

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

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.

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Introduction to the Social Studies GPS Training

(Slides 1-5)


Time: 10 minutes

Overview: Introduction of participants and trainer. Discuss Module Overview, agenda & goals, and group norms & housekeeping items.

Getting Acquainted


● **Name Card:**

- First Name or Nickname
- Grade-level & School
- Think of a person in the Social Studies you would like to meet and write that name down. Tell someone why you chose that person

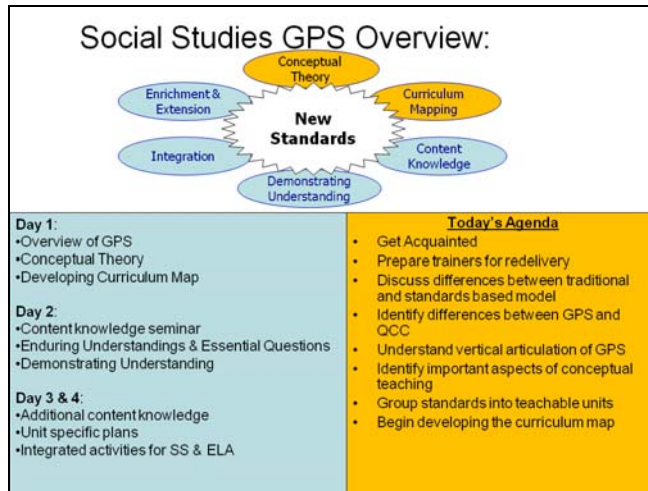


Getting Acquainted

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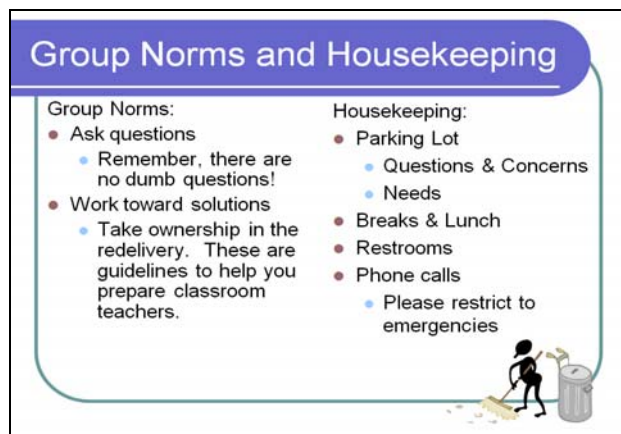


Facilitator's Notes: _____



Key point:

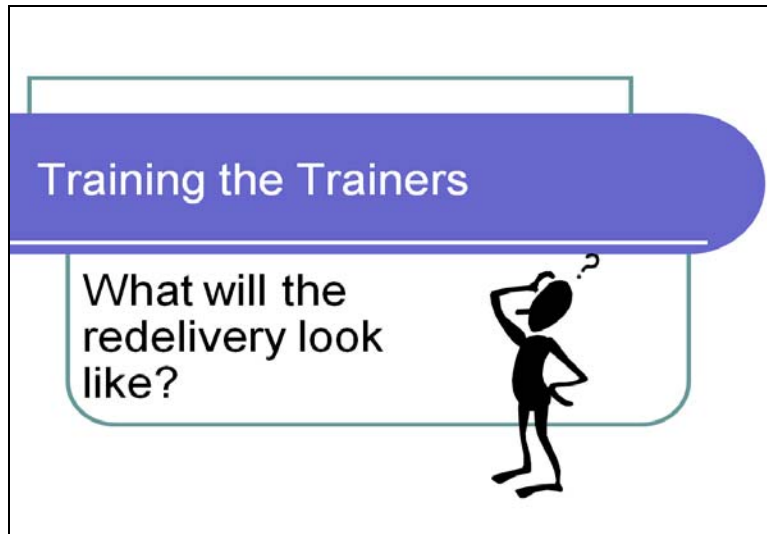
- Today’s delivery and activities are designed to help participants become familiar with the new Social Studies GPS, standards-based education, conceptual teaching, and curriculum mapping.



Key points:

- Let participants know they are welcome to ask questions whenever they occur. If questions still remain, use the parking lot and the trainer will address these questions after breaks.
- The training is 8:30-3:30. There are many activities planned that work in break times. Lunch will be from approximately 11:30-12:30.

Facilitator’s Notes: _____



Training the Trainers
(Slides 7-13)

Time: 20 minutes

Overview: Discussion of options for redelivery. This section includes Phase-In Plan, suggestions for time management, online options, and materials.

Social Studies Phase-In Plan		
Grade Levels	Year 1 Training for teachers Days 1-4	Year 2 Classroom Implementation Day 5&6
Phase 3 6 th -12 th	2006-2007	2007-2008
Phase 4 K-5	2007-2008	2008-2009

Key point:

- Elementary schools need to be teaching the Social Studies QCC's this year. The CRCT will use questions based on the QCC.

Discussion of Redelivery Action Plan
<ul style="list-style-type: none"> • Work with your system to develop plan for how you will redeliver training. • Determine time allotted. <ul style="list-style-type: none"> • Redelivery too long for a faculty meeting. • Redeliver soon after DOE trainings. • Schedule enough time to complete the activities. <ul style="list-style-type: none"> • Use teacher workdays or smaller segments during grade-level planning • It is strongly encouraged to send the same team to all 4 days of Redelivery Training.

Key point:

- Redelivery will need to be completed at two levels. First, participants at this training will return to their school system to train system level trainers. Then, these trainers will work with system Professional Development Staff and administrators to discuss redelivery plans to classroom teachers.

Facilitator's Notes: _____

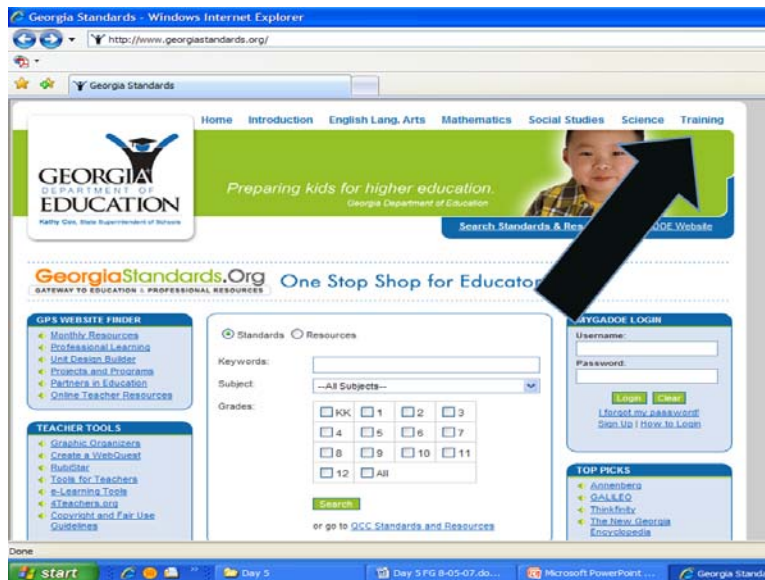
Online Training

- Available through www.georgiastandards.org
- At no cost to systems
- Click on "Training" in the top right corner
- Essentially follows the state face to face training that you are receiving today
 - Intended to be a supplement to face to face training, NOT A SUBSTITUTE
 - If you choose to use this option, you will become the on-line facilitator
 - Feedback and follow up with participants very important

