

*Training for the New Georgia Performance Standards
Day 4: Lessons Within a Unit*

Facilitator's Guide Social Studies 6-12

Description of Facilitator's Guide

This guide is designed to assist you in your redelivery of day four training. Each page consists of slides corresponding with those on the PowerPoint as well as bulleted notes of important points to make in your redelivery. You are encouraged to make this presentation your own. The facilitator's guide is not scripted so that you can put things in your own words and choose what needs emphasis in your district. Where appropriate we have placed emphasis (in bold) on certain key phrases or statements that are important to the GPS rollout.

The facilitator's guide is divided into parts so that you can redeliver small segments of the training in the likely event you will not have a block of time sufficient to redeliver the training in its entirety. This guide will serve as a companion to the online training.

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PART I: Intro to Day 4

INTRODUCTION TO SOCIAL STUDIES GPS TRAINING

TIME: 5 minutes

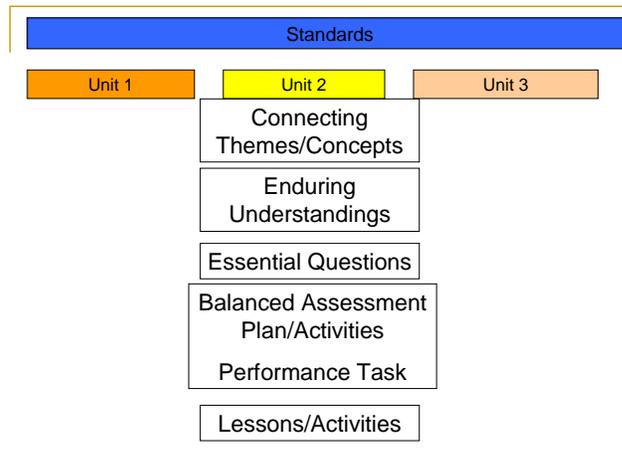
OVERVIEW: Quick review of the process so far.

DESIGNING UNITS
for
SOCIAL STUDIES GPS

Day 4:
Lessons within a unit

Overview of Day 4

- Review of Performance Tasks
- Relationship between units and lessons
- Types of activities
- Lesson Development



KEY POINTS

- Today we will be working on the lessons/activities section of the template. The lessons/activities are designed to support everything done up to this point.
- This template should be followed for each unit
- Not intended to be done by one person. Best if done at school or district level.

Part II: Relationship between Units and Lessons

TIME: 45 minutes

OVERVIEW: This section includes a discussion of what is meant by a unit and a lesson. The activity at the end allows participants to look at certain topics and determine whether they function better as units or lessons.

Relationship between units
and lessons

The Unit

- Combines multiple standards/elements under a large heading applying *to many big ideas and topics*
 - One standard is NOT a unit
 - Composed of *multiple* lessons
 - Consists of multiple enduring understandings/themes
-

Key Points

- Think of units as LARGE segments. Units, as defined here, are not the kinds of things addressed by one chapter in a book.
- The goal of a unit is to organize a large amount of information under some common heading. This is what your elaborated unit focus is intended to explain.
- Since there will be multiple topics, there should naturally be multiple themes in a unit to organize the topics and provide scaffolding for the students.

The Unit

- Taught over an extended time period
 - Typically several weeks
 - Should have a culminating performance task/assessment
 - The performance task allows students to demonstrate mastery of the standards
-

Key Points

- Remember, you're teaching multiple standards/elements with multiple themes.
- A unit might only have one major performance task at the end, but will have other assessments throughout the unit.

The Lesson

- Addresses one or more elements
 - Guided by an essential question
 - May be taught over several class periods
 - Has some kind of assessment attached to it
 - Balanced Assessment Plan
 - Number of lessons will vary depending on size of unit
-

Key Points

- Need to get out of the mind-set that lessons **MUST** be taught in **ONE** class period.
- Lessons will vary in length depending on amount of content in a unit **AND** difficulty of content.
- No “correct” number of elements per lesson. No “correct” number of lessons per unit.

The Lesson

- Uses **content from the standards and elements** to address essential questions and enduring understandings
 - Balanced Assessment Plan will help with lesson planning
 - Targets a specific component of the performance task
 - Incorporate skills into lessons
-

Key Points

- Making connections to **CONTENT** is the whole point of a lesson. What in the standards supports the enduring understanding?
- The balanced assessment plan shows what students will **DO** to demonstrate understanding; lessons should be designed to move students forward.
- Using the standards, incorporate skills from the skills matrix into lessons where appropriate. This is also practice for the performance task.

Lesson or Unit?

- Using page 20 in you FG, discuss in your group whether each of the items listed would function better as a lesson or a unit.
- Be prepared to explain

Goal of Activity

- To determine which items function better as a unit or lesson and explain.

Activity

- Have participants in small groups read and discuss each item in terms of whether it would typically be a unit or a lesson.
- Bring the group together and discuss as a large group.
- “Answers” are on PowerPoint.

Part III – Connecting Lessons to Enduring Understandings

TIME: 30 Minutes

OVERVIEW: In this section we will look at the significance of lessons in terms of connecting them to the enduring understandings. The activity at the end of this section gives participants a chance to begin making connections between the standards and enduring understandings.

Connecting lessons to Enduring Understandings

Connecting Lessons to EUs

- Enduring understandings are designed to be supported by CONTENT FROM THE STANDARDS and ELEMENTS
- Consider all perspectives of an EU
 - Are there positive and negative aspects?
 - Are there exceptions?
 - Is there an example that challenges the EU?

Key Points

- Remember from Day 2 that enduring understandings are not supposed exist on their own. They are there to provide an organizational structure for the content.
- When looking for content to support the enduring understanding, consider the various components of the EU. Think about different interpretations as well as exceptions.

Connecting Lessons to EUs

- **Students will understand that movement of ideas, people, and culture have both positive and negative impacts on the development of societies.**
- Standards: WH4, 5, 6, 7
 - What were the positive and negative impacts of trade on cultures involved?
 - What were the positive and negative impacts of religious ideas and conflicts on the cultures involved?

Connecting Lessons and EU's

- Lessons should have times where students discuss and evaluate various interactions and their impacts.
 - Trans-Saharan trade
 - Stabilization of trade between China and Mediterranean world
 - Impact on growth of cities
- Student should explain how the material in the unit supports the broad ideas in the EU.

Key Points:

- Lessons should be designed to get to positive and negative impacts of trade and religious beliefs in this unit.

Connecting lessons to EUs

- **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**

Standards: SSCG 5, 16a, 17, 18

Which existing documents or rules apply in this unit?

What are/were the contemporary values and have they changed over time?

Key Points:

- Based on the EU here, there are two components to the distribution of power in a government. The goal of the lessons, then, is to teach content that supports, defines, or clarifies these components.

Connecting lessons to EUs

- Which existing documents or rules apply in this unit?
 - US Constitution (enumerated powers, supremacy clause, jurisdiction of courts)
 - Georgia Constitution (structure of state government, sources of revenue, services provided by state and local government)
- What are/were the contemporary values and have they changed over time?
 - Denied powers, relationship between levels, ongoing debate, initiative, referendum, recall

Key Points:

- Items under questions on slide come from standards and elements.
- NOTE: The answers to those questions will change in each unit that I use that particular theme.

Connecting lessons to EU

- Given an enduring understanding, locate content that could be used to support that enduring understanding.
- Page 21 in your FG.

Goal of this activity:

To locate content that could be used to support an enduring understanding.

Activity:

- In small group or individually, look through the 6-12 standards for items that support the enduring understanding you have been given.
- In the space provided, write the standard number and element letter for things that support the EU.

Part IV: Selecting appropriate strategies

Time: Minutes

Overview: Discussion and development of strategies for lessons.

Selecting appropriate
strategies

Covering vs. Uncovering:

What does it mean to “uncover?”

