

# EVIDENCE-BASED RESULTS STUDY



GALLOPADE  
curriculum

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UPDATED OCTOBER 2017

## **Welcome**

Thank you for your interest in *Gallopade Curriculum*. As your partner in the education of children, we are pleased to share the research that undergirds our company and our instructional programs and resources.

## **Our Commitment**

Every step Gallopade takes is supported by research, which is supported by educational theory—from hiring and training practices to the development, design, and production of award-winning curriculum resources for schools. On-staff educators give the company an inside look at best practices in the classroom and in the field of education. And, every Gallopade staff member and associate, including the president of the company, are committed to the success of each customer’s total experience.

## **We Appreciate You**

Your request for the research behind *Gallopade Curriculum* as part of your evaluation process indicates your dedication to the field of education, to your organization, and to the success of all students. *Thank you!*

# INTRODUCTION

Gallopade International is an innovative, award-winning educational book publisher founded by visionary Carole Marsh 40 years ago. The company reaches pre-school, elementary, and secondary levels with a wide variety of children's books, maps, primary source sets, and more, including a complete social studies curriculum program aligned to the State Standards for your state. This program, *Gallopade Curriculum*, is available in both print and digital formats. *Gallopade Curriculum* is the focus of this research document.

## EXECUTIVE SUMMARY

*Gallopade Curriculum* uses multiple evidence-based instructional theories to achieve successful results in social studies education. Core educational theories utilized throughout the program include chunking, active learning, engagement of multiple learning styles, and standards-based instruction using all levels of questioning and thinking. Other pedagogy methodologies significantly utilized in *Gallopade Curriculum* include connecting new knowledge to existing knowledge, scaffolding through predictable patterns and routines, authentic assessments, and the use of performance data to improve student learning.

Gallopade's use of evidence-based instructional strategies in its social studies curriculum resources equates to positive results. Customer testimonials and data provide supporting documentation of the program's effectiveness.

# An Interactive “Small Bites” Approach to Learning

**IT IS SAID THAT BODY WEIGHT CAN BE MANAGED BY TAKING “SMALL BITES” OF FOOD.** There is something to that seemingly-simple concept that works (Hartmann, Siegrist, & van, 2013). This theory can be applied to learning as well. While the concept is not nearly as simple as it sounds, it works.

## ***What are “small bites” in education?***

The “small bites” concept begins with the technique commonly known in the educational field as “chunking.” In chunking, information is organized into small segments to improve comprehension and retention of newly learned content, concepts, and skills. This model has been used successfully across the educational spectrum, from teaching skills for language acquisition (Xu, 2016)...to typing (Ashitaka & Shimada, 2014). The architecture of Gallopade’s resources is built on the successful, foundational, educational theory of chunking.

## ***Why are “small bites” effective?***

The employment of Gallopade’s “small bites” approach demonstrates an understanding of how appropriate care of the short-term memory, which has

been found to be limited in simultaneous capacity, leads to improved processing and recall of long-term memory, which is where an amalgamation of information is accessed and applied. In other words, the reason the “small bites” approach is effective comes down to the brain and how it works.

Cognitive Load Theory (CLT) addresses the quantities and difficulty of material as a factor in the adeptness of learners. As described in detail in the cognitive load theory, learning occurs when the structure of the brain and thinking is addressed (Mostyn, 2012).

Cognitivism is the theory that undergirds CLT (Mosytn, 2012). The exertion of energy it takes to retain information is the “cognitive load.”

Gallopade uses its “small bites” approach to **facilitate instruction** that is designed to **ALLEVIATE COGNITIVE LOAD**. The format of Gallopade resources is architected in such a way that students’ working memory capacity is not unnecessarily distracted. **This helps students learn more efficiently and effectively.**

# MORE THAN “SMALL BITE”

The cognitive load theory does not discredit nor contradict other established academic theories. On the contrary, it adds the concept of efficiency to other theories. Bloom’s taxonomy, alongside other taxonomies of learning such as Marzano and Kendall’s (2008), focus on levels of proficiency and aptitude, and indicators thereof. Gallopade incorporates effective elements of these methodologies into its “small bites” approach. Most significantly, throughout the entire program, Gallopade pairs “small bites” with the educational theory of active learning.

