

# Improving Student Achievement in the Social Studies Classroom

Shaun Owen

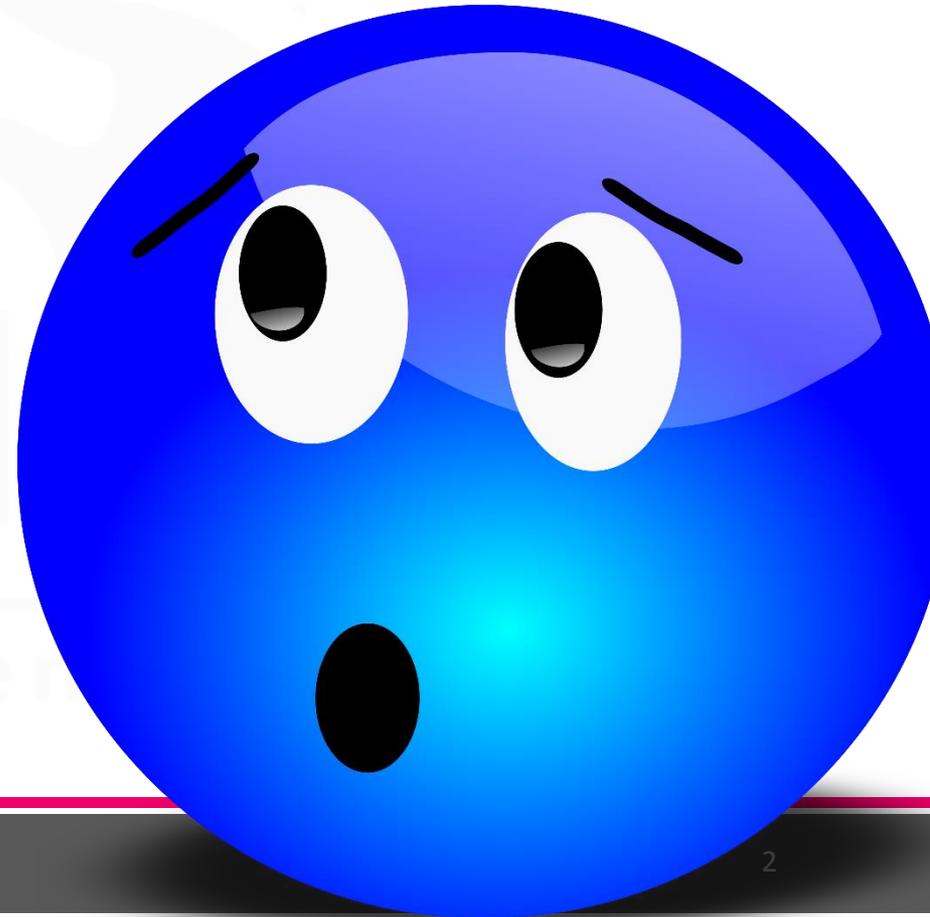
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**What are your biggest concerns related to Social Studies?**

**What questions do you have regarding Social Studies?**



# Lessons From The Field



# Name them....



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gadoe.org](http://gadoe.org)



Education



# Why?



Georgia Dep





# Focus on Thinking.... Becoming Informed Citizens



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)





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- Why is the ability to appoint a Supreme Court Justice one of the most influential powers of a president?
- Should President Obama name a replacement for Justice Scalia?
- Should Supreme Court Justices be appointed for life? (Federalist papers- life span around 50)
- Does the Supreme Court have too much power?
- Discuss some recent Supreme Court cases that have had an impact across the U.S.

# Relate to Larger Topics & Current Events

## Tim Cook & Apple

Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gadoe.org](http://gadoe.org)



# How to improve student achievement on the EOG or EOC?



# Teach ALL of the standards and elements! Pace Yourself!



# Rule of 3= Guessing at 9



# Teach ALL of the standards and elements! Pace Yourself!

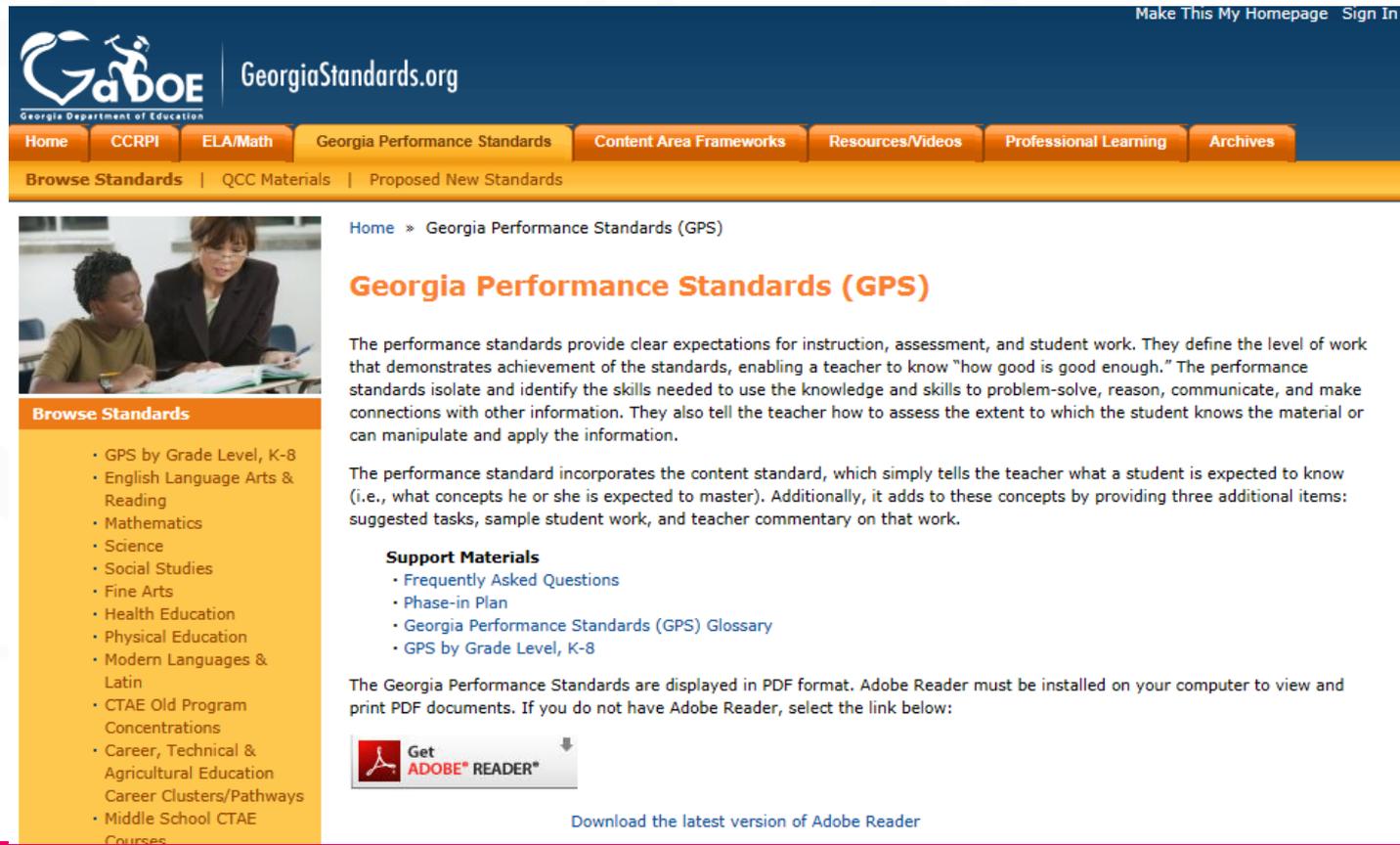
Domains	U.S. History
Colonization through the Constitution	20%
New Republic through Reconstruction	20%
Industrialization, Reform, and Imperialism	15%
Establishment as a World Power	20%
Post-World War II to the Present	25%

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# Teach ALL of the standards and elements! Pace Yourself!



# Teach the GPS



The screenshot shows the Georgia Standards.org website. The header includes the GaDOE logo and the text "GeorgiaStandards.org". A navigation bar contains links for Home, CCRPI, ELA/Math, Georgia Performance Standards, Content Area Frameworks, Resources/Videos, Professional Learning, and Archives. Below the navigation bar, there are links for "Browse Standards", "QCC Materials", and "Proposed New Standards". The main content area features a breadcrumb trail "Home » Georgia Performance Standards (GPS)" and a large heading "Georgia Performance Standards (GPS)". A paragraph explains that performance standards provide clear expectations for instruction, assessment, and student work. Below this, a section titled "Support Materials" lists links for "Frequently Asked Questions", "Phase-in Plan", "Georgia Performance Standards (GPS) Glossary", and "GPS by Grade Level, K-8". At the bottom, there is a call to action to download Adobe Reader, accompanied by the Adobe Reader logo and a download arrow icon.