- Bringing the “big ideas” to life
- Focusing on learning, rather than teaching
- Helping students to understand, not just remember the understanding of others
- Incorporating a number of different teaching strategies that are driven by the achievement targets
- Teaching for breadth and depth

Key points:

- Remember the third principle of conceptual teaching...the importance of self-monitoring. Working towards “uncovering” will better align with this principle than “covering.”
- Second bullet is key. The focus of our lesson planning should be geared towards what will help students understand, not what is fun to teach.
- Whenever possible, try to select strategies that put the student in control of the learning.

Teaching for Breadth and Depth

Depth

- Unearth it
- Analyze it
- Question it
- Prove it
- Generalize it

Breadth

- Connect it
- Picture it
- Extend it

Key Points:

- The idea is to balance depth and breadth.
- Designing lessons with “uncovering” in mind will help with depth. The enduring understandings and connecting themes will allow for greater breadth.

Use LOTS in lesson planning

- LOTS = Language Of The Standards
- Describe, analyze, evaluate, compare, illustrate, etc
- Be sure to incorporate skills matrix here as well
- REFER TO PAGE 22 in Facilitator's Guide

Key Points:

- Make sure your lessons have the students do what is required by the standard/element.
- Refer to page 22 in FG

Brainstorming Activity

- Take 2 minutes to write down ANY form of classroom activity/strategy that comes to mind
- Give one/Get one activity
 - Compare list with others
 - Give one of your assessment types to partner and get one from them
- Goal is to get a big list of activities/strategies to use in the next activity
- Pg. 23

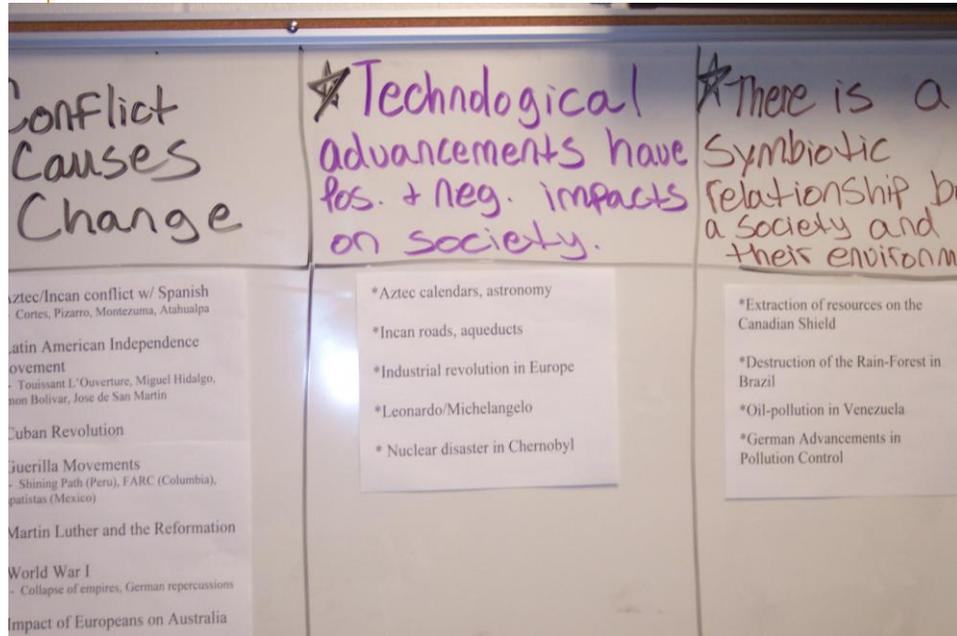
Goal of activity:

- To create a list of various classroom strategies for use in the next activity.

