



Worthington Independent School District 518

Essential Outcomes & Student Learning Targets

Standards define expectations for the educational achievement of all students. The Essential Outcomes listed below were

determined through a process of evaluating standards based on; endurance, leverage, readiness, and "high testing value." A learning target describes the standard from a student's point of view.

Team SMART Goal (Based on a quarter or trimester):

Rationale for SMART Goal (Why did the PLC select this SMART goal?):

Below is a summary of the Essential Outcomes and learning targets for the listed grade/team and subject.

Grade/Team: 7th grade	Subject: social studies
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Essential Outcomes: Students will read and apply the six goals of the Constitution, that's stated in the Preamble of the Constitution (7.1.2.3.1)

Learning Targets:

I can sing the Preamble and have a written assessment of the Preamble to the Constitution, where they will have to give examples for each goal.

Assessment of ELO 1: Students can sing the Preamble and have a written assessment of the Preamble to the Constitution, where they will have to give examples for each goal.

Essential Outcome:

Students will analyze the rights and restrictions that are defined by the amendments of the Bill of Rights in the United States Constitution. They will demonstrate that understanding by restating those ideals in their own words.

Learning Targets:

LT1- I can name all ten amendments of the Bill of Rights.

LT2- I can express how the Bill of Rights applies to my life.

Assessment of ELO 2: Students can Create and present a digital poster restating the ideas and freedoms of the Bill of Rights. Will also be assessed by a written test on the Bill of rights and a sample Citizenship test.

Essential Outcome:

Students will know the history and development of the two major political parties. Students will also know and understand today's political parties and the platform. (7.1.1.1.1)

Learning Targets:

LT1- I can explain the history and views of the first U.S. political parties.

LT2- I can create a poster that describes the views of modern political parties.

Assessment of ELO 3: Students can create a poster of the first two political parties of the United States and or the current political parties of today.

Essential Outcome:

Students will comprehend the election process of electing the President of the United States. (7.1.4.9.1)

Learning Targets:

LT1- I can create a project that displays the Presidential election process.

LT2- I can discuss the modern political issues that concern me most.

LT3- I can examine political parties and their view to find which one best suits me.

Assessment of ELO 4: Students will discover which party they align to and will produce a research project/presentation based on that party's candidate/platform.

Essential Outcome:

Students will analyze the movement of Westward Expansion and the ideas of Manifest Destiny (7.4.4.18.1)

Learning Targets:

LT1- I can show on a map the path that Lewis and Clark took to the Pacific.

LT2- I can tell you the goals of the Lewis and Clark expedition.

LT3- I can explain why settlers were drawn to the frontier.

Assessment of ELO 5: Students can design a power point or poster that describes in detail the Lewis and Clarks expedition.

Essential Outcome:

Students will investigate the causes of the Civil War. Also, student will be able to identify the strategies and outcomes of the Civil War. (7.4.4.19.1)

Learning Targets:

LT1- I can compare and contrast strategies of the North and South during the Civil War.

LT2- I can explain why Abraham Lincoln issued the Emancipation Proclamation, and its affect on the war.

LT3- I can describe the significance of the battles of Vicksburg and Gettysburg.

LT4- I can explain how the Union used a new type of war to achieve victory, and describe how the war ended.

Assessment of ELO 6: Students can percolate a timeline of battles, political, and social events of the Civil War.

Essential Outcome:

Students will discover and describe how the Industrial Revolution changed the way of life in the United States. (7.4.4.20.1)

Learning Targets:

LT1- I can list the reason why industry grew rapidly after the Civil War.

LT2- I can summarize how working conditions changed as industry grew.

LT3- I can describe why cities grew in the 1800s, and the problems people living there faced.

Assessment of ELO 7: Students can research an invention of the industrial revolution and explain its impact on the American way of life.

Essential Outcome:

Students will investigate what caused WWI and the outcomes of the war. (7.4.4.20.7 &.8)

Learning Targets:

LT1- I can explain the factors that led to the outbreak of war in Europe.

LT2- I can show how American forces contributed to ending fighting.

LT3- I can discuss the agreement that ended the fighting and explain the plan to prevent another world war.

Assessment of ELO 8: Students can design a war propaganda poster showing how the U.S. promoted a unified front towards the war effort.

Essential Outcome:

Students will summarize the causes that led to WWII and describe the impact the United States had on the War. (7.4.4.21.4)

Learning Targets:

LT1- I can discover how World War II began in Europe, and how Germany, Italy, and Japan embarked on a path of military conquest.

LT2- I can understand how the United States prepared for war and strengthened its ties with the Allies, and why the United States finally entered World War II.

LT3- I can find out how the United States built its military and converted its economy to meet wartime needs.

LT4- I can explain how World War II affected Japanese Americans and other groups of people at home.

LT5- I can describe how the Allies were finally able to defeat Germany and achieve victory in the Pacific using a new powerful weapon.

LT6- I can examine and explore the horrors of the Holocaust.

Assessment of ELO 9: Students can forge a timeline of the events that led to the start of the war, the events during the war, and the events that led to the end of the war.