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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Contributions and impact of Native American Indians, explorers, mountain men and pioneers.  **Standard(s):** Utah Studies Core Standard 2 – Students will understand the contributions of Native American Indians, explorers and Utah’s pioneers.   * Objective 1: Examine the contributions of Native American Indians to the culture of Utah. * Objective 2: Investigate the importance of explorers to Utah’s settlement. * Objective 3: Describe the significance of pioneers in Utah history.   **Student Learning Goal:** Students will identify and explain the contributions of various groups (i.e., Native American Indians, explorers, mountain men, pioneers) to Utah’s culture and development and will be able to justify, in writing, their impacts.  **Time Span for SLO Cycle:** Term/Semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Task: Select a group of people (Native American Indians, explorers, mountain men or pioneers) that you believe has had the most influential impact on Utah. Justify your choice in a five-paragraph argumentative essay. Consider the influence on the ethnic, multicultural, religious, scientific and technological aspects of Utah’s development.    **[Scoring Rubric](https://webertube.com/download.php?key=3cba8dc34b9ae43b1495)** | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?   * Variety of activities and assignments – see Curriculum & Instruction section * Continued writing | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Select a group of people (Native American Indians, explorers, mountain men or pioneers) that you believe has had the most influential impact on Utah. Justify your choice in a five-paragraph argumentative essay citing evidence from class discussions, readings, additional research and collaborative interactions. Consider the influence on the ethnic, multicultural, religious, scientific and technological aspects of Utah’s development.  **[Scoring Rubric](https://webertube.com/download.php?key=3cba8dc34b9ae43b1495)** | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Advanced**  (14-16 Points) |  |  |  |
| **Proficient**  (10-13 Points) |  |  |  |
| **Approaching Proficiency**  (7-9 Points) |  |  |  |
| **Novice**  (0-6 Points) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  Any topic can be used:   * Class Debate * Take a stand class activity * Philosophical Chair * Fact vs. Opinion activity * Primary vs. Secondary sources activity | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?* | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand? | | | |
| How will you extend or deepen learning for students who are already proficient? | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (above standards, meets standards, approaches standards, below standards) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (above standards, meets standards, approaches standards, below standards) students? | | | |