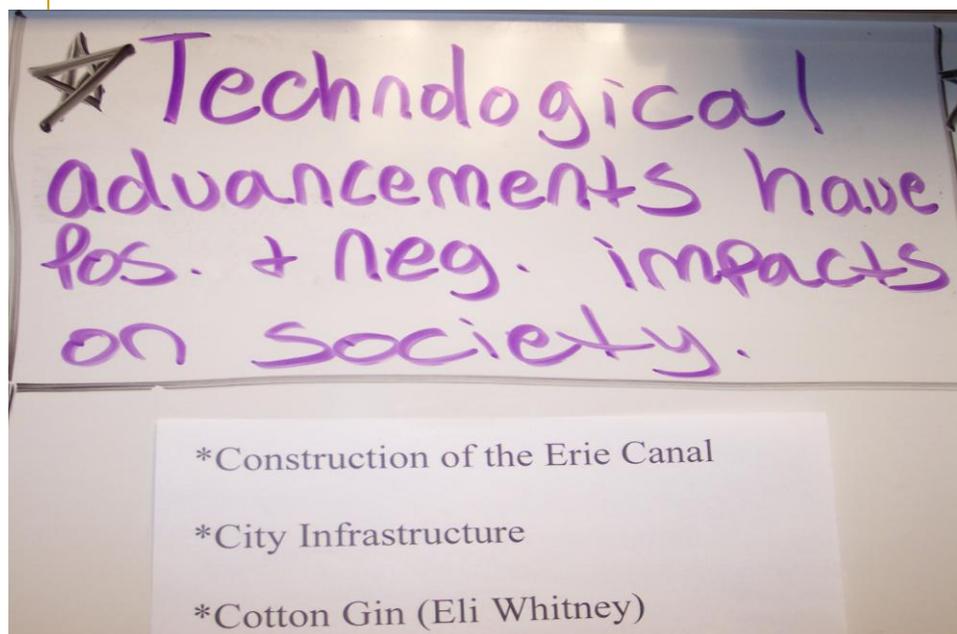
Activity:

- Take 2 minutes to write down any form of classroom strategy you can think of. NOT ASSESSMENTS this time, but teaching strategies.
- After the 2 minutes, move around the room and talk to others. Get a strategy or two from their list and give them one or two of yours.

THE CONCEPT WALL



THE CONCEPT WALL



Key Points:

- The concept wall organizes key content and vocabulary into the enduring understandings you are using for your course.

Student Centered vs. Teacher Centered

- SCALE-UP project* (NC State University) found use of student centered teaching with undergraduates:
 - Increased problem solving ability
 - Increased conceptual understanding
 - Improved attitudes
 - Reduced failure rates
- (Beichner and Saul 2004)

Key points:

- Rather than lecture hall, students were put into large room with round tables in small groups.
- After a brief introduction to the topic, students were given a task to complete. Students were responsible for discovering and explaining the content. Professors served in an advisory role, correcting misconceptions when they occurred.
- Professors then asked students to make generalizations about what they had learned.

Student Centered vs. Teacher Centered

<ul style="list-style-type: none"> ■ Student Centered Lessons □ Students are focus of activity □ Teacher as facilitator, mentor □ Typically inquiry based with students searching for solutions/answers □ NOT ALWAYS GROUPWORK! 	<ul style="list-style-type: none"> ■ Teacher Centered Lessons □ Teacher is primary focus □ Teacher as "information source" □ Typically lecture based (but not always)
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Key points:

- This chart provides a VERY general synopsis. There are always exceptions.
- The key difference is in who takes the majority of the responsibility for learning.
- Even in a student centered classroom the teacher will model and provide examples for the students to follow.

Student Centered vs. Teacher Centered

- A healthy balance is desirable
- Anything done day after day has the potential to become boring and routine
- Some content naturally lends itself to student centered instruction
- Both styles require the teacher to be well versed in the content

Key points:

- One style is not intended to be used “exclusively.” There are some college preparation skills that are well served using teacher-centered practices.
- Student centered instruction still requires the teacher to be actively involved. Discovering and assisting with misconceptions is the whole point.

Categorizing Activity

- Using the list of strategies created earlier, categorize each activity as either student centered or teacher centered
- This will help to balance your lessons
- Pg. 24

Goal of activity:

- To apply descriptions of teacher/student centered to the list of strategies created earlier.

Activity:

- Using the list of strategies created, categorize each as primarily teacher centered or student centered.

