Training for the New Georgia Performance Standards
Day 2: Developing a Performance Based Unit

Participant’s Guide
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.

Carolyn Baldree
Eloise Barron
Gerald Boyd
Kathleen Boyle
Lisa Copeland
Chris Cannon
William Cranshaw
Robin Gower
Sally Krisel
Marty Lawrence
Phyllis Martin
Alicia McCartney
Sallie Mills
John O’Connor
Stephen Pruitt
Sherry Reynolds
Cynde Snider
Sharrita Stanley
Marlee Tierce
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 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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This is a one-day workshop, with approximately six hours of instructional time. (8:30-3:30)

Part I: Introduction to GPS training.................................................................20 minutes
Part II: Redelivery..........................................................................................20 minutes
Part III: Conceptual Teaching .................................................................20 minutes
Part IV: Elaborated Unit Focus.................................................................30 minutes
Part V: Enduring Understandings & Essential Questions......................1 hour 30 minutes
Part VI: Developing a Balanced Assessment Plan......................................3 hours
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 2 training, participants will be able to:

1. Define and write an Elaborated Unit Focus
2. Define and write Enduring Understandings and Essential Questions
3. Explain the purpose of a Balanced Assessment Plan
4. Explain the advantages and disadvantages of different types of assessments
5. Develop a Balanced Assessment Plan
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

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.


GPS Day 1 Training
Participant’s Guide
Social Studies

**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 (CGEE)
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.net](http://www.gcss.net))
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**


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.

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.


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**


Stage 1: Course Planning: Unit Specific Plan/Map—
Grade/Course: ___________ Unit __

For high school use the appropriate content box. All others may be deleted.

Elaborated Unit Focus:

Focus Standards

History

Geography

Civics/Government

Economics
ENDURING UNDERSTANDINGS/ ESSENTIAL QUESTIONS

EU1: Student will understand that____________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
________________________________________________________

EQ1:_____________________________________________________
EQ2:_____________________________________________________
EQ3:_____________________________________________________
EQ4:_____________________________________________________

EU2: Student will understand that____________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

EQ1:_____________________________________________________
EQ2:_____________________________________________________
EQ3:_____________________________________________________
EQ4:_____________________________________________________
Brainstorming Sheet for Assessments
<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Grouping Assessments

<table>
<thead>
<tr>
<th>Informal Observation</th>
<th>Dialogue and Discussion</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Self-Assessment</th>
</tr>
</thead>
</table>

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# Assessment Type

<table>
<thead>
<tr>
<th>KEY POINTS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Stage 2: Determine Appropriate Assessments**

Grade Level/Subject: ____________

Unit Focus: ______________________

<table>
<thead>
<tr>
<th>Informal Observation</th>
<th>Dialogue and Discussion</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Self-Assessment</th>
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Stage 1: Curriculum Map—Grade/Course: World History

Standards: SSWH 1, 2, 3, 6a, 8

How civilizations develop
The need for societies
Common characteristics
Unique civilizations
Impact of influential individuals

Characteristics of various cultures
Religious development and influence
Writing and language

Movement
Why trade developed
Consequences of trade

Power, authority, and governance
Development of government

Unit One focus:
Rise of Civilizations in Mesopotamia, Africa, India, China, and Mesoamerica

Standards: SSWH 4, 5, 6b-d, 7, 12

Characteristics of various cultures
Role of women
Diffusion of religious beliefs
Acculturation of religion, law, and the arts

Movement
Development and expansion of trade networks
Interaction among empires

Conflict and Compromise
Rise and fall of civilizations

Power, Authority, and Governance
Political diffusion among empires
Political, economic, and

Unit Two focus:
Empires & Kingdoms: Growth and expansion

Charateristics of various cultures
Renaissance, reformation, humanism
Influential people

Movement
Impact of exploration and expansion
Influence of technological innovation

Conflict & Compromise
Consequences of revolutions and rebellions
Political and social changes

Change, Continuity
Contributions of artists and scientists

Power, Authority & Governance

Standards: SSWH 9, 10, 11, 13, 14

Unit Three focus:
Emergence of Modern World through social, political and economic

Standards: SSWH 15-21

Unit Four focus:
The Interconnected World: transactions through globalization

Characteristics of various cultures
Industrialism and the supply of natural resources
Ethnic conflicts

Conflict & Compromise
Wars, conflicts and their global impacts
Treaties and their impact
Terrorism and its worldwide effects

Change, Continuity
Global and economic organizations and its connections
Global impact of Imperialism and Nationalism
Sample Curriculum Map: American Government

**Unit One Focus:**
Concepts found in American Government

- **Rule of Law**
- **Distribution of Power**
- **Civic Ideals**
- **Conflict Resolution**
- **Global Connections**
- **Individuals Groups and Institutions**

These themes will provide the framework for the study of American Government for the rest of the year.

**UNIT CONNECTION THEMES:**
This Unit will focus on **Rule of Law, Distribution of Power**, and **Civic Ideals** as major connecting themes to other areas of American Government/Civics.

**RULE OF LAW:** Americans are guided by an enduring set of laws, rather than orders or directives from a king or other ruler. Unit examines influence of Key documents of American Democracy

**DISTRIBUTION OF POWER:** Power is not centralized, but divided vertically and horizontally Distribution of power will be examined as it applies to Separation of Powers

**Standards:** SSCG 1, 2, 3, 19

**Unit Two focus:**
Foundations and Philosophies of American Government

**UNIT CONNECTION THEMES:**
This Unit will focus on **Rule of Law**, **Distribution of Power**, and **Civic Ideals** as major connecting themes to other areas of American Government/Civics.

**RULE OF LAW:** Examined as it applies to The Georgia Constitution

**DISTRIBUTION OF POWER:** Examined as it applies to Separation of powers

**Standards:** SSCG 4, 9, 12, 13, 14, 16 b-d

**Unit Three focus:**
America’s Federal System

**UNIT CONNECTION THEMES:**
This unit will focus on **Rule of Law and Distribution of Power** as major connecting themes to other areas of American Government/Civics.

**RULE OF LAW:** Examined as it applies to The United States Constitution

**DISTRIBUTION OF POWER:** Examined as it applies to Separation of powers

**Standards:** SSCG 5, 16a, 17, 18

**Unit Four focus:**
Balance of Power in American Government

**UNIT CONNECTION THEMES:**
This unit will focus on **Rule of Law, Distribution of Power, and Conflict Resolution** as major connecting themes to other areas of American Government/Civics.

**RULE OF LAW:** Examined as it applies to Written qualifications for government officials

**DISTRIBUTION OF POWER:** Examined as it applies to Checks and Balances

**CONFLICT RESOLUTION:** Conflict is a natural occurrence in a democratic society. Government has multiple methods for resolving various

**Standards:** SSCG 5, 16a, 17, 18