



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

# ***Participant's Guide Social Studies 6-12***

## **Acknowledgements**

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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 to 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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## **Agenda**

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

Part I: Introduction to GPS training.....	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
Part V: Conceptual Teaching and Social Studies.....	20 minutes
Part VI: Curriculum Mapping and Unit Development .....	2 Hour 30 minutes
Summary and Follow up Assignments.....	10 minutes

## **Training Goal**

Demonstrate a deep understanding of the new Georgia Performance Standards, the standards-based education approach, and conceptual teaching in Social Studies, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Conceptual teaching
- Standards-based education
- Research-based best practices

Note that the goal will not be reached in one day of training. It will take preparation, follow up, and additional training days to master this goal. The various days of additional training will deal with different components of the goal, such as assessment, instruction, and differentiation

## **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 as related to Social Studies
3. Explain the unit design process
4. Explain the use of and relationship between concepts and the Social Studies GPS
5. Develop concepts and unit divisions for a specific content area.

## **Provided Texts**

**Each trainer should receive a copy of each of the following books.**

How Students Learn History in the Classroom  
NCSS 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 book 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.gcss.org](http://www.gcss.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))

Units (incorporating Learning Focused components). Connected Learning.  
<http://www.title3.org/>.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

## 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.

## Activity 1: Learning the GPS

Directions: Read the standards that apply to your content group (World History, 8<sup>th</sup> Grade, Economics, etc). When everyone in the group is finished, discuss major differences between the QCCs and the GPS. Record your thoughts in the space below.

Similarities between GPS and QCC	Differences between GPS and QCC

## Activity 2: Vertical Alignment Activity

Directions: Given a topic in your domain, find how that topic is addressed (if at all) in each grade level. With your group, discuss the differences at each grade level.

Topic given: \_\_\_\_\_

Grade Level	Applicable Standard(s)
K	
1	
2	
3	
4	
5	
6	
7	
8	
World Geography	
World History	
US History	
Civics/ Government	
Economics	

**Stage 1: Course Planning Middle/High School: Curriculum Map**— Grade/Course:

