

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

Participant's Guide Social Studies 6-12

Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards. The following people contributed to its development.

Carolyn Baldree
Eloise Barron
Gerald Boyd
Kathleen Boyle
Lisa Copeland
Chris Cannon
William Cranshaw
Robin Gower
Sally Krisel
Marty Lawrence
Phyllis Martin
Alicia McCartney
Sallie Mills
John O'Connor
Stephen Pruitt
Sherry Reynolds
Cynde Snider
Sharrita Stanley
Marlee Tierce

Use of This Guide



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

Materials (guides, presentations, links to online training, etc.) will be available electronically through the [georgiastandards.org](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.

Table of Contents



Acknowledgements	i
Use of This Guide	ii
Table of Contents.....	iii
Agenda.....	iv
Module Goal	v
Module Objectives	v
Provided Texts.....	.vi
Professional Organizations, Websites, Resources.....	vii-viii
Graphic Organizers/Activity Sheets.....	xi
Sample Curriculum Maps.....	xvi

Agenda

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

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

Training Goal

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

Key words from the goal:

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

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

Module Objectives

By the end of Day 2 training, participants will be able to:

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

Provided Texts

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

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

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

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.

Stage 1: Course Planning: Unit Specific Plan/Map—

Grade/Course: _____ Unit _

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

Elaborated Unit Focus:

Focus Standards

History

Geography

Civics/Government

Economics

ENDURING UNDERSTANDINGS/ESSENTIAL QUESTIONS

EU1: Student will understand that_____

EQ1: _____

EQ2: _____

EQ3: _____

EQ4: _____

EU2: Student will understand that_____

EQ1: _____

EQ2: _____

EQ3: _____

EQ4: _____

Brainstorming Sheet for Assessments

Formal

Informal

Formative

--	--

Summative

--	--

Grouping Assessments

<u>Informal Observation</u>	<u>Dialogue and Discussion</u>	<u>Selected Response</u>	<u>Constructed Response</u>	<u>Self- Assessment</u>

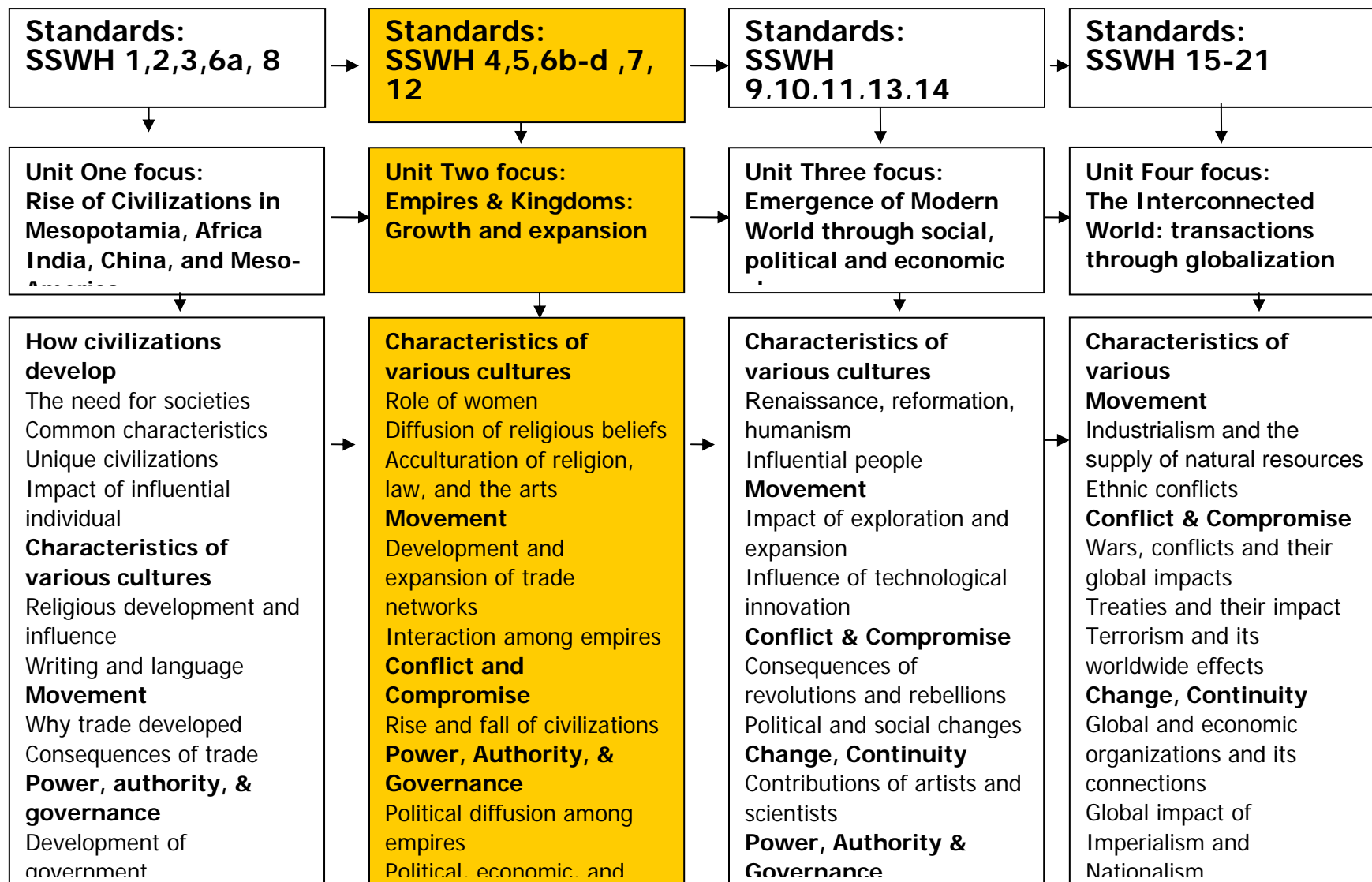
Assessment Type

<p><u>KEY POINTS</u></p>	<p><u>EXAMPLES</u></p>
<p><u>ADVANTAGES</u></p>	<p><u>DISADVANTAGES</u></p>

Stage 2: Determine Appropriate Assessments
Grade Level/Subject _____ Unit
Focus: _____

<u>Informal Observation</u>	<u>Dialogue and Discussion</u>	<u>Selected Response</u>	<u>Constructed Response</u>	<u>Self-Assessment</u>

Stage 1: Curriculum Map—Grade/Course: World History



Sample Curriculum Map: American Government

