

*Training for the New Georgia Performance Standards  
Day 1: Standards-Based Education and the GPS*

***General  
Information  
Social Studies 6-12***

## **Acknowledgements**

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards. The following people contributed to its development.

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## *Use of This Guide*



The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education. These materials are designed to help participants in the state-level training facilitate training of teachers in their systems in the use of the Georgia Performance Standards for Social Studies.

Materials (guides, presentations, links to online training, etc.) will be available electronically through the [georgiastandards.org](http://www.georgiastandards.org) website (<http://www.georgiastandards.org>). Information regarding access, use, and availability of on-line training and associated resources is provided during training and on the Social Studies webpage accessed through the Curriculum and Instructional Services webpage on the Georgia Department of Education's website.

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## Overview

### **Module Rationale and Purpose**

“Georgia will lead the nation in improving student achievement.” This is the goal, and promise, behind the Georgia Performance Standards (GPS). The purpose of this training is two-fold.

Day 1 training is the first step in the rollout of the Georgia Performance Standards in the following content areas:

1. 3-5 Math
2. 8 Math
3. 8 Science
4. 6-12 Social Studies

The purpose of the overall Social Studies GPS training is for participants to become familiar with the standards-based education approach so that they can effectively facilitate system level training to assist teachers in understanding how to use this approach to develop assessments and instruction in support of the curriculum standards.

After day one, participants in the Social Studies training should understand the structure of the Social Studies GPS, approaches to organizing the Social Studies GPS in units, and the process for developing curriculum maps in the various Social Studies content areas.

Participants will spend the majority of each day's training “digging into” the standards, so that they can begin to see how the big ideas apply to specific parts of the GPS.

### **Module Description**

The Day 1 module begins with an in depth look at the new Social Studies GPS and how the ladder curriculum is developed throughout the standards. The second part of the training participants work on organizing the curriculum into units. Key to this is the development curriculum map through the use of unit connecting themes that relate units to each other and unit specific themes that organize the material within the unit.

**Module Objectives**

By the end of day one of training, participants will be able to:

1. Provide a general overview of the Social Studies GPS.
2. Explain Conceptual teaching.
3. Explain basic ideas in the curriculum mapping process.
4. Explain the use of and relationship between themes and the Social Studies standards.

**Module Sequence**

Prior Preparation—Participants

- Review of information from [www.georgiastandards.org](http://www.georgiastandards.org).

Part I: Introduction

- Personal introductions
- Overview of the Module

Part II: Redelivery and on-line resources

Part III: Standards Based Education Model

Part IV: Overview of the Standards

- General content of Social Studies GPS
- Skill Matrix
- Ladder curriculum
- Vertical alignment

Part V: Conceptual Teaching and Learning

- Reasons for Conceptual Teaching
- Principles of Conceptual Teaching

Part VI: Unit Design and Conceptual Teaching and Learning

- Unit Design template
- Stage 1 of the Unit Design Process
- Developing a Curriculum Map
  - Organizing the standards
  - Developing unit focus
  - Unit Connecting Themes
  - Unit Specific Themes

Summary

**Leader Roles and Responsibilities**

This workshop is not training you to be an expert in the Standards Based Educational model; rather it is preparing you to facilitate workshops in your local system, with on-line resources. These workshops may be different from others you have attended or conducted. There is much less presentation and lecture; instead, you will use demonstration, questioning, and facilitation skills. This guide is not a scripted text, but provides for each slide or activity, key points or explanations. Throughout your workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference. During the training we will discuss the use of the on-line training materials and options to structure your local training. With the on-line capability it is not necessary for you to have a single 6 hours session. You will have the capacity to tailor the training so that it can be done over a period of time with short sessions dealing with specific aspects of each day's training.

**Target Population**

The target populations for this training are teachers who teach of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade social studies and high school U.S. History, World History, World Geography, American Government and Economics, Business, and Free Enterprise. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Teachers will be trained locally, in groups corresponding to the following modules:

1. 3-5 Mathematics\*
2. 8 Mathematics\*
3. 8 Science\*
4. 6-7 Social Studies, World History, World Geography\*
5. 8 Social Studies, U.S. History, American Government, Economics\*

\* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

**Redelivery**

One full day of training

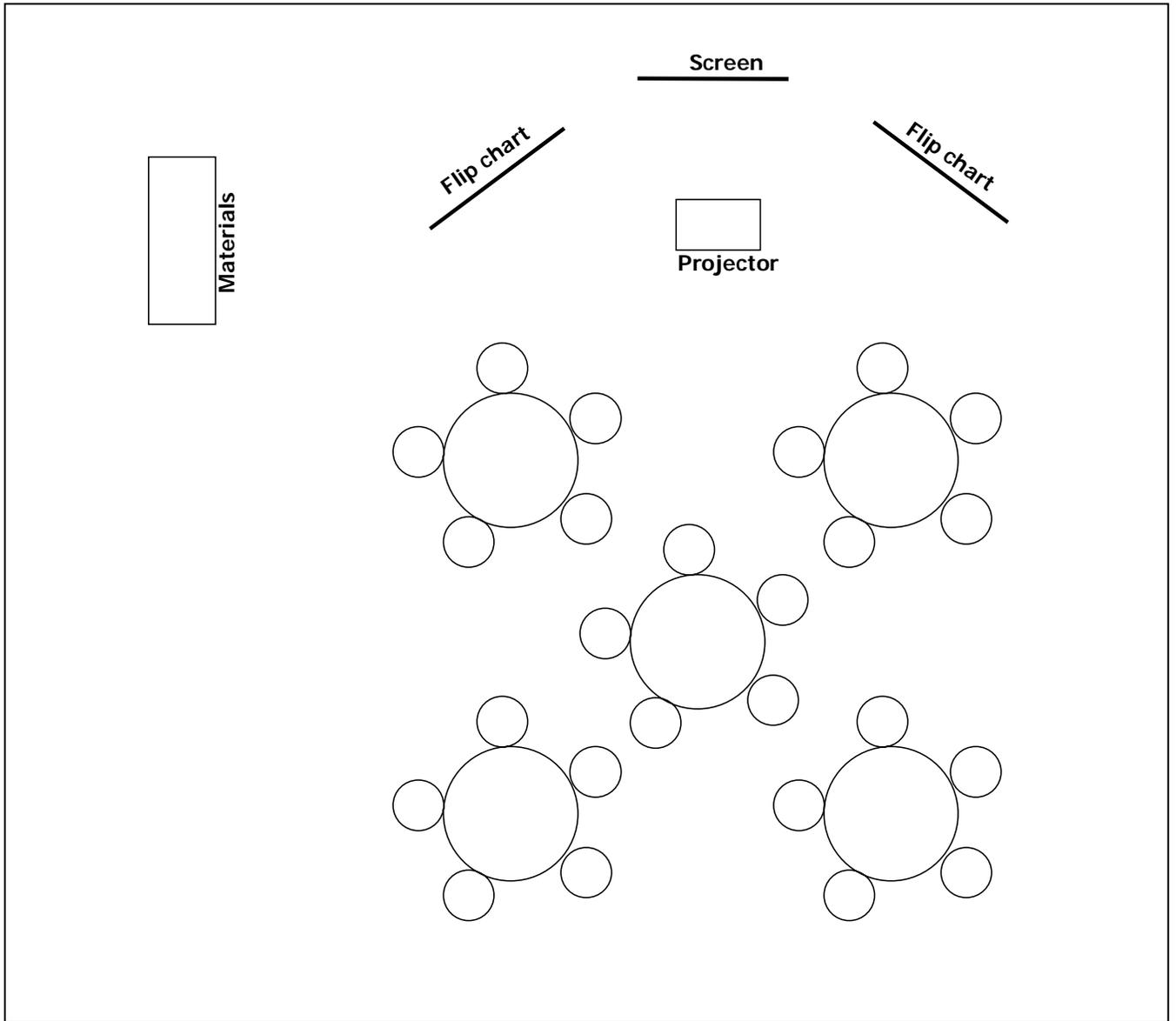
Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session should you do a full 6 hour redelivery.

1. Participate in a Train-the-Trainer session.

2. Gather all the required articles, texts, and other materials listed in the "Module Materials" list on page x. A set of books was provided to each school, as listed on pages xii. Become familiar with these materials and the materials in the *Recommended Readings* list.
3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the DOE. Current GPS were developed taking into consideration all input from all respondents.
4. Ensure the participants who are enrolled in your training sessions have the preparation materials and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants have the pre-work materials, understand the assignment, and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.
5. Identify a date, times, and location for this training. This may vary from one setting to the next, as you work with local schools and districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page xiv to guide you.
6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:
  - Will there be any follow-up conference calls or a list serve to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
  - How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
  - Will there be grade level meetings? Department meetings?
7. Ensure that you have all materials.

8. Gather information about your training site:
  - Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
  - Size of room and space to work in small groups
  - Audio visual equipment
    - Projection system
    - Two flipcharts with pads
    - Tape
    - Color Markers
  - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
  - Wall space for your posters and flipcharts
  - Determine plans and payment for refreshments as desired/needed.
  - Review the graphic of the ideal site setup on the following page.
  - Set up your training room the night before the training. If you have never seen the room, this is especially important.
  - Test all equipment and make sure you have all of your materials organized for efficient distribution.
  
9. Go through the entire Content Facilitator's Guide.
  - Prepare an agenda. (You may also want to mark key times with Post-Its put in your guide.)
  - Use margins to note key points you plan to emphasize.
  - Walk through all activities.
  - Prepare any flipcharts.
  - Make sure your materials are organized according to when you will need them.
  - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.

**Recommended Training Setup**



**Module  
Materials for  
Day One of  
Training****Content Facilitator's Kit contents:**

- Content Facilitator's Guide (one for each leader)
- Complete set of slide transparencies
- Participant's Guide (one per participant and one per leader)
- Preparation Assignment (one per participant, to be sent out two weeks prior to class)

Make the appropriate number of copies of each of the following handouts. It is a good idea to have one labeled file folder for each set of handouts, so they are available when you need them.

