



*Training for the New Georgia Performance Standards
Day 4: Lessons Within a Unit*

Participant's Guide

Social Studies 6-12

Acknowledgements

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Use of This Guide



The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education. These materials are designed to help participants in the state-level training facilitate training of teachers in their systems to the Georgia Performance Standards for Social Studies.

Materials (guides, presentations, links to online training, etc.) will be available electronically through the [georgiastandards.org](http://www.georgiastandards.org) website (<http://www.georgiastandards.org>). Information regarding access, use, and availability of on-line training and associated resources is provided during training and on the Social Studies webpage accessed through the Curriculum and Instructional Services webpage on the Georgia Department of Education's website.

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Agenda

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

- Review of Performance Tasks
- Relationship between units and lessons
- Types of activities
- Lesson Development

Training Goal

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

Key words from the goal:

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

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

Module Objectives

By the end of Day 4 training, participants will be able to:

1. Design lessons that meet the goal of connecting the GPS to the performance task and the enduring understandings of the unit.

Provided Texts

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

How Students Learn History in the Classroom
NCSS Curriculum Standards for Social Studies
Social Studies and the World
A Link to the Past: Engaging Students in the Study of History

Each school received one copy of each book listed below at the beginning of the 2004-05 school year. This box of books was addressed to the principal of the school.

Hayes Jacobs, Heidi. *Mapping the Big Pictures: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. 1997.

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

Marzano, Robert J, Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Marzano, Robert J, Jana Marzano, & Debra Pickering. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Strong, Richard W., Harvey F. Silver, and Matthew J. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 1998.

Wiggins, Grant and Jay McTighe. *Understanding by Design Study Guide*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

Professional Organizations

National Council for the Social Studies (NCSS)
Georgia Council for the Social Studies (GCSS)
National Council for Economic Education (NCEE)
Georgia Council for Economic Education (CGEE)
National Council for History Education (NCHE)
Center for Civic Education
Georgia Geographic Alliance

Web Sites

NCSS (www.ncss.org)
GCSS (www.gcss.net)
NCEE (www.ncee.net)
GCEE (www.gcee.org)
NCHE (www.garlandind.com/nche)
Center for Civic Education (www.civiced.org)
Georgia Geographic Alliance (www.gageography.org)

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

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

Special Education Resources

Access, Participation, & Progress in the General K-12 Curriculum. National Center on Accessing the General Curriculum (ncaog.org).

Approximately 70 general and special educators and parents attended the National Capacity Building Institute on Access, Participation, and Progress in the General Curriculum, held on July 10, in Arlington, VA. The article includes the proceedings from the Institute.

Aligning Special Education with NCLB. www.ldonline.org.

The No Child Left Behind Act (NCLB) is a standards-based reform movement. This movement emphasizes standards and the alignment of curriculum and assessment to those standards. States established what is to be taught. The goal of standards is to increase academic achievement levels. A related goal is to close the achievement gap for students who have traditionally been at-risk for academic failure or lack of success. This group includes students with disabilities.

Thompson, S., Thurlow, M., Quenemoen, R.F., & Esler, A. (2001). *Addressing Standards And Assessments On State IEP Forms*, National Center on Educational Outcomes (NCEO Synthesis Report 38)

This article summarizes data on each State's use of standards in developing Individualized Education Programs (IEP) for students with disabilities. All fifty states were asked to send their IEP forms and to indicate whether the forms were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed the general curriculum on their forms. Recommendations for IEP forms that provide decision-making guidance involving access to the general curriculum are summarized.

Writing Standards-based IEPs. Colorado Department of Education. www.cde.org.

The Colorado Department of Education provides information for teachers on developing standards-driven IEPs. The summary includes a definition of standards-driven IEPs, characteristics of standards-driven IEPs, and a rationale for standards-driven IEPs.

Resources for Differentiation

Association for Supervision and Curriculum Development. *At work in the differentiated classroom*. Alexandria, VA. Author. (video staff development set). 2001.

Chapman C. & Gregory, G. *Differentiated instruction strategies for writing in the content areas*. Thousand Oaks, CA: Corwin Press. 2003.

Coil, C. *Standards-based activities and assessments for the differentiated classroom*. Marion, IL: Pieces of Learning. 2004.

Tomlinson, C. *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Winebrenner, S. *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit. 1992.

Unit or Lesson?

- 1) Changing role of women in US History.
- 2) Importance of oil to the Middle East
- 3) Impact of the Great Schism
- 4) Georgia at War
- 5) Characteristics of early African Societies
- 6) Southeast Asia Today
- 7) Women and the Civil War
- 8) America's Legal System
- 9) Civil Rights Movement in Georgia
- 10) Principles of Macroeconomics

Connecting EUs to content

Find a standard/element in each course 6-12 that could be used to support each of the EUs below. Write the standard and element number/letter in the appropriate box.

Students will understand that technological advancements have consequences, both intended and unintended, for a society.

6 th :	WH:
7 th :	USH:
8 th :	AMG:
WG:	ECON:

Students will understand that conflict produces change in society.

