

*Training for the New Georgia Performance Standards
Day 2: Planning for Standards Based Instruction:
Creating Enduring Understandings & Essential Questions*

Facilitator's Guide

Social Studies 3-5

Description of Facilitator's Guide

This guide is designed to assist you in your redelivery of Day 5 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 can serve as a companion to the online training.

Table of Contents

Description of Facilitator's Guide	2
Table of Contents	2
Introduction & Overview	3
Redelivery & Online Training	5
Content Knowledge Seminar	6
Revisiting Conceptual Teaching	7
Creating and Using Enduring Understandings	9
Creating Essential Questions Using Enduring Understandings	13
Developing Task/Activities for Standards Based Planning	17
Conclusion	27
Copies of Activities for Redelivery Facilitators	28
DOE Sample Connecting Themes/Enduring Understandings	29
Activity #1: Making Enduring Understandings Work	30
Activity #2: Creating Essential Questions	31
Activity #3: Give One~Get One	32
Activity #4: Demonstrations for Understanding	33

**TRAINING FOR THE
GEORGIA PERFORMANCE
STANDARDS**

Day 2:
Planning for
Standards Based Instruction:
Creating Balanced Tasks/Activities

Introduction to the Social Studies GPS Training

- **Slides:** 1-6; **Time:** 15 minutes
- **Overview:** Introduction of participants and trainer. Discuss today's agenda and group norms/housekeeping. Review the redelivery process in local school systems.

Getting Acquainted

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Group Norms and Housekeeping

Group Norms:

- Ask questions
 - ▣ Remember, there are no dumb questions!
- Work toward solutions
 - ▣ Take ownership in the redelivery. These are guidelines to help you prepare classroom teachers.

Housekeeping:

- Parking Lot
 - ▣ Questions & Concerns
 - ▣ Needs
- Breaks & Lunch
- Restrooms
- Phone calls
 - ▣ Please restrict to emergencies



- Participants are welcome to ask questions whenever they occur. If questions still remain, use the parking lot and the trainer will address these questions/concerns during breaks.
- The training is 8:30-3:30. There are many activities planned that work in break times. The “official” break times will be 10:00 & 2:00. Lunch will be from approximately 11:30-12:30.

Today's Agenda

- Redelivery & Online Training updates
- Content Area Seminar
- Revisiting Conceptual Theory
- Using Enduring Understandings & Essential Questions

Small Group Discussion: Redelivery process?

1. At your table, discuss the redelivery process for your school system. Include these points in your discussion.
 - Success stories?
 - Troubleshooting?
2. Pick one person to share. Each small group will report to the whole the following:
 - Positive aspects
 - Major concerns/issues

Goal of this activity: The participants will discuss the options for redelivery: segmenting each training, online options, material, and importance of continuity.

Materials: none

Activity:

1. Each member of the group will share his or her redelivery experience.
2. Focus on the POSITIVE aspects of redelivery so far as well as things that need to be improved upon.
3. Find what is consistent among the group in terms of what is going well and what needs to be changed and report your finding back to the large group.
4. 5 minutes for small group discussion and 5 minutes for large group discussion

Online Training Update

- Day 1 up and running
 - ▣ Access through www.georgiastandards.org
 - ▣ Comments from those who have used it
- Day 2 in development
 - ▣ Anticipate active in early 2008
 - ▣ Same format as Day 1
 - ▣ Access through georgiastandards.org

CONTENT KNOWLEDGE SEMINAR FOR ECONOMICS AND HISTORY OF AMERICAN GOVERNMENT

Content Knowledge Seminar Part 1

- Slides: 7 & 8; Time: 2 hours
- Overview: The focus of these seminars is the Economic and History domain in the Social Studies GPS. Participants will learn key content vocabulary that must be used in the classroom. This is designed to help teachers develop basic understandings of important domains in the new elementary Social Studies GPS. Participants will also be given activities to use in the classroom to begin teaching these concepts.

Content Knowledge Seminar

- All key vocabulary and content is included in the Economics and History packets.
- Refer to handouts for detailed directions for all activities.

REVISITING CONCEPTUAL TEACHING

Revisiting Conceptual Teaching

- Slides: 13-16; Time: 10 minutes
- Overview: This section is a brief review of the main ideas behind conceptual teaching.

Would you rather your students...

- Be able to list all European explorers and where they first made contact with the natives.
- Be able to list all of the causes of the American Revolution.

or

- Be able to explain the reasons for **movement and migration** from one place to another by examining European exploration.
- Be able to explain the role of **conflict and change** throughout history using examples from the Constitutional Convention.