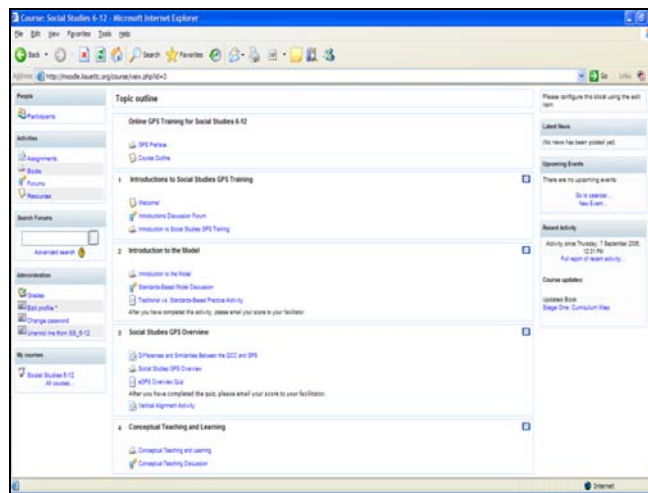
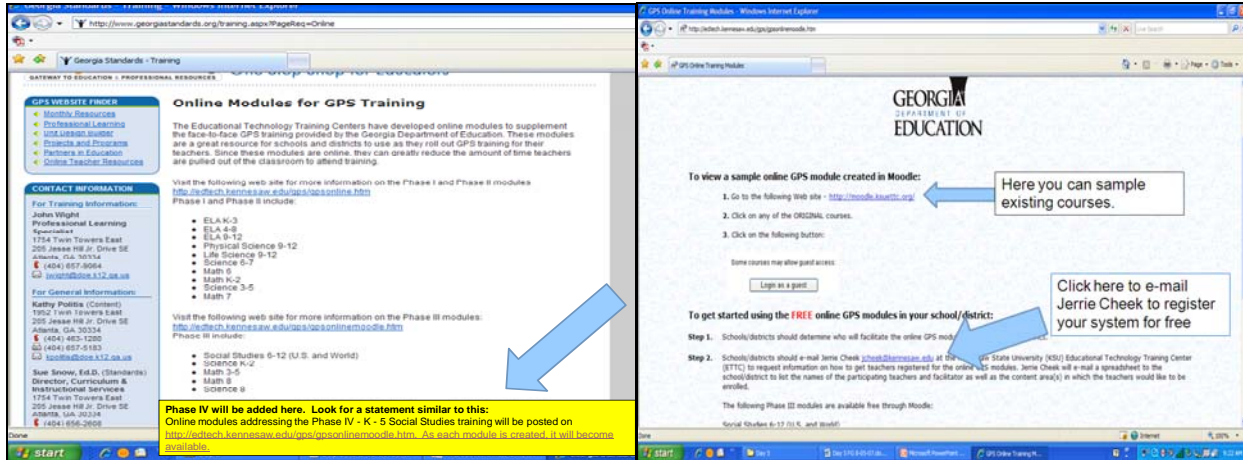
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Key points:

- There will be notification on the Social Studies website when online training is available. You will be the online facilitator for your district. All teachers who are trained should work together to redeliver the training at the system level.



Facilitator's Notes:



Facilitator's Notes:



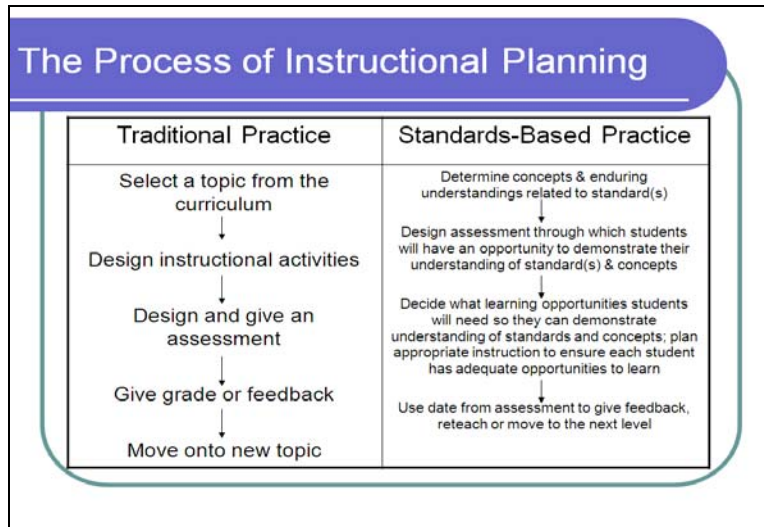
Understanding the Social Studies GPS

Time: 2 hours
(Slides 15-24)

Overview:

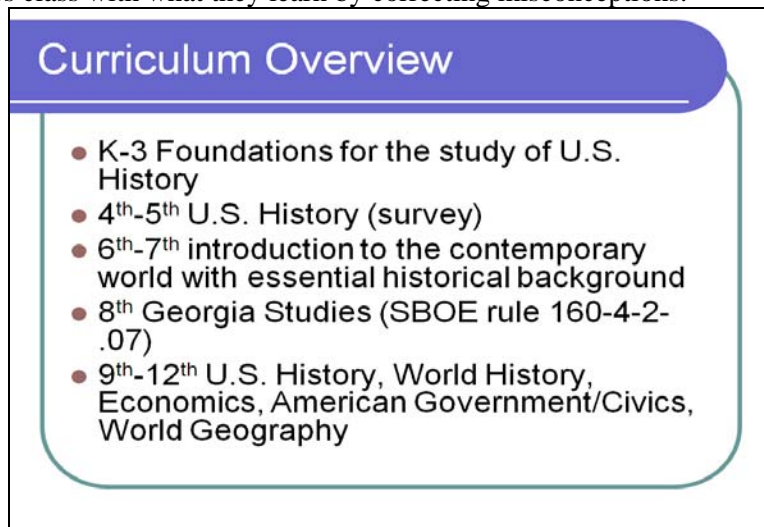
Segment 1-Teachers will become familiar with the standards-based education model, explore the new Social Studies curriculum including the new skills matrix for Map & Globe and Informational Processing, and compare the GPS with the QCCs.