## ***An Active, Interactive, Multi-Sensory Learning Experience***

Just as the process of eating a meal is an active, interactive, multi-sensory experience, so is using *Gallopade Curriculum*.

## ***Interactive learning is based on the theory of constructivism.***

Constructivism centers around the idea that through interaction, questioning, exploration, and discovery, learners replace or adapt their existing knowledge

and understanding with deeper and more skilled levels of understanding. Students are active in the learning process. Learners learn by asking questions, analyzing evidence, connecting such evidence to pre-existing theoretical knowledge, drawing conclusions, and reflecting upon their findings. *Gallopade Curriculum* is designed to guide learners through this process—not once, but repeatedly—through its combination of the methodologies and efficiencies of active learning and chunking.



# How Does Gallopade Do “Interactive Small Bites”?

**TEACHABLE MOMENTS FROM THE START:** Learning should be relevant and situated within a meaningful context (Jean-Jacques Rousseau). This idea was influential for early 20th century educators such as John Dewey (1859–1952) and Maria Montessori (1870–1952), and it continues to be influential today.

Right from the first icebreaker, *Gallopade Curriculum* incorporates the theory that learners learn best when they can see the usefulness and connection to the real world of what they are learning. For example, within the first six pages of each Student Workbook, whether for kindergarteners or teens, author Carole Marsh prompts students to begin thinking about their surroundings and how they can use what they learn. Program resources continue to connect the history, geography, civics, and economics content and skills being taught to relatable and relevant situations in learners’ lives today and in the future. This connection to pre-existing knowledge engages students and prepares them for learning success (Pilcher, 2012).

## ***Standards-Based Instruction:***

Gallopade student workbooks are created and curated to provide an all-inclusive and interdisciplinary platform for learning social studies, convenient for both student and teacher (Mohnsen, 2011). Not only are program materials aligned and correlated to State Standards, they were uniquely crafted specifically for those standards.

## ***Age-Appropriate Content and Design:***

While acknowledging that every child is different, that many factors impact development,

and that development theories are shifting, Gallopade also acknowledges overarching and time-tested developmental milestones and basic readiness for each age group (Nguyen, Laski, Thomson, Bronson, & Casey, 2017).

## ***Continuous Cycles of Interactive Learning:***

Just as the process of eating is not only putting food in your mouth, but one of actively tasting, smelling, sensing, and experiencing, so is Gallopade’s “small bites” approach.

***Gallopade Curriculum*** incorporates continuous cycles of interactive learning by design throughout each “**small bite**” to maximize the efficiency of learning through understanding of the Cognitive Load Theory (CLT) and its effect on the learning process.

By quickly and frequently activating short-term memory, the cognitive load is reduced and long-term results are achieved. Examples of activities used in this frequent “small bites” cycle to create this activation include:

- Students gather and classify information, compare similarities and differences, distinguish fact from opinion and true from false, make inferences, make connections between cause and effect, and apply what they learn.
- Students read for information, and use that information to answer text-dependent questions, while also learning how to determine adequacy and/or relevancy and consistency of information.
- Students solve problems and predict possible outcomes.
- Students use tools such as timelines to order events, understand chronology, and identify the connections between events.
- Students use map keys to read maps, locate places, and identify the impact of geography on people and events.
- Students build map skills, analyze data on charts and graphs, plan and conduct research, analyze primary sources, interpret political cartoons, express their opinions, expand their vocabulary, discover fascinating facts, and collaborate with classmates.
- Students employ metacognition and self-checking/correcting with formative assessments, such as key concept checkpoints, quick reviews, comprehensive cross-checks, and checkpoint assessments, that are designed to guide and improve learning outcomes.

*For example, in grades K-2, each page of a Gallopade workbook is a “small bite” of age-appropriate content paired with one or more age-appropriate activities that are designed to facilitate learning through interaction with the text and visual elements, independent and group exploration of the topic, and application or use of the information, concept, or skill. Additionally, inquiry and discovery prompts are provided page-by-page in the Teacher’s Guide, to activate learning through inquiry, research, discussion, writing, and the creative demonstration and sharing of knowledge and ideas. Products of learning range from simple timelines and maps to posters, writing, drawings, presentations, and other creative ways to share information, perspectives, and ideas, each growing in complexity as is age-appropriate.*

*In grades 3-8, a “small bite” may be covered on one or more pages. Age-appropriate content is paired with multiple, scaffolded age-appropriate activities that facilitate learning by design through interaction with the text and visual elements, independent and group exploration of the topic, and scaffolded use and application of the content, concepts, and skills. Additionally, inquiry and discovery prompts are provided page-by-page in the Teacher’s Edition, to activate learning through inquiry, research, discussion, writing, and the creative demonstration and sharing of knowledge and ideas. Products of learning range from timelines, maps, and charts to posters, writing, debates, digital presentations, and other creative ways to share information, perspectives, and ideas, each growing in complexity as is age-appropriate.*

# Authentic Assessments:

A quantitative grade is no longer the sole form of “data” used to drive instruction (Abrams, Varier, & Jackson, 2016). Educators are being qualified to score students based on reading comprehension levels, writing levels, and understanding of the standards.

Student progress reports and report cards are becoming less quantitative and more narrative, based on if and how the student met the standards and learning goals.

*Gallopade Curriculum* incorporates the use of authentic assessments to determine the results of instruction. Authentic assessments

measure the depth of learners’ comprehension and understanding, providing insight into the success of the learning process (Pilcher, 2012).

*Gallopade Curriculum* includes numerous ideas and instructions for projects-based assessments that allow learners to apply and demonstrate what was learned through the design and production of a tangible product. These projects are also effective at fostering student autonomy and developing students’ ability to apply learning to diverse problems and scenarios.

## SUMMARY:

*Gallopade’s history in developing educational resources spans 40 years. The company’s “small bites” approach is supported by educational theory, pedagogy, and results. Additionally, customer testimonials provide additional evidence of the consistent success of the program across diverse geographic, ethnic, and economic demographics.*



# CUSTOMER TESTIMONIALS

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“Our Social Studies Georgia Milestones scores exceeded the state average last year using *The Georgia Experience* program.”

**-Walker County**

“The students really love it. Honestly, I feel like they are learning more through the program. The program has actually helped some of the lower achieving students.”

**-Raefferdy Coleman, Liberty Tech Charter School, Fayette County**

“The Gallopade social studies resources are a dream come true! This is my fourth year using the 5th Grade Social Studies United States History book. It covers the standards and it allows the teacher to supplement as she [or he] sees fit. The students love it because it is not the usual boring text to read and memorize. It is interactive. The students read short passages and then they have activities to do. It has made teaching social studies much more enjoyable. If it is enjoyable for me, then I can make it enjoyable for the students.”

**-Joi Kinnett, Ben Hill County**

“Since using *The Georgia Experience* curriculum, our end of year assessment scores have made a tremendous improvement. I had a 96% passing rate in Social Studies on the end of year assessment this year! Thank you, Gallopade, for such a great contribution to our students’ success!”

**- Cheryl Adams, Fourth Grade Social Studies Teacher,  
Pelham Elementary School, Pelham City Schools**

“I have to share this with you...yesterday, I was working in my middle school classroom, and we were analyzing our seventh-grade benchmark data. Out of five teachers, we had one teacher whose column was completely highlighted in green, which means that students had at least a passing rate of 70. Most were above 85. There were 30 questions over the Georgia standards. All the teachers wanted to know who was the teacher and what was he doing differently. Take a guess...teaching only with Gallopade! I was thrilled!”

**- Rena Beasley, Director of Standards-Based Learning, Coffee County**

"Using Gallopade as a pilot, we were immediately able to bring Screven County Middle School up from a dismal score of 30 to 71. My individual pass rate was 90%! Thanks so much, Gallopade, for making social studies interesting and easy to understand. My students and I absolutely loved it."

**- Lisa English, 6th Grade Social Studies Teacher, Screven County Middle School**

"Our fourth-grade Social Studies end of year assessment scores exceeded the state average last year using The Georgia Experience program! We are adding this curriculum program to fifth grade this year to improve those test scores as well. Our teachers are amazed at how closely the materials are aligned with the end of year assessment questions. The books are student-friendly and easy to understand."

