

*Training for the New Georgia Performance Standards
Day 2: Planning for Standards-Based Instruction:
Creating Balanced Tasks/Activities*

Facilitator's Guide Social Studies K-2

Description of Facilitator's Guide

This guide is designed to assist you in your redelivery of day two 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 2

TIME: 30 minutes

OVERVIEW: Check-in on redelivery of Day One; discuss any lingering issues from Day One



DESIGNING UNITS FOR SOCIAL STUDIES GPS

Day 2:
Planning for
Standards-Based Instruction

Today's Agenda



- Redelivery & online training update
- Content knowledge seminar:
 - Economics
 - Historical Figures
- Brief review of Conceptual Teaching
- Using Enduring Understandings & Essential Questions
- Demonstrations of Understanding

Need to find me?

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Group Norms and Housekeeping

- 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.
- Breaks & Lunch
- Restrooms
- Phone calls
 - ▣ Please restrict to emergencies



KEY POINTS:

- * Each system's needs are different – speak up if you have a question relating to your situation.
- * When you redeliver, make this training your own! Change what needs changing, add to it as necessary to make it relevant to your colleagues and what is expected of them, and rearrange it to meet time constraints.

Online Training Update

- Day 1 up and running
 - Access through www.georgiastandards.org
 - Comments from those who have used it

- Day 2 in development
 - Will be posted in early 2008
 - Same format as Day 1
 - Access through georgiastandards.org

KSU ETTC Moodle Server

Login

Username:

Password:

[Create new account](#)
[Lost password?](#)

We are very glad you have found the Moodle Server for the KSU ETTC.

You may preview any of the courses which are listed in the "GPS Original Courses" category. Simply click on the name of the course you wish to preview and click the "Login as Guest" button.

All other courses require an enrollment key which will be provided to you by a representative from your school district when the course is ready for you.

News from the Georgia DOE!

- Eight "Blue Ribbon" Public Schools Announced!
- Georgia's Graduation Rate Reaches Record High
- NAEP Scores Show Historic Gains
- New Graduation Requirements Passed
- Georgia's New Curriculum: No. 5 in the Nation!

Course categories

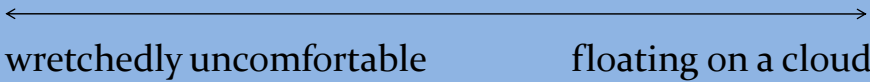
GPS Courses for School Districts - Module 1	49
GPS Courses for School Districts - Module 2	28
GPS Courses for School Districts - Modules 3 & 4	44
GPS Original Courses	18
Educational Leadership	2
ITEC 8400 Courses	2
KSU ETTC Technical Courses	1
Title II-D Courses	1

Key Points

- GaDOE K-2 Social Studies courses are posted with other original courses.
- As systems develop & register their own courses, those are added under the numbered modules.
- If you are using the online training in your system, be sure teachers know how to access this site

Small Group Discussion: Redelivery, thus far...

Activity #1 – Physical Barometer

1. At your table, briefly discuss the redelivery process for your school system.
 - Success stories?
 - Troubleshooting?
2. Groups will rearrange according to their general opinion of their redelivery so far, organizing themselves on a continuum:


Key Point:

- This activity can be altered to address group concerns about previous training, discussions within their school or grade level regarding next year's implementation, or even their comfort level with the content of the standards.

Facilitator's Notes:

PART II: Content Knowledge Seminar – Economics & History

Time: 90 minutes

Overview: Provide teachers with the background knowledge they need to effectively teach the GPS for their grade level.



Key Points:

- If we don't know it, it's mighty hard to teach it.
- Some teacher preparation will be essential. However, we can absorb the information quickly, and then break it down for our students. It simply does not take us as long to figure out opportunity cost as it will take a 2nd grader.