Segment 2-Teachers will understand how the GPS is a ladder approach to Social Studies instruction, view examples of the ladder, and explore the vertical alignment in K-12.



Key points:

- Traditionally, Social Studies instruction followed the first format. The focus was the memorization of facts. Students don't understand why it is important to learn these facts.
- In Standards-Based Practice, research shows retention significantly increases when students have some support structure for the information they learn (schema theory). A standards-based format helps students relate instruction to what they already know and resolve differences in what they bring to Social Studies class with what they learn by correcting misconceptions.



Key points:

- The standards were not written in isolation. The elementary, middle, and high school curriculum was written by the same team. Therefore, similar content was looked at in total (i.e. US History: what needs to be learned in K-5, 8, high school). History is a key theme in instruction, but it is not a history of the world. We cannot teach everything about everybody. History focuses on specific aspects of a region's history that directly relate to understanding of that region today.

Facilitator's Notes: _____

K-5 Social Studies at a Glance				
Grade level	History	Geography	Civics	Economics
Kindergarten	US holidays & symbols	Customs, maps, where they live	Citizenship	work, income, goods & services
1 st	US important historical people	Geography and historical people, features of earth	Heroes & citizenship	Goods, services, & scarcity
2 nd	Introduction to Georgia	GA geography, geography and historical people	Government leaders	Opportunity costs, money goods & services
3 rd	Democracy origins, heroes	US geography, geography and historical people	Introduction to US gov't	Resources, trade
4 th	US history, to 1860	Geography's effect on US	Founding documents	Economic concepts in history
5 th	US history 1860 to today	Geography's effect on US	Rights & amendments	Economic concepts in history

Key points:

- Because of the laddered organization of the GPS, each grade’s content is essential to students’ success in later grades. The K-5 curriculum follows a logical sequence, but also requires instruction at each grade level to prevent gaps in learning.

Facilitator’s Notes: _____

Skills Matrix

- Skills found in matrix at the end of each grade level
 - Begins in Kindergarten
 - Achieves mastery before end of middle school
- Skills testable as related to/integrated into content
 - Teach as part of the content, not in isolation.
 - Skills are part of tasks or demonstrations of understanding

Key point:

- There was no clear delineation of where skills should be taught or mastered in the QCC. The Skills Matrix places all skills together and provides for when skills should be introduced, developed, and mastered at basic levels.

Social Studies Skills Matrices									
MAP AND GLOBE SKILLS									
<p>GOAL: The student will use maps to retrieve social studies information.</p> <p>I: indicates when a skill is introduced in the standards and elements as part of the content</p> <p>D: indicates grade levels where the teacher must develop that skill using the appropriate content</p> <p>M: indicates grade levels by which students should achieve mastery, the ability to use the skill in all situations</p> <p>A: indicates grade levels where students will continue to apply and improve mastered skills</p>									
Map and Globe Skills	K	1	2	3	4	5	6	7	8
1. use cardinal directions	I	M	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A
3. use a letter-number grid system to determine location			I	M	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine change, identify trends, and generalize about human activities					I	M	A	A	A
12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations					I	M	A	A	A

INFORMATION PROCESSING SKILLS									
<p>GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and make decisions.</p> <p>I: indicates when a skill is introduced in the standards and elements as part of the content</p> <p>D: indicates grade levels where the teacher must develop that skill using the appropriate content</p> <p>M: indicates grade levels by which students should achieve mastery, the ability to use the skill in all situations</p> <p>A: indicates grade levels where students will continue to apply and improve mastered skills</p>									
Information Processing Skills	K	1	2	3	4	5	6	7	8
1. compare similarities and differences		I	D	M	A	A	A	A	A
2. organize items chronologically		I	D	D	M	A	A	A	A
3. identify issues and/or problems and alternative solutions		I	D	D	D	M	A	A	A
4. distinguish between fact and opinion			I	D	M	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in social studies content			I	D	D	M	A	A	A
6. identify and use primary and secondary sources			I	D	D	M	A	A	A
7. interpret timelines			I	D	D	M	A	A	A
8. identify social studies reference resources to use for a specific purpose				I	M	A	A	A	A
9. construct charts and tables				I	M	A	A	A	A
10. analyze artifacts				I	D	D	M	A	A
11. draw conclusions and make generalizations					I	M	A	A	A
12. analyze graphs and diagrams					I	D	M	A	A
13. transfer data into timelines, maps, or graphs					I	D	M	A	A
14. formulate appropriate research questions						I	M	A	A
15. determine adequate and/or relevancy of information						I	M	A	A
16. check for consistency of information						I	M	A	A
17. interpret political cartoons						I	D	D	M

Facilitator’s Notes:

Exploring the new Social Studies Performance Standards

Activity #1

1. Compare and Contrast the GPS with QCC's
 - Separate into grade-levels
 - Read through the content for each grade
 - Determine what is the same and different between GPS and QCC and list on chart paper
2. General discussion
 - What major differences stand out most to you?
 - What other changes do you notice?
 - How will this change the way you teach Social Studies?
3. Report back to group

Goal of this activity: The participants will become more familiar with the content of the Social Studies GPS and realize that the GPS is not just a revision of the QCC.

Materials: copy of standards, chart paper, markers, Facilitator's Guide pg. 32

Activity:

1. Provide a copy of the GPS for each grade level
2. 30 minutes for small group work
3. 10 minutes for large group discussion
4. Make sure participants understand this is *not* a critique of the GPS
5. Ask participants to report 2-3 significant differences that have not been shared already
6. Draw general conclusions with the group after the discussion

Spiral versus Ladder

- The QCC was a spiral approach.
 - Content repeated in multiple grade levels with no indication of difference
 - Content also vague—teachers guessed what was important.
- The GPS uses a ladder approach.
 - Concepts/information in one grade is basis for later grades.
 - Instruction must be mastered at that grade-level
 - When a standard is taught in a different grade:
 1. It is a different level of understanding.
 2. Elements specify different information.

Key points:

- A spiral curriculum teaches a topic, reviews it the next year, then teaches new material, and repeats year after year. A ladder curriculum builds a knowledge base then deepens the meaning of that knowledge. Specific elements are added to the knowledge as well as the degree of difficulty.
- To teach a ladder approach, conceptual teaching is essential. We will focus on this the rest of the day and explore how concepts can extend from grade level to grade level or course to course.