- Notice the difference in how the content is approached. The first option in each scenario describes a more traditional approach. The second option is standards based practice. In the first bullet, you are focusing only on the learning objective of the standard. The second bullet begins to get at the heart of Enduring Understandings which is to apply concepts and themes.

Three principles of Conceptual Teaching

- **Principle #1:** Existing understandings & knowledge foundation for new learning.
- **Principle #2:** Essential role of factual knowledge and conceptual frameworks in understanding.
- **Principle #3:** The importance of self-monitoring.

- Principle #1 addresses a student's prior knowledge. It is not a pre-test, but the experiential knowledge of a student. Students already come to Social Studies with preconceptions about the different Social Studies domains.
- Principle #2 is the heart of conceptual teaching. Factual knowledge is important, but this knowledge must be placed in a context if it is to be retained. Memory of factual knowledge is enhanced by conceptual knowledge, and conceptual knowledge is clarified as it is used to help organize the important details.
- Principle #3 suggests teachers must help and encourage students to evaluate their learning. Students need to learn how to ask questions that enhance their learning and relate it to what they already know.
- Think *Fish is Fish* story!

How is conceptual teaching different?

- | | |
|---|--|
| <ul style="list-style-type: none"> □ Topic Based <ul style="list-style-type: none"> □ Facts and activities center around specific topic . □ Objectives drive instruction. □ Focus learning and thinking about specific facts. □ Instructional activities use a variety of discrete skills. | <ul style="list-style-type: none"> □ Standards Based <ul style="list-style-type: none"> □ Use of facts and activities are focused by enduring understandings. □ Essential questions, drawn from enduring understandings, drive instruction. □ Facts are learned to understand transferable concepts and ideas. □ Instructional activities call on complex performances using a variety of skills. |
|---|--|

- Both models value foundation of specific fact-based knowledge and skills. The difference between the two is in creating a culminating focal point of instruction. In topic-based learning you teach specific facts about a given topic. Concept-based learning teaches conceptual understandings drawn from the facts. It is important that students are learning *about the relationship between things rather than JUST FACTS*.

CREATING AND USING ENDURING UNDERSTANDINGS

Creating and Using Enduring Understandings

- **Slides:** 17-21; **Time:** 1 hour
- **Overview:** Participants will become familiar with how to identify and write effective enduring understandings. The activity for this section focuses on using the suggested DOE Enduring Understandings and writing them in language appropriate for the 3-5 grades.

Purpose of EUs

- ❑ ***In order to teach conceptually, you must use Enduring Understandings because...***
 - ❑ Each unit teaches 2-3 concepts at a time
 - ❑ Creates scaffolding to organize facts
 - ❑ Uses broad statements that apply to many situations
 - ❑ Relates facts to what students already know
- ❑ ***How do we teach conceptually using Enduring Understandings?***
 - ❑ Introduce the Enduring Understandings at the beginning of the year using real world experiences.
 - ❑ Unit 1 is the key! Watch this video...

EU's are the vehicle by which we do conceptual teaching

- An enduring understanding will provide focus for the units that are taught. The purpose for using an EU is to help students make connections to the facts they learn throughout the year. Pick only the most important enduring understandings that can apply to the whole instructional year (about 6-7). When students learn facts as “proof” for the enduring understanding, they will retain the information and apply it rather than learn it then forget it.

Enduring Understandings

- ❑ Conceptual understandings drawn from and supported by critical content (Concept-Based Curriculum and Instruction, Erickson, 71)
- ❑ Provides language to link themes and concepts to standards, knowledge and skills.
- ❑ Basis of conceptual teaching
 - ❑ Provide scaffolding
 - ❑ Standards provide specificity to concepts
- ❑ Written in sentence form in the present tense
- ❑ This is essence of what students should take from the unit.

- It is important to ask this question in planning: *What long term concepts should students understand from this unit?* This question drives your enduring understanding which gets to the heart of the unit. It must be the schema or scaffolding where the facts are to be stored. A good enduring understanding will link themes and concepts to the standards and elements.
- Remember: Enduring Understandings are written in the present tense and apply to multiple situations. If the enduring understanding is written in the past to a specific event in history it stops enduring and becomes a “periodic understanding.”

Pick the Enduring Understandings...

1. European exploration produced a change in the new world.
2. Conflicts make things change.
3. Ethnic groups in the United States have developed social organizations.
4. People move to meet needs and wants.
5. Migration of cultures creates changes in beliefs and ideals.