Economic Terms

(see Content Knowledge Seminar handout for additional information)

- | | |
|--|---|
| <ul style="list-style-type: none"> □ Scarcity: <ul style="list-style-type: none"> ▣ classroom examples ▣ "real kid" examples □ Opportunity Cost: <ul style="list-style-type: none"> ▣ content examples: think about historical figures ▣ choice-making □ Costs & Benefits <ul style="list-style-type: none"> ▣ spending ▣ saving | <ul style="list-style-type: none"> □ Productive Resources: <ul style="list-style-type: none"> ▣ Natural (land) ▣ Human (labor) ▣ Capital (capital goods) ▣ Entrepreneurship (used to create goods and services) □ Any others you find confusing? |
|--|---|

Key Point:

- These terms are *essential* for understanding economics. Students will see them through their high school economics course. Think about this as giving students the essential prior knowledge they'll need later!

Historical Terms

(see Content Knowledge Seminar handout for additional information)

- | | |
|---|--|
| <ul style="list-style-type: none"> ❑ Primary Sources: <ul style="list-style-type: none"> ❑ Documents created during the time period under study. ❑ Accuracy is not guaranteed! ❑ Means more than just words – photographs, newsreels, even music can serve as primary source material. | <ul style="list-style-type: none"> ❑ Secondary Sources: <ul style="list-style-type: none"> ❑ Records of events created by people who do not have first-hand experience of those events. ❑ Can be (should be) based on primary source material. ❑ May analyze or draw conclusions regarding events/people/etc. |
|---|--|

Key Points:

- This is a **tough** concept for many kids. We want kids to “get” the idea that some sources are more reliable than others. We want kids to recognize that some sources were created during a given period of time, and others were written later about that time period.
- Also, help students understand that historians use **BOTH** types of sources when they work.

Historical Figures

(see Content Knowledge Seminar handout for additional information)

- ❑ Benjamin Franklin (inventor/author/statesman)
- ❑ Thomas Jefferson (Declaration of Independence)
- ❑ Meriwether Lewis, William Clark, and Sacagawea (exploration)
- ❑ Harriet Tubman (Underground Railroad)
- ❑ Theodore Roosevelt (National Parks & the environment)
- ❑ George Washington Carver (science)

What to consider?

- ❖ food, clothing, housing
- ❖ transportation, communication
- ❖ recreation

Key Points:

- The parenthetical statements following each name come directly from the GPS.
- They address what kids need to take with them regarding these figures.
- Naturally, you will use additional information in instruction, but the parentheticals are the key.

PART III: Revisiting Conceptual Teaching

Time: 10 minutes

Overview: Quick review of main principles of Conceptual Teaching, including Enduring Understandings.



REVISITING CONCEPTUAL TEACHING

Key Points:

- Expand this section if necessary, using materials from Day One to make sure teachers have a firm grasp on the ideas behind conceptual teaching.

Comparison

□ **Topic Based**

- 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.

□ **Concept Based**

- Use of facts and activities are focused by conceptual lens.
- Essential questions, drawn from concepts, drive instruction.
- Facts are learned to understand transferable concepts and ideas.
- Instructional activities call on complex performances using a variety of skills.

Key Point:

- Make sure the participants understand the difference between standards-based instruction and traditional practice.

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.

Key Points:

- This very much mirrors what we know about good reading teaching – apply it in social studies!
- As we develop activities to determine what understandings students are acquiring, keep these three principles in mind.
- Figuring out what students already know, what connections they can make, and giving them opportunities to make things fit are very powerful instructional tools – use them!

Enduring Understandings

- ⌘ Conceptual understandings drawn from and supported by critical content (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 the essence of what students should take from the unit.

Key Points:

- All content should be taught in the context of an Enduring Understanding.
- Try to assess students' understanding through these lenses.

PART IV: Using Enduring Understandings**Time: 60 minutes**

Pick the Enduring Understandings...

1. The Renaissance period created a change in society.
2. Conflict produces change.
3. Ethnic groups in the United States have developed social organizations.
4. The migration of cultures creates changes in beliefs and ideals.

Key points:

- This is useful as a warm-up activity to help teachers recall what makes an EU an EU.
- 1) No. Past tense. Can be argued but does not apply beyond the European Renaissance.
- 2) Yes. Present tense. Can apply to many situation.
- 3) No. Past tense. Can only apply to situations in the US.
- 4) Yes. Present tense. Can apply over time and more than one situation.
- Those answered “no” can be useful as learning objectives. We do use those, as well as EUs, to plan day-to-day instruction.