Make This My Homepage Sign In

GeorgiaStandards.org

Home CCRPI ELA/Math Georgia Performance Standards Content Area Frameworks Resources/Videos Professional Learning Archives

Browse Standards | QCC Materials | Proposed New Standards

Home » Georgia Performance Standards (GPS)

## Georgia Performance Standards (GPS)

The performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master). Additionally, it adds to these concepts by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

**Support Materials**

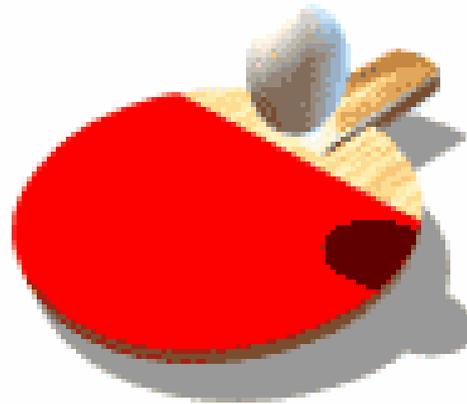
- [Frequently Asked Questions](#)
- [Phase-in Plan](#)
- [Georgia Performance Standards \(GPS\) Glossary](#)
- [GPS by Grade Level, K-8](#)

The Georgia Performance Standards are displayed in PDF format. Adobe Reader must be installed on your computer to view and print PDF documents. If you do not have Adobe Reader, select the link below:

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# Ping Pong Method



# Missing the Mark Method



# Missing the Mark Method

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.  
**b. Explain the functions of the Cabinet.**





Seal of the Department of Agriculture



Seal of the Department of Commerce



Seal of the Department of Defense



Seal of the Department of Education



Seal of the Department of Energy



Seal of the Department of Health and Human Services



Seal of the Department of Homeland Security



Seal of the Department of Housing and Urban Development



Seal of the Department of the Interior



Seal of the Department of Justice



Seal of the Department of Labor



Seal of the Department of State



Seal of the Department of Transportation



Seal of the Department of the Treasury



Seal of the Department of Veterans Affairs

# Missing the Mark Method

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

**b. Explain the functions of the Cabinet.**

**Department of Education**

**Department of Transportation**

Head of Department?

Head of Department?

Dates took office?

Dates took office?

Establishes policy for, administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing laws enacted by Congress.

Responsible for helping maintain and develop the nation's transportation systems and infrastructure. From roads to airlines to railways, DOT carries out planning that supports the movement of Americans by cars, truck, trains, ships and planes.

# Skipping Stones Method



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# Deep Dive Method



I like this topic and therefore...



# Refuse To Teach



## Know the GPS

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.**

*When does the Supreme Court vote on laws as part of the legislative process?*



# Know the GPS

8<sup>th</sup> to 6<sup>th</sup> and 7<sup>th</sup> to 8<sup>th</sup>



Social Studies: The shared subject





*“What you wear says  
a lot – about economics”*

How Cynthia Smith uses clothing to teach  
middle schoolers about global trade [MORE >](#)



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# Know the GPS

Domains	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
History	30%	50%	50%	29%	20%	47%
Geography	20%	15%	15%	31%	35%	12%
Govt/ Civics	30%	20%	20%	15%	20%	25%
Economics	20%	15%	15%	25%	25%	16%

# Know the GPS Teacher Notes

4<sup>th</sup>

5<sup>th</sup>

6<sup>th</sup>

GeorgiaStandards.Org  
SAFETY TO EDUCATORS & PROFESSIONAL RESOURCES  
One Stop Shop For Educators

EU- Governance	<p>individually and collectively responsible to the legislature. May have a Prime Minister elected by the legislature. Example: United Kingdom, Canada, Australia, Germany</p> <p>Presidential: a system of government in which the president is constitutionally independent of the legislature. Example: Mexico and Brazil</p>
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Sample Question for CG1c: [\(OAS Database\)](#)  
In which system of government does the legislature elect the executive leader of the government?  
A. presidential democracy  
B. communist  
C. parliamentary democracy\*  
D. dictatorship

Sample Question for CG1c: [\(OAS Database\)](#)  
Which best describes how a parliamentary democracy differs from a presidential democracy?  
A. The legislature consists of two houses.  
B. There are usually two major political parties.  
C. There are state as well as national governments.  
D. The head of the government is a member of the legislature.\*

Sample Question for CG1c: [\(OAS Database\)](#)  
The leader of the Parliament in countries such as Australia, Canada, and the United Kingdom is called the  
A. speaker.  
B. president.  
C. chairman.  
D. prime minister.\*