Writing Enduring Understanding

□ Develop “Kid Friendly” EU’s for these UCTs

- Beliefs and Ideals
- Conflict and Change
- Distribution of Power
- Individuals, Groups and Institutions

□ Use this checklist

- Written as sentence using present tense
- Used in multiple units
- Applies to different grade levels/courses
- References actual **concepts/themes** from the unit

Goal of this activity: The teacher will become familiar with Connecting Themes and Enduring Understanding and write the EU's in language that will make it easy for students to use during the study of Social Studies.

Materials: copy of the DOE sample Connecting Themes & Enduring Understandings, pg. 11& 12 in Facilitator's Guide, chart paper, markers, post-it notes

Activity:

1. Teachers will split into small groups and explore the Connecting Themes. They should be using the standards to help identify the themes that fit their grade level.
2. 20 minutes for small group work and 10 minutes for gallery walk.
3. Teachers will make comments on post-it notes about what they observe was most common about the Connecting Themes.

Kid Friendly Examples

- 6-12 Movement/Migration: TSWUT the movement or migration of people and ideas affects all societies involved.
- 3-5 Movement/Migration: TSWUT when people move to new places, changes occur for those who move and for those who already live there.

Connecting Themes/Enduring Understandings Used in DOE Samples

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout the courses. Following the term is an enduring understanding that gives focus to the theme and, in parentheses, the grades or courses where they appear. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

- **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. (8, USH, AG)
- **Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result. (6, 7, 8, WH, USH)
- **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. (AG)
- **Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. (6, 7, WH, USH)
- **Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. (8, USH, AG)
- **Gain from Trade:** The student will understand that parties trade voluntarily when they expect to gain. (Economics)
- **Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. (6, 7, WH)
- **Human Environmental Interaction:** The student will understand that humans, their society, and the environment affect each other. (6,7)
- **Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. (8, WH, USH, AG)
- **Incentives:** The student will understand that parties respond predictably to positive and negative incentives. (Economics)
- **Interdependency:** The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties. (Economics)
- **Location:** The student will understand that location affects a society's economy, culture, and development. (6, 7, 8, WH, USH)
- **Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved. (6, 7, 8, WH, USH)
- **Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. (6, 7, 8, USH)
- **Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. (8, AG)
- **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. (Economics)
- **Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society. (8)
- **Time, Change, Continuity:** The student will understand that while change occurs over time, there is continuity to the basic structure of that society. (6,7, WH)

Activity 1: Making Enduring Understandings Work

Directions: As a grade level/group, rewrite the suggested DOE Enduring Understanding, specific to your grade level, into language that will be understandable and meaningful to your students. Share your “new” Enduring Understandings with the whole group. After sharing, discuss with your group the following questions. *What do you notice about the language? Do certain words reappear in each grade level? Are we developing higher level thinking as students get older?*

Connecting Theme	New Enduring Understanding
Movement/Migration	When people migrate, they bring their traditions and beliefs with them and learn about new traditions and beliefs as well.
Production, distributions, consumption	The ways we make, get, and use goods and services are different from how people in other places make, get, and use goods and services.
Beliefs and Ideals	
Conflict and Change	
Distribution of Power	
Individuals, Groups, and Institutions	

CREATING ESSENTIAL QUESTIONS USING ENDURING UNDERSTANDINGS

Creating Essential Question Using Enduring Understandings

- **Slides:** 21-24; **Time:** 45 minutes
- **Overview:** Participants will learn how to write effective essential questions both broad and specific. By creating these essential questions, the connections to enduring understandings and specific knowledge from GPS standards/elements will begin to take shape. Participants will understand how this is the first step to creating a standards based classroom.

What is an Essential Question?

- **H. Lynn Erickson**
 - ▣ Specific, open-ended, thought provoking questions that probe the factual and conceptual levels of understanding (p.164)
- **Wiggins and McTighe**
 - ▣ Can be answered by students with instruction
 - ▣ Represent a big idea that has enduring value beyond the classroom
 - ▣ Reside at the heart of the discipline (doing the subject)
 - ▣ Offer potential for engaging students
- **Social Studies Department**
 - ▣ EQ's get to the heart of a particular enduring understanding
 - ▣ Help students relate the factual knowledge to the concepts in the unit
 - ▣ May or may not have a definitive answer
 - ▣ Goes beyond yes or no response.

There are many ideas on the role of essential questions. These are some of the thoughts of experts in the field.