Connecting Themes Enduring Understandings Used in DOE Samples	
<p><i>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.</i></p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

Key Points:

- The GaDOE list of Enduring Understandings – only 18, for all K-12 social studies courses. (See next page for a legible list.) ☺

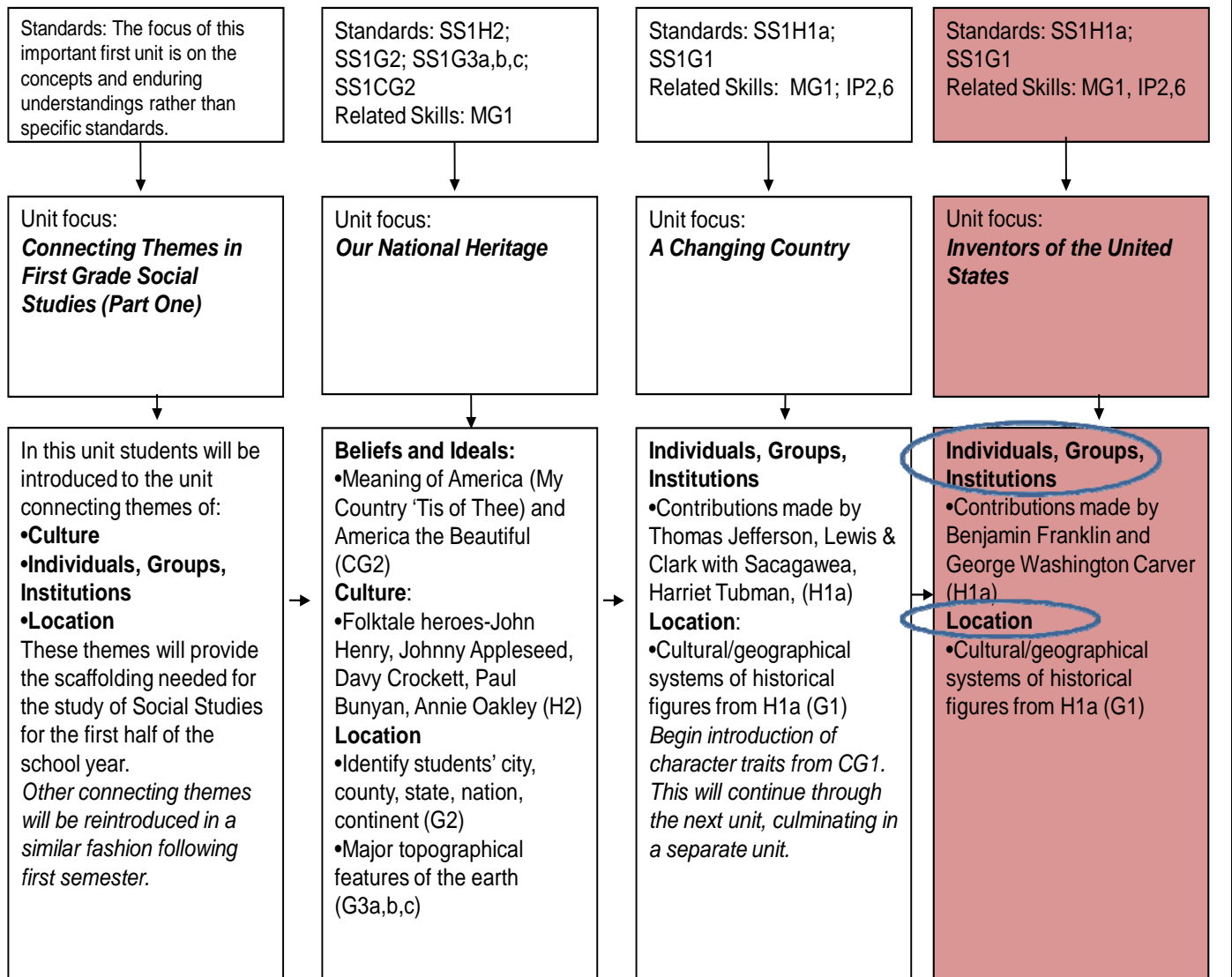
Connecting Themes/Enduring Understandings Used in DOE Samples

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Stage 1: Curriculum Map

Grade: First



Key Points:

- Content is tied to an EU deliberately, from the moment the unit is planned.
- Rather than incidentally mentioning the EU, each lesson is structured to support the EU.
- **EXAMPLE:** When discussing where George Washington Carver grew up, teachers will want to discuss how the role of place impacts people’s lives. Taking this a step further, they will then relate that idea back to what the students have experienced growing up in a particular place (urban, rural, suburban, etc.)

Would you rather your students...

- Be able to recite five important dates from the life of Benjamin Franklin, **OR**
- Be able to explain how Benjamin Franklin, as an *individual*, contributed to the founding of our nation, and the *institutions* that govern it?
- Be able to define scarcity, opportunity cost, & barter, **OR**
- Be able to explain that the **consumption** of goods & services in a society are affected by the location, customs, beliefs, and laws of the society.

Key Points:

- As you decide what your students should take with them from a unit, go back to your EUs.
- Rather than determining a laundry list of objectives, focus on some major points that enhance students' comprehension of the Enduring Understanding.
- The content of the unit serves as examples to explain the EU for the unit, not the other way around.

Making Enduring Understandings Work for Primary Learners

- If we want kids to “get” the idea that conflict causes change, how do we help them figure it out?
 - ❖ Familiar language, with increasing vocabulary *as necessary*
 - ❖ Relevant examples, *as necessary*
 - ❖ Picture clues, *as necessary*
 - ❖ Be aware of multiple meaning words: the term *conflict* signifies more than just physical confrontation. We want to get as many meanings *as necessary* across to kids!

Think About It:

What is a kid-friendly way to say: “When conflict exists between or within societies, change is the result”?

Key Points:

- The GaDOE EUs were written for 6-12 students, primarily, with application for younger students.
- Make changes necessary for your particular situation: you might alter these differently depending upon your students' prior knowledge and experiences. Also, you are the best judge of language levels that would be accessible to your students – this may change from year to year.
- Sometimes, using more words is necessary. “Conflict causes change” is not as accessible to a first grader as something along the lines of “when groups of people have trouble getting along, they will need to change their behavior.”

Making Enduring Understandings Work

Activity #2

1. At your grade-level table, divide into groups of 2-3.
2. Looking at the list of recommended themes, divvy up the themes amongst the groups. (Every theme should be “taken” by one group.)
3. Thinking about the “Big Idea” of the Enduring Understanding, rewrite the EU in kid-friendly language for your grade-level. Think about essential vocabulary, and the reading readiness level of your typical student.
4. Post your Enduring Understandings. Using sticky notes, take a gallery walk and visit each grade-level.
 - What do you notice about the language?
 - Do certain themes reappear in each grade-level? What is the difference between the grade levels?
 - Are we developing higher level vocabulary as students get older?

Goal of this activity: The teacher will become familiar with Connecting Themes and Enduring Understanding and write the EUs 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, 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.
3. 10 minutes for gallery walk.
4. Teachers will make comments on post-it notes about what they observe as most helpful about the Kid-Friendly Connecting Themes & Enduring Understandings.

Bringing it home – reading aloud!

➤What better way to give the entire class a touchstone to refer to when thinking about an Enduring Understanding?

➤What books can you think of that would automatically connect these ideas to a common classroom experience?

➤Take the EU chart on p. 40 of your guide, and travel the room. Find someone who can think of a different book than your suggestion for at least THREE of your grade level's EUs.



Activity #2: Making Enduring Understandings Work

Using the chart provided on the next page, your table will create Kid-Friendly Enduring Understandings based on the sample Enduring Understandings provided by the GaDOE. Use language that your students will be able to understand, keeping in mind that sometimes words have multiple meanings that students might not be aware of. Discuss these as a group, referencing these questions: *What do you notice about the language? Do certain themes reappear in each grade level? What is the difference between the grade levels? Are we developing higher- level vocabulary as students get older?*

Connecting Theme	Kid-Friendly Enduring Understanding

DOE Sample Grade Level Specific Connecting Themes

Use the suggested Connecting Themes specific for your grade level to complete Activity 3. Remember, you may use other CT's to teach the standards & elements.

Kindergarten	First Grade	Second Grade
Individuals, Groups, Institutions	Beliefs and Ideals	Distribution of Power
Location	Individuals, Groups, Institutions	Individuals, Groups, Institutions
Production, Distribution, Consumption	Location	Location
Rule of Law	Production, Distribution, Consumption	Production, Distribution, Consumption
Scarcity	Scarcity	Rule of Law
Time, Change, Continuity	Time, Change, Continuity	Scarcity
Culture		Time, Change, Continuity

Third Grade	Fourth Grade	Fifth Grade
Beliefs and Ideals	Beliefs and Ideals	Beliefs and Ideals
Governance	Conflict and Change	Conflict and Change
Individuals, Groups, Institutions	Distribution of Power	Individuals, Groups, Institutions
Interdependency	Individuals, Groups, Institutions	Interdependency
Location	Location	Movement/Migration
Production, Distribution, Consumption	Movement/Migration	Rule of Law
Scarcity	Rule of Law	Scarcity
Time, Change, Continuity	Scarcity	Technological Innovations
	Technological Innovations	

Facilitator's Notes:

PART IV, cont.: Using Essential Questions

Time: 90 minutes

Essential Questions

The essential question can be developed in two different ways. It is important to develop both types as you plan units of instruction.

- | | |
|---|--|
| <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, as do true Enduring Understandings ❑ May not have a correct 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 |
|---|--|

Key points:

- When creating Essential Questions, it is important to note these important characteristics.
 - Examine how (process) and why (cause and effect).
 - Use language appropriate to students.
 - Sequence so they lead naturally from one to another.
 - May or may not have one answer or a “right” answer.
- Regardless of the complexity of the material, the questions need to be written in language appropriate for the students.
- Continuity is important. Random EQs don't help students learn.
- Don't make all your EQs have right answers. Let students develop their own ideas, which leads to helping them draw conclusions and make generalizations, which is the goal of conceptual teaching!

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)
- **Max Thompson / Learning-Focused Schools**
 - ▣ Generally relate to the specific learning objectives of a lesson
- **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)
- **Social Studies Department**
 - ▣ EQs 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

Key Points:

- Use your system's EQ methodology in redelivery.
- If you don't have one, we think the last list of bullets is a useful one to keep in mind when writing EQs.

Examples of Broad & Specific EQs

- ▣ EU: **The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**
- ▣ Kid-Friendly EU: **What makes a society special is its culture: how people act, what people think, how they celebrate, and how they make their rules.**
- ▣ Possible **broad** EQs:
 - How can the culture of a group of people be good AND bad?
 - Why does the culture of a place sometimes keep people from getting along with each other?
- ▣ Possible **specific** EQs:
 - How does celebrating Thanksgiving Day make us special as Americans?
 - What did Johnny Appleseed do that most Americans believe is right?

Key Points:

- Depending on the "style" of your system, your EQs may look & sound different from these.
- Regardless of method, be sure that when teachers are writing EQs that they match the standard AND the EU being used to explain the content. The concept matters!

More EQ Examples

- EU: 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.**
- Kid-Friendly EU: They ways we make, get, and use goods and services are different from how people in other places make, get, and use goods and services.**
- Possible **broad** EQ:
 - Why do people in different places buy different goods?**
- Possible **specific** EQs
 - What services do people in our community provide to our school?**
 - How is bread made? What did the baker use to make it?**

Key Points:

- See previous slide. Again, adjust these questions as needed to fit your system’s practices.

Facilitator’s Notes:

Creating Essential Questions

Activity #3

1. Using the 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, or one you plan to teach using GPS next year..
 - 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 GPS content **and** Enduring Understanding!
3. Write your Enduring Understanding & Essential Question onto chart paper and post.

Goal of the Activity:

The participants will practice writing broad & specific Essential Questions.