**- Marty Hegwood, Academic Coach, Cherokee Ridge Elementary School, Walker County**

"I wanted to tell you that I love the seventh-grade Social Studies materials I purchased from Gallopade. Honestly, the workbook that I bought is BETTER than the textbooks the students have. I would be lost without these materials. It is by far the best purchase I have made this school year."

**- Tammy Newman, 7th Grade Georgia Teacher, Odyssey School, Coweta County**

"I've used The Georgia Experience 12 years in grades K-5. I really like how tightly aligned it is to the standards. The books offer various activities that other books do not offer. We have used this curriculum with our differentiated learning students and as part of our summer school and after-school programs. All of our teachers are happy using this curriculum!"

**- Chuck Baumgardner, Social Studies Teacher Specialist**

"I am very, very impressed with the entire curriculum. If I were still in the classroom, I would be using The Georgia Experience to teach social studies. I advise my education students to implement these materials in the classroom for the teaching and learning of social studies in Georgia."

**- Dr. Ethel King-McKenzie, Kennesaw State University**

"I wanted to let you know that I have truly enjoyed using your workbook with my students. I have recommended your products to countless teachers. The students look forward to working with this kid-friendly format, and I love teaching from it. As a school, we have gone through so many different texts, but your workbook remains a staple in my class."

**- LaShawna McCoy, Roswell North Elementary**

"As an eighth-grade Georgia Studies teacher, I find your resources to be invaluable! Our curriculum is so specific and when that is mixed with teaching different students, my resources were slim to none or something I came up with until I found you! Thank you for creating resources my students enjoy and learn from!"

**- Kathleen Outlaw, Fulton County Schools**

"After using only one book in past years, I am excited to be giving each of my students their own copy this year. Your books align so well with the standards. I believe this will be a great resource for the social studies curriculum."

**- Laura Reeves, 3rd Grade Teacher, Peoples Elementary School, Fayette County**

"Gallopade played an integral role in accomplishing our professional development goals this summer. Their resources surrounding building academic vocabulary were strategically implemented to ensure literacy across the curriculum."

**- Matt Smith, K-12 Social Studies Coordinator, Clayton County**

"The Georgia Experience covers material that is not adequately discussed in the adopted textbooks. These materials will help teachers as they present the standards to students."

**- Stephanie Starks, Sequoyah Middle School**

"The Virginia Experience Book is very beneficial to my students. I use it in my classroom on a regular basis. The activities give good practice for all levels of thinking. It is a great resource to use for the higher-level kids as well, with great activities for them."

**- Daniel R. Bono, Teacher**

"I've used The Virginia Experience for three years. I love the higher-level thinking! It's to the point! Students love the quick pace and interesting illustrations! The author wrote specifically to our standards. I believe the test scores improved greatly!"

**- Chris Brewer, 6th Grade Civics Teacher**

# Methods of Research

To find literature pertaining to these studies, university and field-related databases are mined for peer-reviewed material from scholarly journals and publications.

**Sample Databases:** Education Database (formerly known as Proquest) was one of the databases used to find articles. Other databases included Academic Search Premier, Dissertations and Theses Global, Education Research Complete, ERIC, Refworks, Gale Virtual Reference Library, and SAGE Journals Online. Google Scholar is also a reliable source.

The research of interest is all ongoing research and similar studies that are not more than five or six years old. Also, Gallopade's research is not limited to the field of education. Connections are made to many other fields, as education is the basis of all fields.

**Some Keywords:** "small bites," standards-based, standards-aligned, text-dependent, Common Core, Every Student Succeeds Act (ESSA), educational trends, elementary, secondary, age-appropriate, neuroscience in education, child psychology, hands-on, enrichment, project-based, research-based, inquiry-based, Depth of Knowledge (DOK), assessment program-aligned, learning styles/modalities, teaching styles, multimedia/additional resources, online/blended learning, 21st Century Skills, reinforcement, readiness, best practices in education, one-to-one technology, interdisciplinary, discovery, metacognition, applied learning, self-correcting, critical thinking, brain-based learning and assessment styles, whole-child, collaborative-group work, accountable talk

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