

Common Core Georgia Performance Standards (CCGPS)

Posted on January 27, 2020

CCGPS stands for the Common Core Georgia Performance Standards. Georgia and 40 other states have adopted the CCGPS. The Common Core Georgia performance standards were released on 2 June. These standards were developed with the collaboration of experts, teachers and school administrators. They provide a consistent and clear framework so that such standards would be sufficient for the student's performance in the long run. The Georgia Board of Examination adopted the CCGPS officially on 8 July 2010. After the adoption, the Georgia Board of Review makes it compulsory to be implemented till the start of 2012. The CCGPA provides a competitive edge throughout the world for students by preparing them for college and professional life. Nowadays, these standards are working to enhance the performance of graduate students so that they can be able to get success in credit-bearing academic college courses and can take part in workforce training programs ("CCGPS," 2017).

GAGPS is the Georgia Performance Standards that provide clear expectations for assessment, instructions and student work. These standards were established earlier than the common core Georgia performance standards. These rules define the work level that further focuses on the standard's achievement. It enables teachers to know how good information is good enough. These standards identify the skills to provide problem-solving abilities. It helps in communication and makes connectivity with the other information. These standards are being used in the educational setting and prove very helpful. These measures assist teachers in knowing how to assess the extent to which students can learn the information and can be able to implement it in daily living. GAGPS integrates the content standard that tells the teachers what the students want and how they would learn the lesson. Furthermore, such measures assist them in knowing three additional items, including simple student work, suggested tasks, and the teacher's explanation of that job ("Georgia Performance Standards (GPS)," 2017).

Georgia Standards of Excellence are mostly known as GSE. GSE provides a consistent framework that prepares students for their future studies. It assists in enhancing the student's success in the twenty-first century when there is an overflow of knowledge, and there is too much competition. To compete in the educational settings, the Georgia standards of excellence are well-developed as they mostly focus on English and Mathematics. These two subjects have too many implications for the future, and these two are taken as complicated by students. GSE is established to sort out such issues. The proper work on the GSE started on 19 February 2015 when the State Board of Education changed the name of ELA and Mathematics to the Georgia Standards of Excellence. Its implementations seem to be in 2015-2016 when GSE revised the ELA and mathematics standards to enhance the chances of students in the future life through providing them with effective information ("Georgia Standards of

Excellence (GSE)," 2017).

CCGPS is organized in a way so that students will get a deeper understanding of the curriculum that they are going to study for the next year. It is the utmost responsibility of the teachers to develop the lesson plan by adding depth of knowledge-based information to maximize student's learning. The depth of knowledge framework was supposed to be used by teachers within the school ("CCGPS," 2017). Secondly, GACPS is also organized in a way that makes the student literate in science and brings information related to science and content. The instructions are arranged in a way that they would be treated together with the class notes. While organization, it is considered the teacher's responsibility to plan a lesson in a way that would meet the characteristics of the students. Therefore, it is considered student centers, hands-on and inquiry-based approach ("Georgia Performance Standards (GPS)," 2017). Lastly, GSE includes standards that are organized in a way that provides useful specificity that provides flexibility in the course design. In this method, teachers have the free opportunity to select tools whatever they prefer in the educational setting ("Georgia Standards of Excellence (GSE)," 2017).

Cognitive Objectives For Day One:

- Integrate Knowledge Ideas
- Prepare Lessons

Affective Objectives For Day One:

- Regular assessments
- Encourage Participation
- Literature reading

Psychomotor Objectives For Day One:

- Planned writing in the form of types and purpose
- Comprehension

Day 2 State Standards:

Cognitive Objectives For Day Two:

- Innovative thinking
- Creative writing
- 2. Affective Objectives for Day Two: Written and Oral tests

- Literature Assignments

Psychomotor Objectives for Day Two:

- Listening
- Speaking

Day 3 State Standards:

Cognitive Objectives for Day Three:

- Essay writing
- Transforming ideas into writing

Affective Objectives For Day Three:

- Vocabulary
- Writing skills

Psychomotor Objectives For Day Three:

- Speaking
- Presentations
- Cross questioning

I believe that the CCGPS is best to enhance the deeper understanding of the students regarding their curriculum. Most of the time, they suddenly complete their course but do not even know the objective of their course or why it was taught to them. Therefore, I think it is best to enhance the in-depth learning of the students in the educational domains. In my opinion, GPA is also handy to increase the performance of the students in science and math so that students can get the best careers. CCGPS and GAGPS are effective in the educational institute, but I personally like the Georgia standards of excellence as they focus merely on the success of the student and makeable for future life. These standards should be based on providing excellent opportunities to the students in the form of providing them the quality education.

References

CCGPS. (2017). Retrieved from <http://archives.doe.k12.ga.us/DMGetDocument.aspx/CCGPSJuly8.pdf?p=6CC6799F8C1371F6538E425>

D6722145B3F25DDC7CA674A057392A682351E2925

Georgia Performance Standards (GPS). (2017). Retrieved from
<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>

Georgia Standards of Excellence (GSE). (2017). Retrieved from
<https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>