Lesson planning activity

- You will be given an enduring understanding and a standard/element that supports it.
- Develop a rough outline (using the list of strategies you created) of a lesson that could be used to teach that standard/element in terms of the given enduring understanding.
- Write your lesson idea on poster paper and post
- Pg 25

Goal of activity:

- To attach strategies to standards in preparation for writing lessons.

Activity:

- Use the given information in your content area to develop a rough outline of a lesson.
- Do not get overly detailed, but explain in a paragraph or so what you might do to teach that element.

What do I do now?

- Design lessons that achieve the goals of the standards in terms of your themes/concepts!
 - *Easier said than done!*
- RE-READ the standards and elements to see what is required of the student
 - Describe, analyze, identify, trace, explain, etc
- *Think in terms of how the lessons will connect!*

Key Points:

- Main idea here is to make sure that your lessons are getting at what's in the standard. Remember, the standards are the MINIMUM to teach.
- Lessons should connect ideas. Each lesson you design should fall into a logical sequence.

LUNCH

DRAFT

Part V: Writing Lessons**Time:** 3 hours**Overview:** The rest of the day will be spent writing lessons for your unit.

Writing Lessons

Writing Lessons

- Use the performance task you created yesterday OR your balanced assessment plan for day 2
- Format does not necessarily matter, but use the checklist on page 27
- If you finish one lesson quickly, begin work on a second one
- When finished, have TWO of your peers read it and offer suggestions/comments

Goal of this activity:

- To begin to develop USEABLE lessons for a unit
- To peer review other lessons and discuss strategies

Activity:

- Allow sufficient time for all participants to write a lesson using the format of their choice. **IF YOUR SYSTEM HAS A PARTICULAR FORMAT, USE THAT!!!!**
- When all participants have at least one lesson written, have 2 different people review it and offer suggestions/comments.

Days 5 and 6

- Day 5: Differentiation in the classroom.
 - The standards are for ALL students. What can be changed and manipulated in the way teach and assess the standards to reach ALL students?
 - Day 6: The importance of teacher commentary.
 - How can FORMAL teacher commentary be used to help students understand?
-

Key points:

- This is the tentative plan for days 5 and 6 next year.
- Dates/locations have not been finalized.

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Any unresolved issues or unanswered question

UNIT or LESSON?

- 1) Changing role of women in US History.
- 2) Importance of oil to the Middle East
- 3) Impact of the Great Schism
- 4) Georgia at War
- 5) Characteristics of early African Societies
- 6) Southeast Asia Today
- 7) Women and the Civil War
- 8) America's Legal System
- 9) Civil Rights Movement in Georgia
- 10) Principles of Macroeconomics

Connecting EUs to content

Find a standard/element in each course 6-12 that could be used to support each of the EUs below. Write the standard and element number/letter in the appropriate box.

Students will understand that technological advancements have consequences, both intended and unintended, for a society.

6 th :	WH:
7 th :	USH:
8 th :	AMG:
WG:	ECON:

Students will understand that conflict produces change in society.

6 th :	WH:
7 th :	USH:
8 th :	AMG:
WG:	ECON:

Action Words Frequently Used in the Social Studies GPS

ANALYZE: discuss factors that contributed to item; discuss the impact of item on other items; discuss how item changed

COMPARE: give similarities and differences; may include contrast

DEFINE: give specific characteristics, traits; give unique qualities

DESCRIBE: give general characteristics, traits; tell about various aspects of topic

EVALUATE: provide a value judgment; present multiple opinions; discuss before and after item; may include comparing intended consequences with outcome

EXPLAIN: state reasons for or consequences of a topic; give a detailed account of how something happened

IDENTIFY: list; give name from description; choose from a group

ILLUSTRATE: use specific examples; put into visual or graphic

LOCATE: find on a map; indicate when on timeline

TRACE: provide background for; could mean literally on a map or graph

**Compiled by Bill Cranshaw and Chris Cannon with additional information provided by Mike Bergquist*

BRAINSTORMING PAGE

STUDENT CENTERED	TEACHER CENTERED

Creating Lessons Activity

Course: **6th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS6CG2 The student will describe modern European governments.**

Element: **c. Describe the purpose of the European Union and the relationship between member nations.**

