

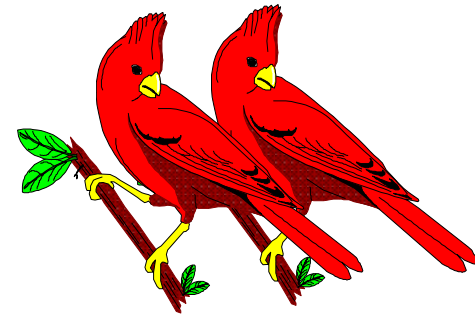
HISTORY STANDARDS GRADE 2
PLANNED COURSE CURRICULUM GUIDE

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.

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- **PCCG DEFINITIONS**

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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

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- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
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- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
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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>2. Develop an understanding of historical sources.</p> <p>A. Data in historical maps B. Visual data from maps and tables C. Mathematical data</p>	<p>H1.1.2</p> <p>A. Write the date and identify days of the week and months of the year.</p> <p>B. Interpret a time line.</p> <p>C. Compare colonial times to the present.</p> <p>D. Discuss historical events/holidays.</p> <p>H1.2.2</p> <p>B. Illustrate and create a legend for a map.</p> <p>C. Interpret mathematical data from maps.</p>	<p>Morning meeting Classroom discussion Projects Teacher observation Teacher created activities Tests</p>	<p>Math meeting board/calendar Weekly Reader Trade books Posters Computer Text Newspaper "America My Country" booklet Maps Videos</p>

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)

H1.3.2.

C. Discuss the meaning of illustrations as related to historical events.

D. List the cause of event and tell the result.

H1.4.2

A. Read about a historical event stating its time and place.

B. Compare and contrast folklore and fictional stories of a historical event.

F. Demonstrate understanding of historical research through storytelling, illustrations, or role-playing.

Correctives: Additional time, extra types of media, peer help and/or teacher assistance.

Extensions: Computer activities, art and music projects, trade books.

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 & B Tell or draw a picture of the accomplishments of William Penn and Benjamin Franklin.</p> <p>C. Read and discuss John Chapman, Betsy Ross, and other important figures and do related activities.</p> <p>D. Talk about Conrad Richter.</p>	<p>Classroom discussion Art Projects Teacher-created activities Teacher observations Tests</p>	<p>Trade books Teacher-generated activities or projects Text Pennsylvania Booklet Computer Resource people Video</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

H2.2.2

C. Read, discuss, color the Liberty Bell.

D. Read and color some of the symbols of Pennsylvania.

H2.3.2

- 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)
4. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
- A. Domestic Instability (e.g.,

- B. Introduce children to careers ex. Career Day.
- F. Compare and contrast families of the past and present.
- G. Discuss changes in transportation.

H2.4.2.

- B. Discuss racial relationships after reading stories about Martin Luther King, Jr. or other Black Americans.
- E. Talk about the Civil War in relation to Abraham Lincoln.

Correctives – Teacher assistance, additional time, peer help, and or extra types of media.

Extensions – Trade books, computer activities projects, charts, illustrations.

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)

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

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<p>Standard H3</p> <p>1. Identify contributions of individuals and groups to United States history.</p> <p>A. George Washington</p> <p>B. Thomas Jefferson</p> <p>C. Abraham Lincoln</p> <p>D. Theodore Roosevelt</p> <p>E. Franklin D. Roosevelt</p> <p>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>H3.1.2</p> <p>A B & C – Read and discuss George Washington, Thomas Jefferson, and Abraham Lincoln and do related activities.</p>	<p>Classroom discussion</p> <p>Projects</p> <p>Teacher-created activities</p> <p>Teacher observation</p> <p>Tests</p>	<p>Trade books</p> <p>Computer</p> <p>“America My Country”</p> <p>Booklet</p> <p>Video</p> <p>Posters</p>

Woods, Cal Ripken,
Jr., Sammy Sosa)

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,

H3.2.2

- A. Define the Bill of Rights and state how it affects us.
- B. Recite the Pledge of Allegiance daily and discuss its meaning.
- C. Read, write, and illustrate a historic place such as the Statue of Liberty.
- D. Identify the significance of the colors, stripes, and stars of the American flag, and then draw or color a 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)

Correctives – Computer activity, peer help, additional time, study guides, teacher assistance.

Extensions – Computer activities, trade books are or music projects, an/or role-playing.

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Academic Content Standard #4: World 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 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., Montezuma, 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 Paul)</p>	<p>H4.1.2</p> <p>B. Read, draw, write, and celebrate Mexico's Cinco de Mayo Day.</p>	<p>Maps Charts Cinco de Mayo Booklet</p>	<p>Trade books Teacher generated activities.</p>

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.

Correctives – Additional time, study guides, computer activities.

Extensions – Trade books,

- 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)
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art projects, computer activities.

CIVICS AND GOVERNMENT - GRADE 2
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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>8. Explain the purposes of rules and laws and why they are important in the community.</p> <p>9. Discuss the Declaration of Independence.</p> <p>10. Discuss why government is necessary in the community.</p> <p>11. Identify symbols and holidays for Pennsylvania and United States.</p>	<p>8. Make a list of community rules and design a poster on one of the rules.</p> <p>9. Read stories that lead up to the Declaration of Independence, write their own interpretation of the Declaration of Independence, and compare their versions to the real Declaration of Independence.</p> <p>10. Web why government is necessary in the community.</p> <p>11. Show and draw symbols and holidays for Pennsylvania and the United States.</p> <p><u>Correctives</u> - Teacher assistance, group work, and/or additional time.</p> <p><u>Extensions</u> - Draw more symbols or write about additional holidays. Write</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Designed Activities • Student Projects • Independent Writing 	<ul style="list-style-type: none"> • Posters • Teacher Designed Activities • Computer • Trade Books

	their own interpretation of the Declaration of Independence and present it to the class.		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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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>7. Discuss the importance of leadership in the school and community.</p> <p>8. Discuss the benefits of following rules and laws and the consequences of violating them.</p>	<p>7. Brainstorm who the leaders are in the school and community and discuss why they are important.</p> <p>8. Show a video that demonstrates a law being broken and its consequences.</p> <p><u>Correctives</u> - Peer help, additional help from the teacher, and/or additional time.</p> <p><u>Extensions</u> - Interview a leader of the school or community.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Student Designed Poster 	<ul style="list-style-type: none"> • Video • Teacher/Student Designed Posters • Weekly Reader

LEARNING STANDARDS AND CONTENT ACTIVITIES

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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>7. Identify the elected representative bodies responsible for making local and Pennsylvania laws.</p> <p>8. Discuss services performed by the state governments.</p> <p>9. Identify persons of authority of the state.</p> <p>10. Explain what an election is.</p> <p>11. Identify the role of the media in society.</p>	<p>7. Show chart on the different duties of the elected representative bodies.</p> <p>8. Read stories and show charts on services performed by the state governments.</p> <p>9. Read stories and discuss persons of authority in the state.</p> <p>10. Show a video on an election being held and discuss an election.</p> <p>11. Analyze the different types of media.</p> <p><u>Correctives</u> - Additional help, extra types of media, and/or teacher assistance.</p> <p><u>Extensions</u> - Visit a polling place.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Chart • Teacher Designed Activities • Teacher Observation • Group Activities 	<ul style="list-style-type: none"> • Charts • Trade Books • Posters • Video • Types of Media • Computer • Teacher Designed Activities

	Illustrate services done by the state government or make a booklet of the services.		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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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> <p>3. Recognize that the world is divided into various political units.</p> <p>4. Recognize that each nation's government is influenced by customs and traditions.</p>	<p>3. Read stories that explain the various political units of the world.</p> <p>4. Read stories about customs and traditions of other countries and then display pictures on bulletin boards.</p> <p><u>Correctives</u> - More books or pictures about customs and traditions, group help, and/or more time for activities.</p> <p><u>Extensions</u> - Draw a map that shows the political units of the world. Write a report about a country's customs and traditions.</p>	<ul style="list-style-type: none"> • Teacher Observation • Classroom Discussion • Teacher Created Activities • Student Projects 	<ul style="list-style-type: none"> • Trade Books • Teacher Created Activities • Pictures • Computer • Weekly Reader

ECONOMICS - GRADE 2

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- **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: 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.

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-1</p> <p>3. Identify local geographic patterns of economic activities.</p> <p>4. Explain why the profits of some businesses may vary during different seasons.</p>	<p>3. Web the economic activities of local community such as land use, food, shelter, clothing and transportation.</p> <p>4. Brainstorm why the profits of some businesses may vary during different seasons.</p> <p><u>Correctives</u> - Explore computer sources, additional help, and/or provide additional time.</p> <p><u>Extensions</u> - Make a collage of economic activities in a community.</p>	<ul style="list-style-type: none"> • Teacher Observation • Classroom Discussion • Teacher Oriented Activities • Student Projects 	<ul style="list-style-type: none"> • Computer • Resource Person • Weekly Reader • Textbook • Charts • Trade Books

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>6. Identify and define goods, services, consumers and producers.</p> <p>7. Discuss how taxes provide government services.</p>	<p>6. Use a chart or flow chart to explain goods, services, consumers and producers.</p> <p>7. Web how taxes provide government services.</p> <p><u>Correctives</u> - Provide an individual chart of each category and additional help.</p> <p><u>Extensions</u> - Make individual charts for each category and expands them.</p>	<ul style="list-style-type: none"> • Chart • Textbook • Worksheets • Weekly Reader • Computer • Teacher Created Activities 	<ul style="list-style-type: none"> • Teacher Generated Activities • Student Activities • Classroom Discussion • Chart

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>4. Identify and define wants and needs.</p> <p>5. Discuss how self-interest influences choice.</p>	<p>4. Read story on wants and needs and create a decision tree.</p> <p>5. Brainstorm how self-interest influences choice.</p>	<ul style="list-style-type: none"> • Teacher Observation • Classroom Discussion • Student Project/Decision Tree • Role-play 	<ul style="list-style-type: none"> • Reading Textbook • Computer • Trade Books • Teacher Directed Activities • Weekly Reader • Role-play

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>4. Identify goods, services and resources that come from all over the national and world.</p> <p>5. Define the location of resources and transportation network.</p> <p>6. Identify regions that are interdependent nationally.</p>	<p>4. Show video to show why goods, services, and resources come from all over the world.</p> <p>5. Read story or show video to explain the location of resources and the transportation network.</p> <p>6. Read a story that will explain interdependence and then illustrate the different regions.</p> <p><u>Correctives</u> - Additional stories or pictures, individual help, peer help.</p> <p><u>Extensions</u> - Make a collage of resources or a poster of transportation.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Student Activities • Teacher Created Activities • Textbook Worksheets 	<ul style="list-style-type: none"> • Video • Trade Book • Computer • Textbook • Worksheets • Maps

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>4. Define profit and loss.</p> <p>5. Define saving and explain the purpose of a savings account.</p> <p>6. Identify interest rates for saving and borrowing.</p>	<p>4. Role-play to demonstrate profit and loss.</p> <p>5. Invite a resource person to explain the purpose of saving and savings account.</p> <p>6. Invite a resource person to explain interest rates for saving and borrowing.</p> <p><u>Correctives</u> - Additional time and/or help.</p> <p><u>Extensions</u> - Visit a bank and write a report on the different aspects of a bank.</p>	<ul style="list-style-type: none"> • Role-play • Teacher Created Activities • Classroom Discussion • Teacher Observation 	<ul style="list-style-type: none"> • Resource Person • Role-play • Classroom Discussion • Computer • Teacher Created Activities

GEOGRAPHY - GRADE 2

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>3. Identify and locate places and regions.</p>	<p>3. Demonstrate using maps and globe to show landforms, rivers, and lakes in North America. Feature the following cities: Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington, D.C., Baltimore, New York, Toronto, and Cleveland. Discuss the physical and human features of your local community.</p> <p><u>Correctives</u> - Individual attention, group help, learning center, and/or teacher assistance.</p> <p><u>Extensions</u> - Draw a map of the United States and feature the above cities.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Student Projects • Student Activities • Teacher Created Activities 	<ul style="list-style-type: none"> • Maps • Globes • Teacher Designed Activities • Weekly Reader

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>3. Recognize the basic physical processes that affect the physical characteristics of places and regions.</p>	<p>3. Demonstrate Earth-sun relationships by comparing and contrasting the seasons, length of day, weather and climate.</p> <p><u>Correctives</u> - Additional visuals, teacher help, and/or peer assistance.</p> <p><u>Extensions</u> - Draw a diagram to show different types of weather.</p>	<ul style="list-style-type: none"> • Teacher Observation • Student Activities • Teacher Designed Activities • Classroom Discussion 	<ul style="list-style-type: none"> • Globe • Map • Charts • Video

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>4. Identify the human characteristics of places and regions by their economic activities.</p> <p>5. Identify the human characteristics of places and regions by their political activities.</p>	<p>4. Read stories of country life and city life which demonstrate the differences in their economic activities.</p> <p>5. Compare and contrast the political activities of townships, boroughs, counties, states, and country through the use of a web or brainstorming.</p> <p><u>Correctives</u> - Read more trade books, use the computer, and/or teacher assistance.</p> <p><u>Extensions</u> - Visit a borough hall or township building and write a report about the visit.</p>	<ul style="list-style-type: none"> • Trade Books • Maps • Weekly Reader • Computer • Teacher Designed Activities 	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Activities • Student Projects

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 3. Discuss how people have an impact on physical systems.	<p>3. Make a poster after reading books and viewing videos on how people contribute to pollution.</p> <p><u>Correctives</u> - Teacher assistance, provide additional time, and/or use more visuals.</p> <p><u>Extensions</u> - Illustrate different ways on how people pollute the Earth.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Student Projects • Teacher Created Activities 	<ul style="list-style-type: none"> • Trade Books • Video • Poster