K-8 Economics: Personal Finance

- **Kindergarten:**
 - must make choices because you cannot have everything you want
- **1st to 3rd grade**
 - Cost and benefits of personal spending and saving
- **4th and 5th grade**
 - Learn about personal budget
 - Explain importance of spending and savings decisions
- **6th to 8th**
 - Personal money management choices
 - Income, spending & credit, saving & investing

Key point:

- This is an example of what the ladder approach would look like in Economics through eighth grade.

Facilitator's Notes: _____

Vertical Alignment

Activity #2

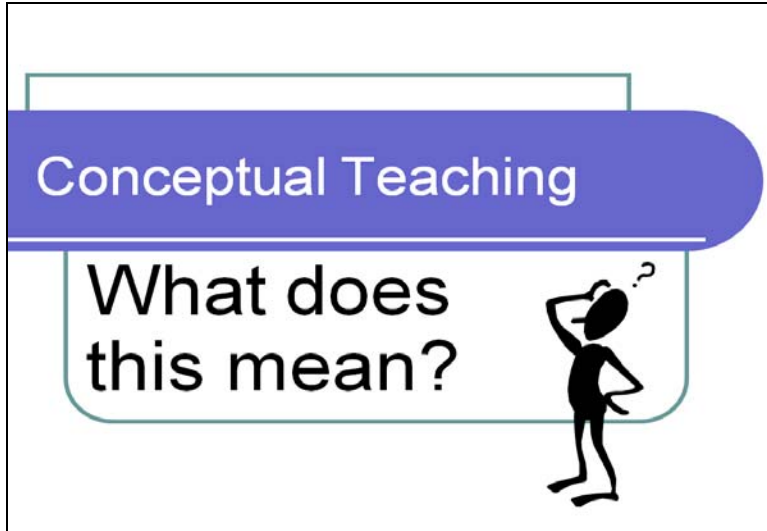
1. Given a topic within a domain:
 - Find comparable topics in other grades (K-12)
 - Note the depth of topic in each grade
2. Write results on chart paper and post
 - Include topic
 - Describe the changes as students progress
3. Look at vertical alignment
 - Why is this best practice?
 - This addresses concerns at high school level.

Goal of this activity: The teacher will become familiar with the vertical alignment of the Social Studies GPS and identify connections between grade levels and courses.

Materials: sentence strips with topics, copy of K-12 standards, chart paper, markers

Activity:

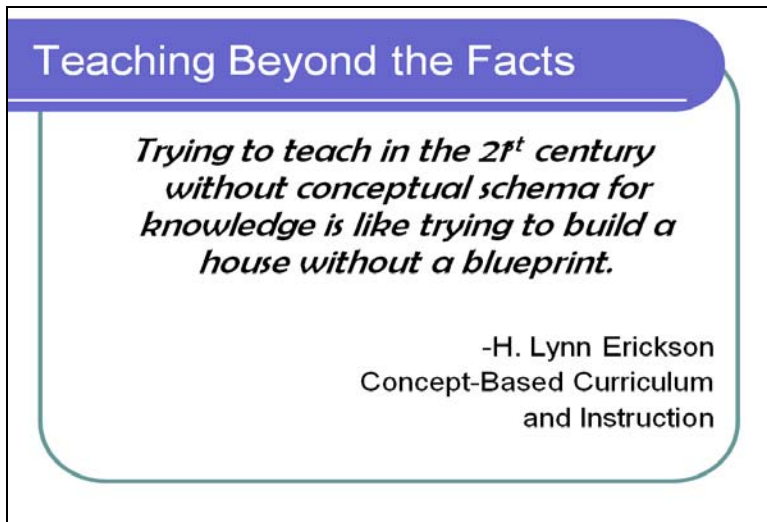
1. Assign one of the following topics to each group: exploration, regional physical features, the Constitution, spending & saving, Civil War, World War I, slavery, or the Great Depression
2. 30 minutes for small group work
3. 10 minutes for large group discussion
4. Draw general conclusions from the whole group discussion



Introduction to Conceptual Teaching and Learning
(Slides 26-36)

Time: 30 minutes

Overview: Discussion of conceptual teaching in Social Studies including what it is and why it is important.



Facilitator’s Notes: _____

The Key: Conceptual Teaching

What is conceptual teaching?

- Using schema to organize new knowledge .
- Developing units around concepts to help students learn.
- Relating to and providing for schema based on students prior knowledge or experiences.
- Teaching knowledge/skill in context related to concepts.

What it's not?

- Worksheets
- Drill
- Memorization of discrete facts.

Key point:

- Brain based research shows the importance of concepts and scaffolding in retention of information. The goal of conceptual teaching is to help students understand major themes, issues, and concepts in Social Studies. Conceptual teaching is essential in order to be able to effectively use higher level teaching strategies.

Supporting Background

- Bradley Commission
- National Research Council (*How Students Learn: History in the Classroom*)
- Marzano (*What Works in Schools*)
- Max Thompson (*Learning-Focused Schools Model*)
- Wiggins & McTighe (*Understanding by Design*)
- H. Lynn Erickson (*Concept-Based Curriculum and Instruction*)
- Dr. Ernest Boyer (*The Carnegie Foundation for the Advancement of Teaching*)
- Dan Pink (*A Whole New Mind*)

Key point:

- Multiple studies with various subject groups have all reached similar conclusions regarding conceptual teaching.

Facilitator's Notes: _____

A Conceptual Model

- Principle #1: Engaging prior understandings
- Principle #2: The essential role of factual knowledge and conceptual frameworks in understanding
- Principle #3: The importance of self-monitoring

*From How Students Learn: History in the Classroom
National Research Council*

Key points:

- Principle #1 addresses a student's prior knowledge. It is not a pre-test, but the experiential knowledge of a student.
- 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.

Questions related to Principle #1

- Principle #1: Engaging Prior Understandings
 - What do students know about this content?
 - What broad concepts are important in this content?
 - What misunderstandings do students have about this content?

Key point:

- These questions need to be kept in mind as Social Studies units are developed. However, it does not always have to be a pre-test. It is important to listen to what students say they know about things. A student's prior knowledge can act as a powerful tool, but sometimes the prior knowledge can serve as a barrier. Knowing what the students think will help guide instruction and correct misconceptions for deeper understanding.

Facilitator's Notes: _____

Questions related to Principle #2

- Principle #2: The Essential Role of Factual Knowledge and Conceptual Frameworks in Understanding
 - Do I teach factual knowledge in compartments?
 - Regions of the United States
 - Colonization of the Americas
 - Do I provide themes to link content?
 - What is the basic structure of my class?
 - Chronological/Linear
 - Narrative
 - Conceptual
 - Do students understand the connection between topics?