- A. Contact Information index cards
- B. K-12 Social Studies GPS
- C. Participant's Guide

**Other materials needed:**

- Name tags
- A variety of colored markers appropriate for flipcharts
- Highlighter markers
- Flipchart paper and stand
- Masking tape to post flipchart

**Equipment:**

- Projection system for slides
- Computer

## ***Provided Texts***

**Each participant in the state level training will receive a copy of the books listed below.**

How Students Learn History in the Classroom  
Curriculum Standards for Social Studies  
Social Studies and the World  
A Link to the Past: Engaging Students in the Study of History  
Building a US History Curriculum  
Building a World History Curriculum

**Each school received one copy of each books listed below at the beginning of the 2004-05 school year. This box of books was addressed to the principal of the school.**

- Hayes Jacobs, Heidi. *Mapping the Big Pictures: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. 1997.
- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.
- Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development. 1993.
- Marzano, Robert J, Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.
- Marzano, Robert J, Jana Marzano, & Debra Pickering. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.
- Strong, Richard W., Harvey F. Silver, and Matthew J. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.
- Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2<sup>nd</sup> edition*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 1998.
- Wiggins, Grant and Jay McTighe. *Understanding by Design Study Guide*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

## Professional Organizations

National Council for the Social Studies (NCSS)  
Georgia Council for the Social Studies (GCSS)  
National Council for Economic Education (NCEE)  
Georgia Council for Economic Education (GCEE)  
National Council for History Education (NCHE)  
Center for Civic Education  
Georgia Geographic Alliance

## Web Sites

NCSS ([www.ncss.org](http://www.ncss.org))  
GCSS ([www.gcass.org](http://www.gcass.org))  
NCEE ([www.ncee.net](http://www.ncee.net))  
GCEE ([www.gcee.org](http://www.gcee.org))  
NCHE ([www.garlandind.com/nche](http://www.garlandind.com/nche))  
Center for Civic Education ([www.civiced.org](http://www.civiced.org))  
Georgia Geographic Alliance ([www.gageography.org](http://www.gageography.org))

## Special Education Resources

*Access, Participation, & Progress in the General K-12 Curriculum.* National Center on Accessing the General Curriculum ([ncaog.org](http://ncaog.org)).

Approximately 70 general and special educators and parents attended the National Capacity Building Institute on Access, Participation, and Progress in the General Curriculum, held on July 10, in Arlington, VA. The article includes the proceedings from the Institute.

*Aligning Special Education with NCLB.* [www.ldonline.org](http://www.ldonline.org).

The No Child Left Behind Act (NCLB) is a standards-based reform movement. This movement emphasizes standards and the alignment of curriculum and assessment to those standards. States established what is to be taught. The goal of standards is to increase academic achievement levels. A related goal is to close the achievement gap for students who have traditionally been at-risk for academic failure or lack of success. This group includes students with disabilities.

Thompson, S., Thurlow, M., Quenemoen, R.F., & Esler, A. (2001). *Addressing Standards and Assessments on State IEP Forms*, National Center on Educational Outcomes (NCEO Synthesis Report 38)

This article summarizes data on each State's use of standards in developing

Individualized Education Programs (IEP) for students with disabilities. All fifty states were asked to send their IEP forms and to indicate whether the forms were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed the general curriculum on their forms. Recommendations for IEP forms that provide decision-making guidance involving access to the general curriculum are summarized.

*Writing Standards-based IEPs.* Colorado Department of Education. [www.cde.org](http://www.cde.org).

The Colorado Department of Education provides information for teachers on developing standards-driven IEPs. The summary includes a definition of standards-driven IEPs, characteristics of standards-driven IEPs, and a rationale for standards-driven IEPs.

## Resources for Differentiation

Association for Supervision and Curriculum Development. *At Work in the Differentiated Classroom.* Alexandria, VA. Author. (video staff development set). 2001.

Chapman C. & Gregory, G. *Differentiated Instruction Strategies for Writing in the Content Areas.* Thousand Oaks, CA: Corwin Press. 2003.

Coil, C. *Standards-Based Activities and Assessments for the Differentiated Classroom.* Marion, IL: Pieces of Learning. 2004.

Tomlinson, C. *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching.* Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Winebrenner, S. *Teaching Gifted Kids in the Regular Classroom.* Minneapolis, MN: Free Spirit. 1992.

## **Agenda**

This is a one-day workshop, with approximately six hours of instructional time. (8:30-3:30)

Part I: Introduction and overview of Model.....	15 minutes
Part II: Redelivery .....	30 minutes
Part III: Introduction to the Standards Based Education Model.....	15 minutes
Part IV: Overview of Social Studies GPS .....	2 hours
Conceptual Teaching and Social Studies.....	20 minutes
Curriculum Mapping and Unit Development .....	2 Hour 30 minutes
Summary and Follow up Assignments.....	10 minutes