate Prior Knowledge - This group is split on how well they understand that governments have structures and that those structures allow for certain functions. Teasing out what the group knows and to what extent will help fill gaps for some students and will support construction of new knowledge. The anticipation guide tool will work well for such mixed group of students, validating the knowledge of some, and filling in missing pieces for others. This is a strategy that will be used with all students, but is in place to particularly benefit this group.

Group D

Gradual Release and Making Inferences and Drawing Conclusions - Since this group has the basics of government structures and some partial proficiency in constructing arguments and seeking connections I will try to make this process more concrete for them by providing a lot of modeling of me using the "inferences notes wheel" tool. I will give them partially completed wheels to begin the release process until they can do it on their own for familiar topics then new topics.

Group E

Gradual Release and Making Inferences and Drawing Conclusions - This group is similar to group D so the same strategies will be employed here with the exception of supports provided in reading the materials (i.e., read with instructional support help, read-aloud options on computer, smaller excerpts, word bank, etc.)