Key point:

- Knowledge of facts and knowledge of important organizing ideas work hand in hand. Research of how experts and novices perform a task shows that the expert knows and has a better memory of relevant details. The expert knows how to apply the facts to other situations. A novice will know the basic surface knowledge of a topic. The novice only sees separate pieces of information while the expert sees an organized set of details.

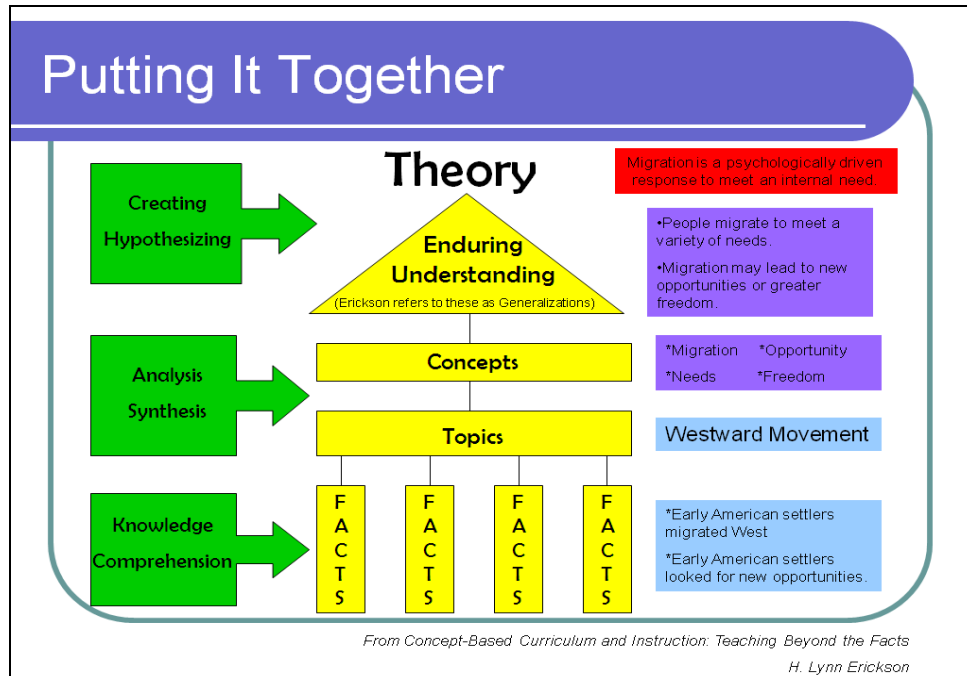
Questions related to Principle #3

- Principle #3: The Importance of Self-Monitoring
 - Does the student compare what has been learned to what was already known?
 - Is the student engaged in figuring out what is meant by new understandings?
 - Does the student ask questions to stimulate additional inquiry to guide further learning?
 - Is the student monitoring and initiating new strategies when something does not make sense?

Key point:

- It is important encourage students to ask themselves questions that guide further learning. Teach them to go beyond knowing the facts for the test. Students need to decide if new knowledge relates to or challenges what they already know.

Facilitator's Notes: _____



Key point:

- Putting this theory into practice is going to require a new skill. Teachers need to think beyond topics and facts. They will need to develop enduring understandings that are appropriate for their grade level. It is important to give students opportunities to use critical concepts again and again, as opposed to discrete facts, as they meet new examples in other focuses.

Facilitator’s Notes: _____

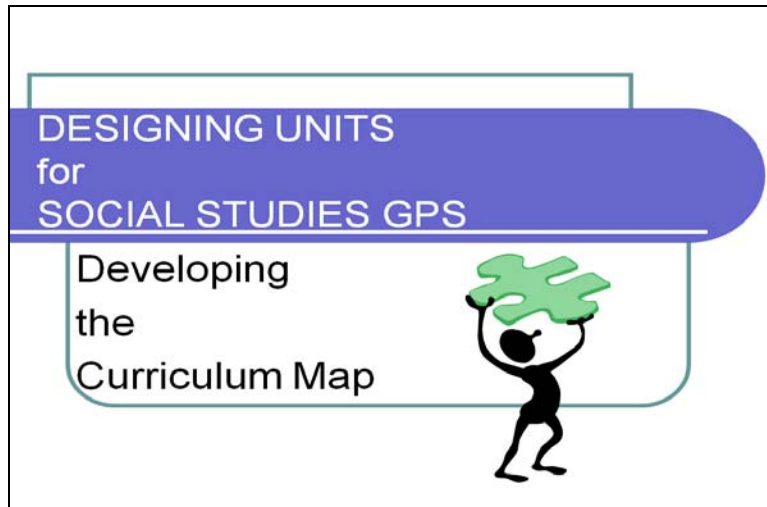
Content Area Development Survey

- Reviewing the new SS GPS, think about your confidence level in the 4 domains of Social Studies instruction.
- Complete the content area development survey. Place completed surveys in the basket on the front table.
- This information will be used to develop additional training for implementation of the new standards.

Key point:

- Participants will complete the survey in order to determine strengths and weaknesses in Social Studies content domains. During Day 2-4 training, participants will receive content instruction on identified weak areas.

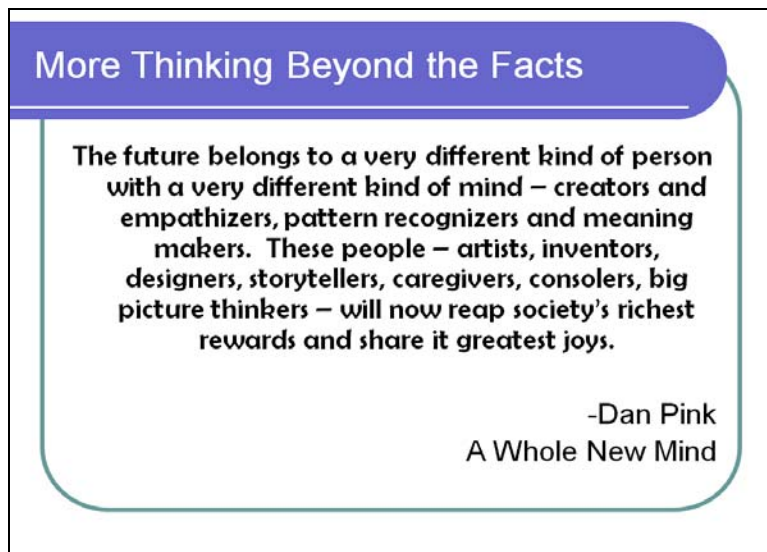
Facilitator’s Notes: _____



Introduction to Designing the Curriculum Map for Social Studies GPS
(Slides 38-57)

Time: 3 hours

Overview: Exploration of Connecting Themes, Enduring Understandings, and the unit design model. Participants will group the standards; identify unit connecting themes & unit specific themes; and begin developing the curriculum map.