6 th :	WH:
7 th :	USH:
8 th :	AMG:
WG:	ECON:

Action Words Frequently Used in the Social Studies GPS

ANALYZE: discuss factors that contributed to item; discuss the impact of item on other items; discuss how item changed

COMPARE: give similarities and differences; may include contrast

DEFINE: give specific characteristics, traits; give unique qualities

DESCRIBE: give general characteristics, traits; tell about various aspects of topic

EVALUATE: provide a value judgment; present multiple opinions; discuss before and after item; may include comparing intended consequences with outcome

EXPLAIN: state reasons for or consequences of a topic; give a detailed account of how something happened

IDENTIFY: list; give name from description; choose from a group

ILLUSTRATE: use specific examples; put into visual or graphic

LOCATE: find on a map; indicate when on timeline

TRACE: provide background for; could mean literally on a map or graph

**Compiled by Bill Cranshaw and Chris Cannon with additional information provided by Mike Bergquist*

BRAINSTORMING PAGE

STUDENT CENTERED	TEACHER CENTERED

Creating Lessons Activity

Course: **6th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS6CG2 The student will describe modern European governments.**

Element: **c. Describe the purpose of the European Union and the relationship between member nations.**

Course: **7th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS7H9 The student will describe the major developments in eastern Asia during the 20th century.**

Element: **b. Explain the rise of Mao Zedong to power; include the long march, the establishment of communism, the Great Leap Forward, and the Cultural Revolution.**

Course: **8th Grade**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.**

Element: **d. Discuss the impact of Andrew Young on Georgia.**

Course: **World Geography**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.**

Element: **e. Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa.**

Course: **World History**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSWH20 The student will examine change and continuity in the world since the 1960s.**

Element: **d. examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher**

Course: **US History**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSUSH25 The student will describe changes in national politics since 1968.**

Element: **d. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.**

Course: **American Government**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSCG10 The student will describe the legislative process including the roles played by committees and leadership.**

Element: **b. Explain the function of various leadership positions within the legislature**

Course: **Economics**

Theme: **Individuals, Groups, and Institutions**

EU: **Individuals, groups, and institutions make decisions and choices that affect society through intended and unintended consequences.**

Standard: **SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.**

Element: **c. Explain how an increase in sales tax affects different income groups.**

Lesson Plan Checklist

- Is **DIRECTLY** linked to standards and/or elements
- Addresses one or more **CONCEPTS/THEMES** or **ENDURING UNDERSTANDINGS**
- Content **DIRECTLY** supports Enduring understanding
- Addresses one or more essential questions
- Includes at least one assessment
- Includes use of appropriate skills
- Is consistent with language of the standards

Performance Task for Unit 4: America's Federal System

Enduring understanding: **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**

Standards: SSCG 5, 16a, 17, 18

Your town is creating a Civics Museum. The museum will be used to teach people in the community about American Government. The facility will be used for field trips, civic group workshops, teacher development, and receptions/banquets. Each room will be themed according to various areas of the study of American Government. Your group has been contracted as experts in the field of America's Federal system. Your contract includes the following requirements:

- **You are to construct a 3-D model that represents the levels of government from the smallest level to the largest level.**
 - Major elected officials at each level should be represented on your model.
 - At LEAST 2 powers or services found at each level should be represented on your model.
- **You are to create a plaque that will go next to your model that explains WHERE each level of government gets its power. Correctly use the terms "enumerated powers", "implied powers", "denied powers", and "shared powers."**
 - The plaque is to be written in paragraph form with correct mechanics and be no more than 250 words.
- **Finally, your group is to conduct a press conference to introduce the model and plaque.**
 - You are to explain the relationship of national/state/local governments, include analysis of the Supremacy Clause in your discussion.
 - You should address the on-going debate between various levels of government.
 - The last component of your speech should give an overall evaluation of distribution of power among different levels of government in America. You may include your opinions, but support them with clear and appropriate evidence.

Lessons leading up to task

Lesson #	Brief Description of Lesson	Time Est.	Standards/ Elements	Connecting Theme
1	Students begin with a Give one, get one activity creating a list of all the ways they think government affects them. Teacher lecture/graphic organizer on the levels of government. Journal entry on how government/which level impacts their lives.	1.5 days	18a, c	Distribution of Power
2	Students will read Article 4, the 10 th and 11 th Amendments of the US Constitution. Students will also dissect the GA Constitution finding enumerated and implied powers of both Governments. After some discussion, students will compose an essay describing the types of powers and giving specific examples at all levels.	3 days	5a, b, c, d 17 a, d 18 a, b, c	Rule of Law Distribution of Power
3	Class discussion of Georgia government based on reading. Graphic organizer comparing federal and state governments and then state and local governments. Students will complete a “What if” activity analyzing the services provided at each level.	2 days	5 c, d 17a, b, c, d 18a, c	Rule of Law Distribution of Power
4	Students will research various court cases regarding federalism and state/local issues (McCulloch, Gibbons, Rasul, Martin, etc) After research, students will conduct panel discussions about the relationship between the federal government and states and states and local governments.	3-4 days	5 a, e, f 16a 17a, d,	Rule of Law Distribution of Power
5	Students will read current news articles on federalism topics for class discussion.	1 day	5 16a 17 18	Rule of Law Distribution of Power
6	Working on and presenting performance task.	2-3 days	5, 16a, 17, 18	Rule of Law Distribution of Power

References used in Days 1-4

- Beichner, Robert J. and Jeffrey M. Saul. (2004) *Introduction to the SCALE-UP (Student-Centered Activities for Large Enrollment Undergraduate Programs) Project*. Retrieved 2/1/07 from http://www.ncsu.edu/PER/Articles/Varenna_SCALEUP_Paper.pdf
- Caron, Edward. (2004). "Impact of a Methods Course on Teaching Practices: Implementing Issues-Centered Teaching in the Secondary Social Studies Classroom, The." *Journal of Social Studies Research*. Fall 2004.
- Erickson, H Lynn. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. Thousand Oaks, CA: Corwin Press.
- Erickson, H Lynn. (2007). *Concept-based Curriculum and Instruction for the Thinking Classroom..* Thousand Oaks, CA: Corwin Press.
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