- Erickson: Essential questions are broad and open the door to dialogue, discussion, and debate.
- Wiggins and McTighe: Essential questions require higher order thinking with a basic knowledge structure but will not always have a definitive yes or no answer.
- The Social Studies Department uses the essential question to relate factual knowledge with concepts in the unit. The EQ will guide the lesson to prove the enduring understanding the students are learning.

Essential Questions

The essential question can be developed in two different ways. It is important to develop both types in your unit course plan.

<ul style="list-style-type: none"> ❑ Broad, overarching. <ul style="list-style-type: none"> ❑ Go to heart of discipline ❑ Re-occur naturally in the discipline ❑ May not have a right answer ❑ Raise other important questions 	<ul style="list-style-type: none"> ❑ Unit, content specific <ul style="list-style-type: none"> ❑ Related to specific aspects of content ❑ Frame specific set of lessons or unit ❑ May be answered as result of lesson, ❑ May not have a “right” answer
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When creating Essential Questions, it is important to note these important characteristics.

1. Examine how (process) and why (cause and effect)
2. Use language appropriate to students
3. Sequence so they lead naturally from one to another
4. May or may not have one answer or a “right” answer
5. Consider Bloom’s taxonomy, Webb’s Depth of Knowledge while developing EQ’s

Examples of Broad & Specific EQs

- ❑ EU: **The student will understand that the movement or migration of people and ideas affect all societies involved.**
- ❑ Kid Friendly EU: **When people migrate, they bring their traditions and beliefs with them and learn about new traditions and beliefs as well.**
- ❑ Possible **broad** EQs
 - **How does migration improve the lives of people new to the area and those who already live there?**
 - **Why do people feel that they have to move and migrate to new places?**
- ❑ Possible **specific** EQs
 - **How did European explorers affect cities and towns in Native American societies?**
 - **How did the European explorers change the lives of the natives as they explored the North American coast?**

- Discussion in classrooms will vary greatly depending on which type of essential question you are using. It is also important to remember that your essential question is based on your enduring understanding, not the standard by itself.

Creating Essential Questions

Activity #2

1. Using the “kid friendly” Enduring Understandings you just developed, pick 1 EU and create 2 BROAD essential questions and 2 SPECIFIC essential questions based on a unit you enjoy teaching.
 - Remember the difference between broad and specific.
 - The EQ does not always have a single answer.
2. Remember to base your essential questions on your ENDURING UNDERSTANDING *and* related GPS content!
3. Write your enduring understanding & essential questions onto chart paper and post.
 - Pg. 16 in the Facilitator's Guide

Goal: The participant will practice writing broad and specific Essential Questions.

Materials: Enduring Understandings, pg. 16 in the Facilitator's Guide, chart paper, markers, tape

Activity:

1. Work in grade level groups, and reread the Enduring Understandings you created in the last activity. Think about a unit from your curriculum map that could teach one of the EU. Discuss various types of EQ's that could exist for that unit.
2. Write 2 broad and 2 specific Essential Questions for the Enduring Understanding on chart paper and post.
3. 20 minutes for small group work and 10 minutes for large group discussion.

Activity 2: Creating Essential Questions

Directions: Using a “new” Enduring Understandings you created in the previous activity, discuss in a group what possible Essential Questions can be developed. Write two BROAD Essential Questions and two SPECIFIC Essential Questions based on *two* Enduring Understandings.

Connecting Theme: _____

“Original” Enduring Understanding: _____

“New” Enduring Understanding: _____

Broad Essential Questions:

1. _____

2. _____

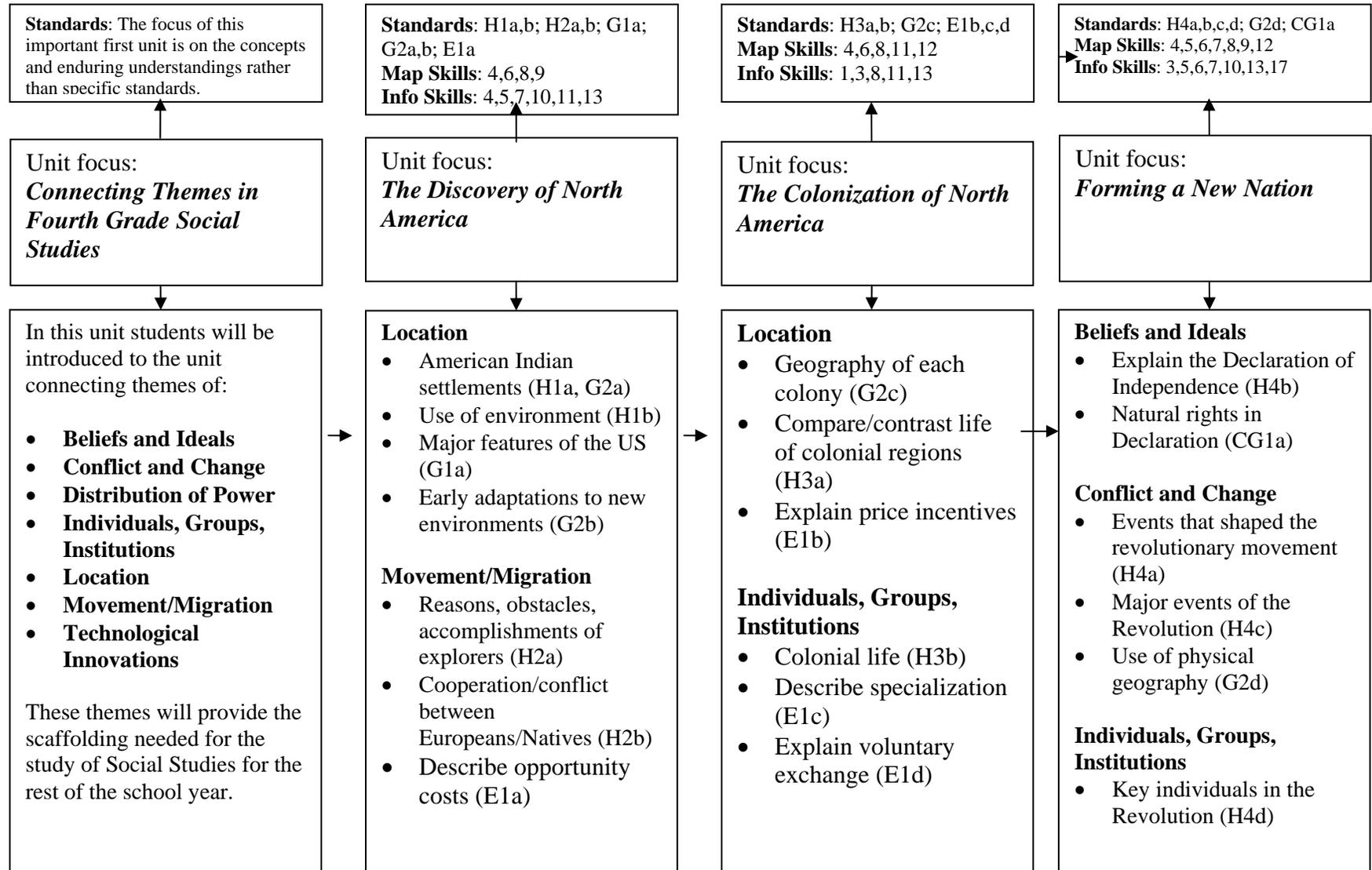
Specific Essential Questions:

1. _____

2. _____

Stage 1: Curriculum Map (DRAFT)

Grade: Fourth



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Copies of Activities for Redelivery Facilitators

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Connecting Theme	New Enduring Understanding

Activity 2: Creating Essential Questions

Directions: Using a “new” Enduring Understandings you created in the previous activity, discuss in a group what possible Essential Questions can be developed. Write two BROAD Essential Questions and two SPECIFIC Essential Questions based on *two* Enduring Understandings.

Connecting Theme: _____

“Original” Enduring Understanding: _____

“New” Enduring Understanding: _____

Broad Essential Questions:

1. _____

2. _____

Specific Essential Questions:

1. _____

2. _____

Activity 3: Assessment Brainstorming Activity

Directions: Write down as many types of assessments you can think of in two minutes. After the two minutes, find at least 5 different teachers and discuss the lists you created. “Give One” of your assessments to a teacher and “Get One” from that teacher in return.

Brainstorming List	Give One~Get One List

Activity 4: Demonstrations of Understanding

Directions: Create tasks that will measure student learning based on a unit you have been working on today. Think of one task for each of the assessment types. Remember to review the standards and elements, Enduring Understanding, and Essential Questions when designing the Balanced Assessment Plan.

Stage 2 Determine Appropriate Tasks/Activities

Grade Level _____ **Unit Focus** _____

<i>Description</i>	<i>Type of Assessment</i>	<i>Standard</i>
	Observation	
	Dialogue and discussion	
	Selected response	
	Constructed response	
	Self-assessment	