Facilitator's Notes: _____

Organizing Standards

Elements from different standards may have something in common:

<ul style="list-style-type: none"> • Standard 1 • Element A • Element B • Element C • Element D 	<ul style="list-style-type: none"> • Standard 2 • Element A • Element B
--	--

Group standards according to their commonalities.

Unit 1	Unit 2	Unit 3
Standard 1 Element A, C	Standard 1 Element B	Standard 1 Element D
Standard 2 Element B	Standard 2 Element A	

Key point:

Look at more than just one standard at a time. That is the key to conceptual teaching and planning.

Facilitator’s Notes: _____

The Big Idea: Thinking Connecting Themes

- The key to SS GPS is the use of generalizations or *connecting themes*.
 - Generalization connected to students' interest = Increased engagement and inquiry.
 - Students are "doing" the subject with guided instruction.
 - H. Lynne Erickson refers to generalizations as Enduring Understandings.
- Students demonstrate understanding of selected themes using knowledge and skills acquired during the school year.
 - Themes are not the end product of a single unit or lesson, but the product of long term, on-going instruction.

Key point:

- Concepts should not be for just a specific unit, but may also transcend units and tie them together. The key is asking the question "What is it that a student should take from this unit that goes beyond the facts?" This is how you create an Enduring Understanding.

What's an Enduring Understanding?

- Larger concepts or themes focused on principles, or processes within a domain, rather than discrete facts or skills.
- Applicable to new situations within or beyond the content.
- Basis of conceptual teaching
 - Provide scaffolding
 - Standards provide specificity to concepts
- Example: *The student will understand that when there is **conflict** between or within societies, **change** is the result.*
 - Connecting Theme: Conflict and Change

Key point:

- These are brief sentences that link a concept with the specific standards and elements. Also, the Enduring Understanding should be repeated in other Social Studies courses throughout elementary, middle, and high schools. While the EU's wording may vary from grade level to grade level, the concepts remain the same in order to build that scaffolding.

Facilitator's Notes: _____

Connecting Themes and Enduring Understandings

Connecting Theme: *Conflict and Change*
 Enduring Understanding: *The students will understand that when there is conflict between or within societies, change is the result*

Standards

4H4a, b, c, d: The student will explain the causes, events, and the results of the American Revolution.

4H5a, b, d: The student will analyze the challenges faced by the new nation (creating our government).

4H5e: The student will analyze the challenges faced by the new nation (second war with Britain).

4H6a: Describe territorial expansion

4H7a-b: The student will examine the main ideas of the abolitionist and suffrage movements.

4G2d: Explain how each force (American & British) attempted to use the physical geography of each battle site to its benefit.

4E1e: Describe how *trade* promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).

- *This is an example of what is done in Activity #3*

Connecting Themes and Enduring Understandings

Activity #3

- As a grade level, sort the standards with elements into what you think is the most appropriate Connecting Theme.
 - You may use different connecting themes than those suggested below.
- These are the most common Connecting Themes in the **3-5** curriculum. Pick 4-6 that you feel best represent the “big idea” for your specific grade level.
 - Beliefs and Ideals
 - Conflict and Change
 - Culture
 - Distribution of Power
 - Individuals, Groups, and Institutions
 - Location
 - Production, Distribution, Consumption
 - Rule of Law
 - Technological Innovations

(Some of these Connecting Themes may not apply to your specific grade-level.)

Goal of this activity: The teacher will understand how the specific knowledge of a standard and element is used to teach the Enduring Understanding. Teachers will then be able to group the standards into the appropriate Connecting Themes.

Materials: copy of the DOE sample Connecting Themes/Enduring Understandings, grade level specific Social Studies GPS on pg. 36 of Facilitator's Guide, chart paper, markers, scissors, glue

Activity:

1. Groups will pick different Connecting Themes from the suggested DOE sample list and determine which standards and elements can be used to teach the knowledge needed to understand that theme.
2. 30 minutes for small group work.
3. 10 minutes for gallery walk and/or large group discussion.
4. Ask teachers to think about how the unit focus will become more meaningful if students see the Connecting Themes throughout the year rather than in the traditional test and move-on practice of SS instruction.

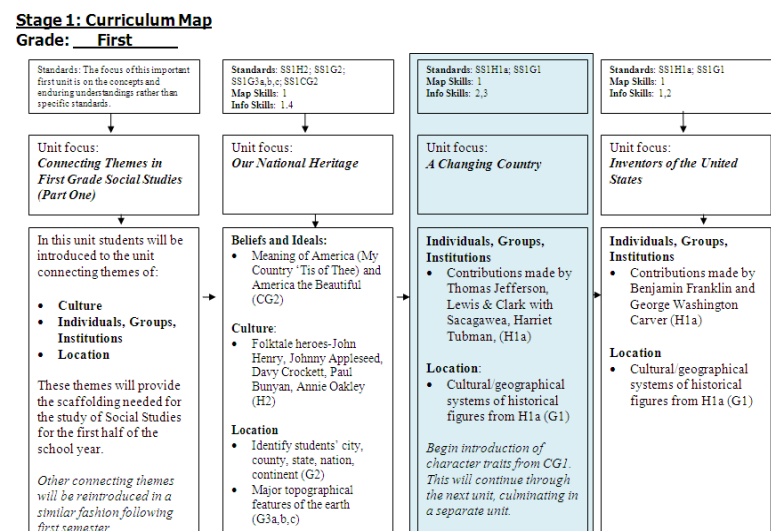
Course Planning Design using Connecting Themes and Enduring Understandings

- The course planning maps are overall organizing components of the curriculum and identify unit focuses.
 - More than one connecting theme in a unit.
 - More than one standard in a unit.
 - No correct themes or topics.
- The unit focus provides students with themes upon which to hang the knowledge and skills required by curricular objectives.
- **A unit is not a standard, a standard is not a unit**

Key point:

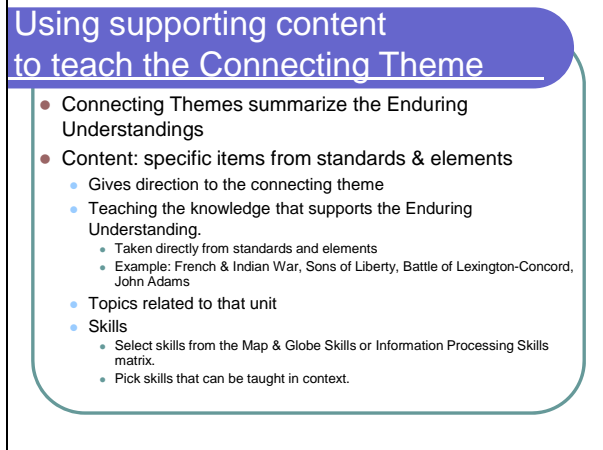
- Look at the strands (i.e... History, Geography, Government/Civics, Economics) in the SS GPS and begin to think about the Connecting Themes and Enduring Understandings that the strands support. After determining the Enduring Understanding, decide which standards in the strand will best develop the knowledge and concepts of the Connecting Theme.

