

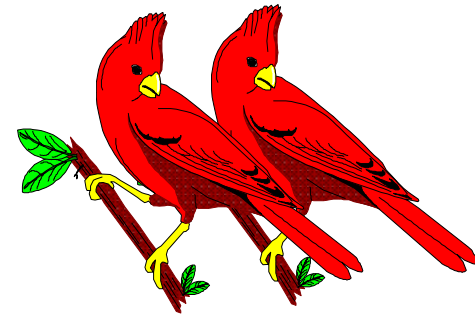
HISTORY STANDARDS GRADE ONE
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

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Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: Historical Analysis and Skills Development

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H1</p> <p>1. Understand chronological thinking and distinguish between past, present and future time.</p> <p>A. Calendar Time B. Time lines C. Continuity and change D. Events (time and place)</p> <p>H1-2.1 Develop an understanding of historical sources.</p> <p>A. Data in historical maps B. Visual data from maps and tables</p>	<p>H1-1.1</p> <p>A. Identify days of the week and months of the year daily. B. Construct a time-line of school year. C. Recognize changes that occurred in the history of our country. D. Discuss historical events/holidays.</p> <p>H1-2.1</p> <p>B. Interpret visual data from maps. C. Interpret mathematical data from maps and graphs.</p>	<p>Morning Meeting Teacher observation Classroom discussion Teacher-created activities Role-playing situations Art projects</p> <p><u>Correctives:</u> Teacher assistance additional time, peer help, read additional material.</p> <p><u>Extensions:</u> Role-play additional activities, art or</p>	<p>Math Meeting Board/Calendar/Bulletin Trade Books Weekly Reader Teacher designed materials Computer Text Maps Globe Newspapers Video Tapes Distance Learning Artwork</p>

- C. Mathematical data from graphs and tables
- D. Author or historical source

- 3. Understand fundamentals of historical interpretation.
 - A. Difference between fact and opinion
 - B. The existence of multiple points of view
 - C. Illustrations in historical stories
 - D. Cause and result

- 4. Understand historical research
 - A. Event (time and place)
 - B. Facts, folklore and fiction
 - C. Formation of an historical question
 - D. Primary sources
 - E. Secondary sources
 - F. Conclusions (e.g., storytelling, role playing, diorama)

H1-3.1
C. Interpret and discuss illustrations in historical stories.

H1-4.1
A. Explore historical events.
B. Compare and contrast historical facts and folklore.
F. Demonstrate understanding of historical research through illustration or roleplay.

music projects, computer activities, writing stories, trade books, magazines.

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #2: Pennsylvania History

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<p>Standard H2</p> <p>1. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.</p> <p>A. William Penn B. Benjamin Franklin C. Pennsylvanians Impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson) D. Local historical figures in municipalities and</p>	<p>H2-1.2</p> <p>A. Read about and discuss the accomplishments of William Penn and Benjamin Franklin.</p> <p>B. Same as above</p> <p>C. Discuss Betsy Ross and John Chapman and complete related activities.</p>	<p>Teacher observation Classroom discussion Art projects Teacher-created materials</p> <p><u>Correctives:</u> Teacher assistance, additional time, peer help, read additional material.</p> <p><u>Extensions:</u> Magazines, trade books, additional activities, role-playing, art/music projects, computer activities, writing.</p>	<p>Trade Books Teacher generated materials & activities Video Tapes Weekly Reader Computer Text</p>

counties.

2. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
 - A. Documents, Writings and Oral Traditions (e.g., Penn's Charter, Pennsylvania "Declaration of Rights")
 - B. Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall)
 - C. Liberty Bell
 - D. Official Commonwealth symbols (e.g., tree, bird, dog, insect)
3. Identify and describe how continuity and change have influenced

Pennsylvania history.

- A. Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary religions)
- B. Commerce and Industry (e.g., jobs, trade, environmental change)
- C. Innovations (e.g., technology, ideas, processes)
- D. Politics (e.g., rules, regulations, laws)
- E. Settlement Patterns (e.g., farms, towns, rural communities, cities)
- F. Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)
- G. Transportation (e.g., methods of moving people and goods over time)
- H. Women's Movement (e.g., changes in roles and rights over time)

B. Introduce students to careers e.g. Career Day.

F. Compare and contrast families of the past and present.

G. Discuss changes in transportation over time.

H2-4.1

4. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
 - A. Domestic Instability (e.g., political, economic and geographic impact on daily activities)
 - B. Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history)
 - C. Labor Relations (e.g., working conditions over time)
 - D. Immigration (e.g., diverse groups inhabiting the state)
 - E. Military Conflicts (e.g., impact of wars)

- B. Read about Martin Luther King and discuss treatment of black Americans.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: United States History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H3</p> <p>1. Identify contributions of individuals and groups to United States history.</p> <p>A. George Washington B. Thomas Jefferson C. Abraham Lincoln D. Theodore Roosevelt E. Franklin D. Roosevelt F. Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger</p>	<p>H3-1.1 A & C Read about and summarize contributions of George Washington and Abraham Lincoln.</p>	<p>Teacher observation Classroom discussion Art projects Teacher created materials.</p> <p><u>Correctives:</u> Teacher assistance, additional time, peer help, additional help, computer activities.</p> <p><u>Extensions:</u> Writing, trade books, additional activities role playing, art/music projects, computer activities.</p>	<p>Posters Computer Trade books Weekly Reader Teacher generated materials Video Tapes</p>

Woods, Cal Ripken,
Jr., Sammy Sosa)

H3-2.1

2. Identify and describe primary documents, material artifacts and historic sites important in United States history.
 - A. Documents (e.g., Declaration of Independence, U.S. Constitution, bill of Rights)
 - B. Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings)
 - C. Historic Places (e.g., the White House, Mount Rushmore, Statue of Liberty)
 - D. The Flag of the United States

3. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization,

- A. Discuss the Bill of Rights and its importance to us.
- B. Recite the Pledge of Allegiance and explain its meaning.
- C. Recognize the White House and the Statue of Liberty.
- D. Identify and explain the significance of the colors in the U.S. Flag.

Transportation,
Women's Movement)

4. Identify conflict and cooperation among social groups and organizations in United States history.
 - A. Domestic Instability (e.g., impact on daily activities)
 - B. Ethnic and Racial Relations (e.g., treatment of minority groups in history)
 - C. Labor Relations (e.g., working conditions over time)
 - D. Immigration (e.g., diverse groups inhabiting the state)
 - E. Military Conflicts (e.g., impact of wars)

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Academic Content Standard #4: World History

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<p>Standard H4</p> <p>1. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <p>A. Africa (e.g., Nefertiti, Mansa Musa, Nelson Mandela)</p> <p>B. Americas (e.g., Montequma, Simon Bolivar, Fidel Castro)</p> <p>C. Asia (e.g., Hammurabi, Mohandas Gandhi, Benazir Bhutto)</p> <p>D. Europe (e.g., Julius Ceasar, Joan of Arc, Pope John</p>			

Paul)

2. Identify historic sites and material artifacts important to world history.
 - A. Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertari's sculpture)
 - B. Americas (e.g., Olmec ritualistic centers, Mayan pyramids, arrowheads)
 - C. Asia (e.g., code of Hammurabi, Ziggurat at Ur, canals)
 - D. Europe (e.g., ancient megaliths, Arc De Triomphe, Acropolis)
3. Compare similarities and differences between earliest civilizations and life today. (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).
4. Identify how conflict and cooperation among social groups and organizations affected

world history.

- A. Domestic Instability
(e.g., political,
economic and
geographic impact
on normal activities)
- B. Labor Relations
(e.g., working
conditions over
time)
- C. Racial and Ethnic
Relations (e.g.,
treatment of various
ethnic and racial
groups in history)
- D. Immigration and
migration (e.g.,
diverse groups
inhabiting a
territory)
- E. Military Conflicts
(e.g., impact of
wars)

CIVICS AND GOVERNMENT - GRADE 1
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Academic Content Standard #1: All students will describe the principles and documents of government.

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<p>STANDARD CG-1</p> <p>6. Discuss school rules and laws and why they are necessary.</p> <p>7. Explain why government is necessary in the classroom and school and the basic purposes of government of Pennsylvania and the United States.</p>	<p>6. Generate a list of classroom rules and predict why they are necessary.</p> <p>7. Brainstorm a list of reasons why government is necessary in the classroom and school.</p> <p><u>Correctives</u> - Group activities, role-play, teacher assistance.</p> <p><u>Extensions</u> - Allow students to assist in making a list of classroom rules, role-play and provide additional trade books.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Created Materials • Teacher Observation 	<ul style="list-style-type: none"> • Posted List of Classroom Rules • Teacher Created Materials • Trade Books • Computer • Text

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Academic Content Standard #2: All students will comprehend the rights and responsibilities of citizenship and civic participation.

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<p>STANDARD CG-2</p> <p>4. Recognize examples of the rights and responsibilities of citizenship.</p> <p>5. Recognize personal rights and responsibilities.</p> <p>6. Participate in leadership in the classroom and school.</p>	<p>4. List examples of rights and responsibilities of citizenship.</p> <p>5. Distinguish between personal rights and responsibilities.</p> <p>6. Create classroom job chart where students take turns completing jobs.</p> <p><u>Correctives</u> - Allow extra time to complete activities, peer help, group activities.</p> <p><u>Extensions</u> - Writing journal - write and illustrate chores and responsibilities, role-play and art projects.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation 	<ul style="list-style-type: none"> • Weekly Job Chart • List of Classroom Rules • Trade Books • Text

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Academic Content Standard #3: All students will describe the workings of government by studying the concept of separation of powers, elections, and forms of government.

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<p>STANDARD CG-3</p> <p>4. Identify persons of authority in the community.</p> <p>5. Explore why being treated fairly is important.</p> <p>6. Understand why taxes are needed and who needs to pay them.</p>	<p>4. Show pictures of persons of authority from the community and discuss their responsibilities.</p> <p>5. Role-play situations that demonstrate why being treated fairly is important.</p> <p>6. List reasons taxes are needed and illustrate service funded by taxes.</p>	<ul style="list-style-type: none"> • Teacher Observation • Discussion • Teacher Designed Materials • Text 	<ul style="list-style-type: none"> • Resource Person • Trade Books • Teacher Designed Materials • Group Activities • Text • Computer • Weekly Reader

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Academic Content Standard #4: All students will understand how international relationships function through diplomacy, international organizations, and political units.

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<p>STANDARD CG-4</p> <ol style="list-style-type: none"> Investigate ways in which countries interact with the United States. Discuss how nations work together to solve problems. 	<ol style="list-style-type: none"> Read stories that show ways in which countries interact with the United States. Generate a list of ways nations work together to solve problems. <p><u>Correctives</u> - Read additional stories, allow additional time, teacher assistance and peer help.</p> <p><u>Extensions</u> - Role-play, additional stories, computer activities, cut pictures from magazines and create a diorama.</p>	<ul style="list-style-type: none"> • Discussion • Teacher Observation • Teacher Designed Materials 	<ul style="list-style-type: none"> • Trade Books • Videos • Teacher Designed Materials • Magazines • Text

ECONOMICS - GRADE 1

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #1: All students will have a basic understanding of economic systems - the ways people and societies organize to determine what should be produced, how much should be produced and for whom.

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<p>STANDARD E-1</p> <p>2. Explain how individuals and families with limited resources satisfy their needs.</p>	<p>2. Web ways individuals and families with limited resources satisfy their needs.</p> <p><u>Correctives</u> - Allow additional time, teacher and peer assistance.</p> <p><u>Extensions</u> - Make a collage of ways families meet their needs.</p>	<ul style="list-style-type: none"> • Teacher Designed Activities • Classroom Discussion • Teacher Observation 	<ul style="list-style-type: none"> • Computer • Magazines • Trade Books • Weekly Reader • Text

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will comprehend economic markets and the influence governments have on those markets.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-2</p> <p>3. Discuss means of payment for goods.</p> <p>4. Explain why prices may vary for the same product.</p> <p>5. Discuss taxes paid by most families.</p>	<p>3. Compare and contrast means of payment for goods (money, barter).</p> <p>4. List reasons why prices may vary for the same products (location, climate, etc.)</p> <p>5. Generate a list of taxes paid by most families.</p> <p><u>Correctives</u> - Allow additional time, use teacher and peer assistance.</p> <p><u>Extensions</u> - Computer activities, research other countries' money systems.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Observation • Teacher Generated Materials • Group Work 	<ul style="list-style-type: none"> • Textbook • Computer • Trade Books • Weekly Reader • Magazines

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will internalize the concepts of scarcity and economic choice.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-3</p> <p>2. Discuss the importance of conserving.</p> <p>3. Explain what is given up when making a choice.</p>	<p>2. Web ways natural resources can be conserved.</p> <p>3. After discussion, generate a list of things given up when choices are made.</p> <p><u>Correctives</u> - Group activities, role-play. Allow extra time.</p> <p><u>Extensions</u> - Computer activities, collage of ways resources can be used.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Designed Materials • Role-play 	<ul style="list-style-type: none"> • Role-playing • Resource Books • Video • Weekly Reader • Text • Teacher Designed Materials

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will understand the concept of economic interdependence.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-4</p> <p>2. Explore reasons people trade.</p> <p>3. Identify products that come from different regions.</p>	<p>2. Brainstorm a list of reasons people trade.</p> <p>3. Children discuss and sample fruits and vegetables from different regions.</p> <p><u>Correctives</u> - Teacher and peer assistance, allow extra time.</p> <p><u>Extensions</u> - Research fruits and vegetables from other countries, computer activities.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Designed Materials 	<ul style="list-style-type: none"> • Product Maps • Computer • Trade Books • Reference Books • Weekly Reader • Text

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: All students will comprehend the economic aspect of work and earnings. Concepts relating to profits and losses, income and wealth, and risk and rewards will be addressed.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-5</p> <p>3. Discuss why people work to earn income.</p>	<p>3. Show a video explaining why people work to earn an income.</p> <p><u>Correctives</u> - Additional time, teacher and peer assistance.</p> <p><u>Extensions</u> - Role-play, art activities and computer activities.</p>	<ul style="list-style-type: none"> • Teacher Created Materials • Teacher Discussion • Observation • Role-play 	<ul style="list-style-type: none"> • Text • Weekly Reader • Magazines • Role-play • Video

GEOGRAPHY - GRADE 1

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1:

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD G-1</p> <p>2. Discuss geographic tools and their uses.</p>	<p>2. Check geographic tools and pictures of these tools and discuss their uses. (Compass, sextant, etc.)</p> <p><u>Correctives</u> - Additional activities, teacher assistance, group activities.</p> <p><u>Extensions</u> - Allow children to use compasses, maps and computers. Group activities such as treasure maps, etc.</p>	<ul style="list-style-type: none"> • Discussion • Teacher Observation • Group Activities 	<ul style="list-style-type: none"> • Geographic tools, pictures of these tools. • Trade Books • Video • Computer • Weekly Reader • Text

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2:

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD G-2</p> <p>2. Discuss the physical characteristics of places and regions.</p>	<p>2. Students look at pictures of physical features of places and regions (plains, mountains, rivers, lakes, seas, vegetation, etc.) and discuss Earth's basic physical systems (atmosphere, lithosphere, hydrosphere and biosphere).</p> <p><u>Correctives</u> - Allow additional time, peer and teacher assistance and group activities.</p> <p><u>Extensions</u> - Art activities, provide additional trade books and magazines.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Designed Materials 	<ul style="list-style-type: none"> • Resource Books • Posters • Models • Maps/Globes • Weekly Reader • Teacher Designed Materials • Video • Magazines • Text

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3:

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD G-3</p> <p>2. Identify human characteristics of places and regions by their population.</p> <p>3. Discuss the cultural characteristics of places and regions.</p>	<p>2. Create a collage of activities in the daily life of their community.</p> <p>3. Read books and look at pictures relating to the culture of their community (celebrations, customs, foods, etc.).</p> <p><u>Correctives</u> - Allow additional time, teacher and peer assistance and role-play.</p> <p><u>Extensions</u> - Provide additional trade books and magazines, role-playing activities.</p>	<ul style="list-style-type: none"> • Teacher Designed Materials • Classroom Discussion • Text 	<ul style="list-style-type: none"> • Population Maps • Maps • Trade Books • Computer • Poems • Weekly Reader • Songs • Magazines • Text

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4:

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD G-4 2. Understand how physical systems impact on people (soil quality, climate, agriculture, etc.).	2. Read books and illustrate ways people depend on and adjust to physical systems. <u>Correctives</u> - Allow additional time, teacher and peer assistance. <u>Extensions</u> - Write stories, draw pictures, and role-play.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Created Materials 	<ul style="list-style-type: none"> • Weekly Readers • Trade Books • Text • Computer