Sample Question for CG1c:  
You are the chief executive in your country's democratically-elected national government. You came to power in the last election after your political party won a majority of seats in the national legislature. As the leader of your political party, you were chosen to be the head of government by your co-workers in the legislature. Which form of government do you have?  
A. parliamentary\* B. presidential C. autocratic  
D. oligarchic

**SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.**  
Students should use the information from SS6CG1 to describe the form of government and formulate appropriate research questions to understand the government of the countries listed in the element. (The type of government for each country listed in the elements is found in the State Department's Background Notes (<http://www.state.gov/countries/>) and the CIA World Fact Book (<https://www.cia.gov/library/publications/the-world-factbook/index.html>), as are definitions of each type of government.

a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the

When one compares the listed governments, only the type of leadership and the roles of the citizen are assessable. In identifying the type of leadership, students should know the type of leader (monarch, president, prime minister, etc.) and how this person becomes the country's leader. To identify the role of the citizen, students should look at SS6CG1b and determine what role the citizen actually plays in the government. For

7<sup>th</sup>

8<sup>th</sup>

Econ & US  
History



# Assessment

Georgia Department of Education

**EOG  
&  
EOC**

**Standard Setting**

**Data Review**

**Item Review**

# Teaching at the Wrong DOK Level

## DOK & RIGOR

Georgia Department of Education

# Map & Globe Skills

## Information Processing Skills

### Literacy Integration

#### Social Studies Skills Matrices

##### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.  
 I: indicates when a skill is introduced in the standards and elements as part of the content  
 D: indicates grade levels where the teacher must develop that skill using the appropriate content  
 M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations  
 A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. Use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. Use intermediate directions		I	M	A	A	A	A	A	A	A
3. Use a letter/number grid system to determine location			I	M	A	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	A
5. Use inch to inch map scale to determine distance on map			I	M	A	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	A
7. Use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. Draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. Use latitude and longitude to determine location				I	D	D	D	M	A	A
10. Use graphic scales to determine distances on a map					I	M	A	A	A	A
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	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	A

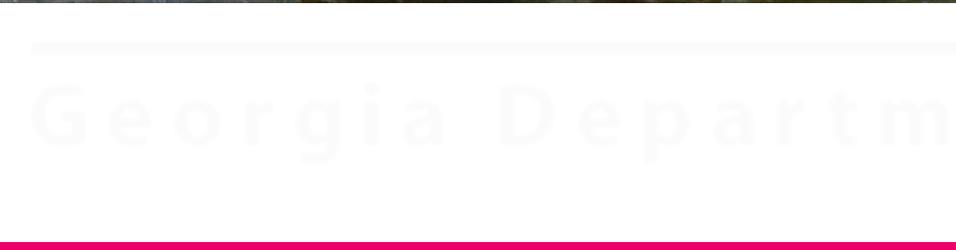
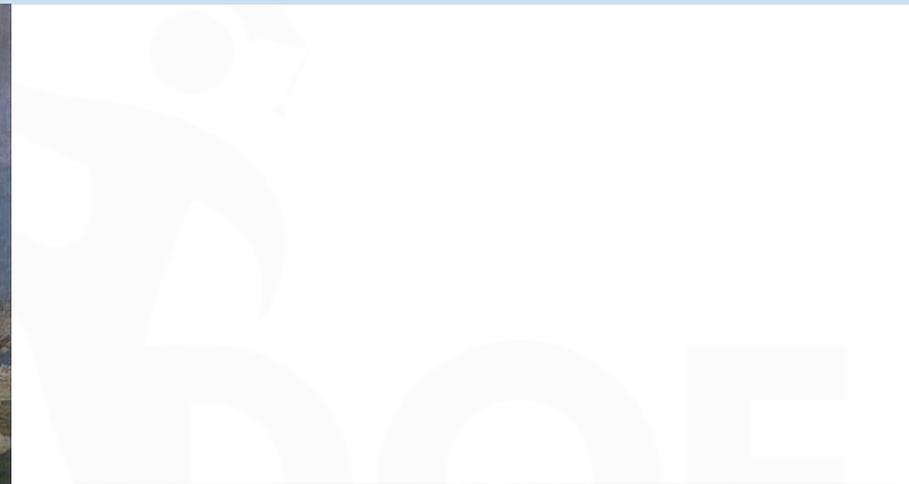
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12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations								I	M	A

# Lack of Visuals



## Sustained/Quality PD



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