Facilitator’s Notes: _____



Key point:

- This will be the template used when creating the curriculum maps for each grade level. There is no minimum or maximum as to how many unit focuses teachers will create.



Using supporting content to teach the Connecting Theme

- Connecting Themes summarize the Enduring Understandings
- Content: specific items from standards & elements
 - Gives direction to the connecting theme
 - Teaching the knowledge that supports the Enduring Understanding.
 - Taken directly from standards and elements
 - Example: French & Indian War, Sons of Liberty, Battle of Lexington-Concord, John Adams
 - Topics related to that unit
 - Skills
 - Select skills from the Map & Globe Skills or Information Processing Skills matrix.
 - Pick skills that can be taught in context.

Key point:

- The specific standards and elements should provide a link between the content knowledge and the Connecting Theme & Enduring Understanding.
- Remember, conceptual theory states that for students to develop concepts, they must have the knowledge that supports the concepts.

Facilitator's Notes: _____

Unit Design: Using the Curriculum Map

Activity #4

1. Find a partner to work with. Together, think of 1 unit that you really enjoy teaching. (It can be from any time of the year.)
 - Remember, you can arrange your units thematically, chronologically, or in a combination of the two.
2. Find all the new standards and map/info skills that you will use to teach this unit.
3. Using the charts you built in Activity 3, group the standards/elements to determine the Connecting Themes and Enduring Understandings you will use to teach this unit.
 - Identify the supporting content for the Unit Focus. Determine the specific elements within the standard needed to learn the Connecting Theme.
4. On your chart paper, complete the Standards, Unit Focus, and Connecting Theme box following the Curriculum Map template on the last page in the Facilitator's Guide

Goal of this activity: The participant will group standards and elements and identify a unit focus according to Connecting Themes.

Materials: copy of the DOE sample Connecting Themes & Enduring Understandings, K-5 Social Studies GPS, blank curriculum map on pg. 48 of Facilitator's Guide, chart built in activity 3

Activity:

1. Participants need to organize the GPS into unit focuses that are based on the standards and Connecting Themes.
2. 30 minutes for small group work
3. 10 minutes for small group reports and large group discussion
4. Participants will begin to complete a curriculum map after group consensus has been reached.

Framework Teams

- Applications available online at georgiastandards.org
- Teams are creating suggested frameworks to be posted on GSO.
- Bulk of work will be done February 08-June 08
- Application deadline: October 26, 2007

Key point:

- Please share this with administration. It is important that we get many applicants throughout the state to be involved in this process.

What do I do now?

- Begin Day 1 redelivery.
- Start thinking about Day 2. We will use the curriculum map from today to begin creating unit maps.
- Mark your calendar for the next training session. It is very important that the **same** people attend **all** sessions.
 - Each session uses material developed in the previous day's training.


Key point:

- Teachers need to begin learning the approach to teach the new Social Studies GPS. As soon as possible, begin working with your system to redeliver the information from Day One training.

Facilitator's Notes: _____

Thank you very much!!!

Please contact anyone in the Social Studies Department with any questions you may have about Social Studies GPS.



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Facilitator's Notes: _____

Activity 1: Learning the GPS

Directions: Read the standards that apply to your grade level. When everyone in the group is finished, discuss major differences between the QCCs and GPS. Think about the following questions in your discussion. *What major differences stand out most to you? What other changes do you notice? How will this change the way you teach Social Studies?* 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	

Activity 3: Connecting Themes and Standards & Elements

Directions: Given a Connecting Theme, decide which standards and elements would be used to teach that “big idea” for your grade level. Record those standards on the chart. After you have pulled all the standards and elements for that theme, determine a unit focus those standards.

Connecting Theme:

Standard/Element:

Connecting Themes/Enduring Understandings Used in DOE Samples
--

Students should be able to demonstrate understanding of selected themes 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. 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.
- **Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.
- **Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.
- **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.
- **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.
- **Gain from Trade:** The student will understand that parties trade voluntarily when they expect to gain.
- **Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- **Human Environmental Interaction:** The student will understand that humans, their society, and the environment affect each other.
- **Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- **Incentives:** The student will understand that parties respond predictably to positive and negative incentives.
- **Interdependency:** The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.
- **Location:** The student will understand that location affects a society's economy, culture, and development.
- **Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.
- **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.
- **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.
- **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
- **Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.
- **Time, Change, Continuity:** The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Third Grade Standards and Elements

SS3H1 The student will explain the political roots of our modern democracy in the United States of America. a. Identify the influence of Greek architecture (Parthenon, US Supreme Court building), law, and the Olympic Games on the present.

SS3H1 The student will explain the political roots of our modern democracy in the United States of America. b. Explain the ancient Athenians' idea that a community should choose its own leaders.

SS3H1 The student will explain the political roots of our modern democracy in the United States of America. c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.

SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights).

SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G1 The student will locate major topographical features of the United States of America. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.

SS3G1 The student will locate major topographical features of the United States of America. b. Identify major mountain ranges of the United States: Appalachian, Rocky.

SS3G1 The student will locate major topographical features of the United States of America. c. Locate the equator, prime meridian, and lines of latitude and longitude on a globe.

SS3G1 The student will locate major topographical features of the United States of America. d. Locate Greece on a world map.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

a. Identify on a political map specific locations significant to the life and times of these historic figures.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

c. Describe how each of these historic figures adapted to and was influenced by his/her environment.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

d. Trace examples of travel and movement of these historic figures and their ideas across time.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. a. Explain why in the United States there is a separation of power between branches of government and levels of government.

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, city commission, or city council).

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government. c. State an example of the responsibilities of each level and branch of government.

SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

SS3E1 The student will describe the four types of productive resources: a. Natural (land)

SS3E1 The student will describe the four types of productive resources: b. Human (labor)

SS3E1 The student will describe the four types of productive resources: c. Capital (capital goods)

SS3E1 The student will describe the four types of productive resources: d. Entrepreneurship (used to create goods and services)

SS3E2 The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. a. Describe the interdependence of consumers and producers of goods and services.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. b. Describe how goods and services are allocated by price in the marketplace.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. d. Explain that most countries create their own currency for use as money.