Materials Needed:

Enduring Understandings, chart paper, markers, tape

Activity:

- 1) Divide into groups of 3-4, and reread the Enduring Understandings you created in the last activity. Think about a unit that could teach the EU.
- 2) Discuss various types of EQs that could exist for that unit.
- 3) Write 2 broad and 2 specific Essential Questions for the EU on chart paper and post.
- 4) 20 minutes for small group work.
- 5) 10 minutes for large group discussion.

Activity 3: Creating Essential Questions

Using the Kid-Friendly Essential Questions you developed 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 the Enduring Understandings.

Connecting Theme: _____

Original Enduring Understanding:

Kid-Friendly Enduring Understanding:

Broad Essential Questions:

1. _____

2. _____

Specific Essential Questions:

1. _____

2. _____

Combining EQs:

Social Studies (Economics)

- Why do people have to make choices?
(SS1E2)
- Why do some companies make lots of different goods?
(SS1E1)

Math

- How do tables and graphs help me organize my thinking?
(M1D1a,b)
- What information does _____ picture graph tell me?
(M1D1a,b)

Key Points:

- When incorporating Social Studies content into other areas of instruction, it can be helpful to align EQs. Here is an example from math, using the GaDOE frameworks for first grade math, Unit 1.

Combining EQs:

Social Studies (History)

- What do the stories of Johnny Appleseed and Paul Bunyan say about our country?
(SS1H2)
- How did the location of Cherokee villages affect the way they lived?
(SS2H2a)

English/Language Arts

- What do the characters of Johnny Appleseed and Paul Bunyan have in common?
(ELA1R6a,l)
- How do you write to convince your reader?
(ELA2W1g)

Key points:

- Notice that these EQs “match,” and continue to develop Enduring Understandings across content areas.

Think About It:

At your table, answer these questions in a quick group discussion. Then, choose the most SURPRISING answer to share with the whole group. Be ready to explain why it surprised you.

- Why is it valuable to align EQs from more than one content area?
- How is this best practice?
- How can it help your students?

Key Points:

- In order to make best use of instructional time, integration is key.
- Work smarter, not harder. We’ve all heard it, and this is a great chance to put it into practice. A little bit of extra time spent in planning will help students make connections and understand more fully the content they are required to master.
- This alignment also avoids the “choppiness” that is such a problem in the elementary school schedule.

Facilitator’s Notes:

What to do next:

- ❑ Redeliver Day 2. Any worries on that front?
- ❑ Continue working on building units and matching them with units from other content areas – don't forget to include activities/assessments.
- ❑ Return for Days 3 & 4 (remember – they're back to back) ready to plan for instruction.
- ❑ Bring any other units, resources, etc., to Days 3 & 4, along with any questions or concerns from Day 2 redelivery.
- ❑ THANK YOU VERY MUCH!

Key Points:

- Redeliver Day 2 as soon as possible, and return with questions & concerns at Days 3 & 4.
- Please bring any content materials with you to the next two days of training. If teachers have worked on social studies materials, feel free to bring those as well! We can all learn from each other.

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Key Points:

- **Please contact us if you need us! We are here to help. ☺**

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 #2: Making Enduring Understandings Work

Using the chart provided on the next page, your table will create Kid-Friendly Enduring Understandings based on the sample Enduring Understandings provided by the GaDOE. Use language that your students will be able to understand, keeping in mind that sometimes words have multiple meanings that students might not be aware of. Discuss these as a group, referencing these questions: *What do you notice about the language? Do certain themes reappear in each grade level? What is the difference between the grade levels? Are we developing higher- level vocabulary as students get older?*

Connecting Theme	Kid-Friendly Enduring Understanding

Activity 3: Creating Essential Questions

Using the Kid-Friendly Essential Questions you developed 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 the Enduring Understandings.

Connecting Theme: _____

Original Enduring Understanding:

Kid-Friendly Enduring Understanding:

Broad Essential Questions:

1. _____

2. _____

Specific Essential Questions:

1. _____

2. _____

READ ALOUD ACTIVITY

Use this chart to help you think of touchstone texts you can use to anchor students’ thinking about the Enduring Understandings for the year. After you have listed your thoughts, travel the room and meet others to get new ideas. Take those ideas back to your table and share them with your group.

<i>Connecting Theme</i>	<i>Book Titles</i>