Course: **7th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS7H9 The student will describe the major developments in eastern Asia during the 20th century.**

Element: **b. Explain the rise of Mao Zedong to power; include the long march, the establishment of communism, the Great Leap Forward, and the Cultural Revolution.**

Course: **8th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.**

Element: **d. Discuss the impact of Andrew Young on Georgia.**

Course: **World Geography**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.**

Element: **e. Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa.**

Course: **World History**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSWH20 The student will examine change and continuity in the world since the 1960s.**

Element: **d. examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher**

Course: **US History**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSUSH25 The student will describe changes in national politics since 1968.**

Element: **d. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.**

Course: **American Government**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSCG10 The student will describe the legislative process including the roles played by committees and leadership.**

Element: **b. Explain the function of various leadership positions within the legislature**

Course: **Economics**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.**

Element: **c. Explain how an increase in sales tax affects different income groups.**

Lesson Plan Checklist

- Is **DIRECTLY** linked to standards and/or elements
- Addresses one or more **CONCEPTS/THEMES** or **ENDURING UNDERSTANDINGS**
- Content **DIRECTLY** supports Enduring understanding
- Addresses one or more essential questions
- Includes at least one assessment
- Includes use of appropriate skills
- Is consistent with language of the standards

Performance Task for Unit 4: America's Federal System

Enduring understanding: **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**

Standards: SSCG 5, 16a, 17, 18

Your town is creating a Civics Museum. The museum will be used to teach people in the community about American Government. The facility will be used for field trips, civic group workshops, teacher development, and receptions/banquets. Each room will be themed according to various areas of the study of American Government. Your group has been contracted as experts in the field of America's Federal system. Your contract includes the following requirements:

- **You are to construct a 3-D model that represents the levels of government from the smallest level to the largest level.**
 - Major elected officials at each level should be represented on your model.
 - At LEAST 2 powers or services found at each level should be represented on your model.
- **You are to create a plaque that will go next to your model that explains WHERE each level of government gets its power. Correctly use the terms “enumerated powers”, “implied powers”, “denied powers”, and “shared powers.”**
 - The plaque is to be written in paragraph form with correct mechanics and be no more than 250 words.
- **Finally, your group is to conduct a press conference to introduce the model and plaque.**
 - You are to explain the relationship of national/state/local governments, include analysis of the Supremacy Clause in your discussion.
 - You should address the on-going debate between various levels of government.
 - The last component of your speech should give an overall evaluation of distribution of power among different levels of government in America. You may include your opinions, but support them with clear and appropriate evidence.

Lesson #	Brief Description of Lesson	Time Est.	Standards/ Elements	Connecting Theme
1	Students begin with a Give one, get one activity creating a list of all the ways they think government affects them. Teacher lecture/graphic organizer on the levels of government. Journal entry on how government/which level impacts their lives.	1.5 days	18a, c	Distribution of Power
2	Students will read Article 4, the 10 th and 11 th Amendments of the US Constitution. Students will also dissect the GA Constitution finding enumerated and implied powers of both Governments. After some discussion, students will compose an essay describing the types of powers and giving specific examples at all levels.	3 days	5a, b, c, d 17 a, d 18 a, b, c	Rule of Law Distribution of Power
3	Class discussion of Georgia government based on reading. Graphic organizer comparing federal and state governments and then state and local governments. Students will complete a "What if" activity analyzing the services provided at each level.	2 days	5 c, d 17a, b, c, d 18a, c	Rule of Law Distribution of Power
4	Students will research various court cases regarding federalism and state/local issues (McCulloch, Gibbons, Rasul, Martin, etc) After research, students will conduct panel discussions about the relationship between the federal government and states and states and local governments.	3-4 days	5 a, e, f 16a 17a, d,	Rule of Law Distribution of Power
5	Students will read current news articles on federalism topics for class discussion.	1 day	5 16a 17 18	Rule of Law Distribution of Power
6	Working on and presenting performance task.	2-3 days	5, 16a, 17, 18	Rule of Law Distribution of Power

References used in Days 1-4

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