

6th Grade Social Studies Student Learning Goal Template

Specific Context	6 th Grade social studies classroom.
Content	Social Studies – US Studies
Baseline Data:	Previously each student wrote a position paper supporting or opposing President Truman’s decision to drop nuclear weapons on Japan during World War II. Their writing was assessed using the grade 6-8 Social Studies Argumentative Writing Rubric (based upon the writing arguments objectives in the social studies literacy standards and objectives for grades 6-8). No students had a score of 10, 9, 8 or 7, four students scored a 6, four students scored 5, ten students scored 4, two students each scored 4 and 3, one student scored 2 and no one scored a 0 (scale score was from 10-0).
Goal:	Sixth grade students will be able to write arguments focused on discipline-specific content. Students will score a 7 or above on the appropriate grade 6-8 Argumentative (writing) rubrics.
Strategies for Attaining Goal:	<ul style="list-style-type: none"> • Students will complete a KWL chart on Nuclear Power and revisit it before writing their essay. • Use graphic organizers to categorize and prioritize the positive and negative aspects of nuclear power. • Demonstrate the use of Observe/Reflect/Question in the analysis of primary and secondary source documents pertaining to Nuclear Power. • Compare and contrast the Chernobyl disaster with Fukushima Tsunami Disaster. Then pose the question “how could these have been avoided”? • Using the RAFT strategy, students will pretend they are head of the Environmental Protection Agency writing a press release on the safe use of nuclear power. • Facilitate a debate on the pros and cons of nuclear power. • Model writing arguments through collaborative lessons on the topic of nuclear power and weapons. • Facilitate the practice of students using the writing rubrics for self-assessment during the writing process.
Collaboration:	Social Studies teachers will collaborate with ELA teachers to create and/or adapt school-wide writing rubrics to align with the grade 6-8 Literacy Standards and Objective for Social Studies. They will also work together in teams identify topics for cross-curricular events that support this type of writing.
Measures:	Students will independently write an argumentative essay either supporting or opposing the use of nuclear power. These essays will be graded using the grade 6-8 Social Studies Argumentative Writing Rubric in addition to a grade for content. Students will score a 7 or above on the appropriate grade 6-8 Argumentative (writing) rubrics. Individual feedback will be provided.