SS3E4 The student will describe the costs and benefits of personal spending and saving choices.

Fourth Grade Standards and Elements

SS4H1 The student will describe how early Native American cultures developed in North America. a. Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).

SS4H1 The student will describe how early Native American cultures developed in North America. b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

SS4H2 The student will describe European exploration in North America. a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.

SS4H2 The student will describe European exploration in North America. b. Describe examples of cooperation and conflict between Europeans and Native Americans.

SS4H3 The student will explain the factors that shaped British colonial America. a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.

SS4H3 The student will explain the factors that shaped British colonial America. b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

SS4H4 The student will explain the causes, events, and results of the American Revolution. a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party.

SS4H4 The student will explain the causes, events, and results of the American Revolution. b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

SS4H4 The student will explain the causes, events, and results of the American Revolution. c. Describe the major events of the Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord and Yorktown.

SS4H4 The student will explain the causes, events, and results of the American Revolution. d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

SS4H5 The student will analyze the challenges faced by the new nation. a. Identify the weaknesses of the government established by the Articles of Confederation.

SS4H5 The student will analyze the challenges faced by the new nation. b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

SS4H5 The student will analyze the challenges faced by the new nation. c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.

SS4H5 The student will analyze the challenges faced by the new nation. d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.

SS4H5 The student will analyze the challenges faced by the new nation. e. Describe the causes of the War of 1812; include burning of the Capitol and the White House.

SS4H6 The student will explain westward expansion of America between 1801 and 1861. a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4H6 The student will explain westward expansion of America between 1801 and 1861. b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements. a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements. b. Explain the significance of Sojourner Truth's address ("Ain't I a Woman?" 1851) to the Ohio Women's Rights Convention.

SS4G1 The student will be able to locate important physical and man-made features in the United States. a. Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.

SS4G1 The student will be able to locate important physical and man-made features in the United States. b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

SS4G2 The student will describe how physical systems affect human systems. a. Explain why each of the native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.

SS4G2 The student will describe how physical systems affect human systems. b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

SS4G2 The student will describe how physical systems affect human systems. c. Explain how the physical geography of each colony helped determine economic activities practiced therein.

SS4G2 The student will describe how physical systems affect human systems. d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

SS4G2 The student will describe how physical systems affect human systems. e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

SS4CG1 The student will describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

SS4CG1 The student will describe the meaning of: b. "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.

SS4CG1 The student will describe the meaning of: c. The federal system of government in the U.S.
SS4CG2 The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution.

SS4CG3 The student will describe the functions of government. a. Explain the process for making and enforcing laws.

SS4CG3 The student will describe the functions of government. b. Explain managing conflicts and protecting rights.

SS4CG3 The student will describe the functions of government. c. Describe providing for the defense of the nation.

SS4CG3 The student will describe the functions of government. e. Explain limiting the power of people in authority.

SS4CG3 The student will describe the functions of government. f. Explain the fiscal responsibility of government.

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good.

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to the New World).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. c. Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. e. Describe how trade promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. f. Give examples of technological advancements and their impact on business productivity during the development of the United States.

SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Fifth Grade Standards and Elements

SS5H1 The student will explain the causes, major events, and consequences of the Civil War. a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.

SS5H1 The student will explain the causes, major events, and consequences of the Civil War. b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.

SS5H1 The student will explain the causes, major events, and consequences of the Civil War. c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

SS5H1 The student will explain the causes, major events, and consequences of the Civil War. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson.

SS5H1 The student will explain the causes, major events, and consequences of the Civil War. e. Describe the effects of war on the North and South.

SS5H2 The student will analyze the effects of Reconstruction on American life. a. Describe the purpose of the 13th, 14th, and 15th Amendments.

SS5H2 The student will analyze the effects of Reconstruction on American life. b. Explain the work of the Freedmen's Bureau.

SS5H2 The student will analyze the effects of Reconstruction on American life. c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

SS5H3 The student will describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.

SS5H3 The student will describe how life changed in America at the turn of the century. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

SS5H3 The student will describe how life changed in America at the turn of the century. c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.

SS5H3 The student will describe how life changed in America at the turn of the century. d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships.

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H6 The student will explain the reasons for America's involvement in World War II. a. Describe Germany's aggression in Europe and Japanese aggression in Asia.

SS5H6 The student will explain the reasons for America's involvement in World War II. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.

SS5H6 The student will explain the reasons for America's involvement in World War II. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.

SS5H6 The student will explain the reasons for America's involvement in World War II. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

SS5H6 The student will explain the reasons for America's involvement in World War II. e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.

SS5H6 The student will explain the reasons for America's involvement in World War II. f. Explain the U.S. role in the formation of the United Nations.

SS5H7 The student will discuss the origins and consequences of the Cold War. a. Explain the origin and meaning of the term "Iron Curtain."

SS5H7 The student will discuss the origins and consequences of the Cold War. b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

SS5H7 The student will discuss the origins and consequences of the Cold War. c. Identify Joseph McCarthy and Nikita Khrushchev.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975. d. Discuss the significance of the technologies of television and space exploration.

SS5H9 The student will trace important developments in America since 1975. a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.

SS5H9 The student will trace important developments in America since 1975. b. Explain the impact the development of the personal computer and Internet has had on American life.

SS5G1 The student will locate important places in the United States. a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert.

SS5G1 The student will locate important places in the United States. b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities. a. Identify and explain the factors influencing industrial location in the United States after the Civil War.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities. b. Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities. c. Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power.

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen.

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. b. Explain the freedoms granted by the Bill of Rights.

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. c. Explain the concept of due process of law.

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution. d. Describe how the Constitution protects a citizen's rights by due process.

SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made. a. Explain the amendment process outlined in the Constitution.

SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made. b. Describe the purpose for the amendment process.

SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy. a. Explain the purpose of the 12th and 17th amendments.

SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy. b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

SS5CG4 The student will explain the meaning of "e pluribus unum" and the reason it is the motto of the United States.

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to remain unengaged at the beginning of World War II in Europe).

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. b. Explain how price incentives affect people's behavior and choices (such as monetary policy during the Great Depression).

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. d. Explain how voluntary exchange helps both buyers and sellers (such as among the G8 countries).

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. e. Describe how trade promotes economic activity (such as trade activities today under NAFTA).

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. f. Give examples of technological advancements and their impact on business productivity during the development of the United States.

SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history. a. Describe the private business function in producing goods and services.

SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history. b. Describe the bank function in providing checking accounts, savings accounts, and loans.

SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history. c. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time. a. Describe how competition, markets, and prices influence people's behavior.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time. b. Describe how people earn income by selling their labor to businesses.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Stage 1: Curriculum Map

Grade:

