

CIVICS AND GOVERNMENT - GRADE K
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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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**

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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

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- 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
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PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
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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: All students will describe the principles and documents of government.

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 CG-1</p> <ol style="list-style-type: none"> 1. Introduce the purposes of rules and why they are important in the classroom and school. 2. Become familiar with the United States Flag, Pledge of Allegiance and patriotic songs. 3. Identify influential presidents and their contributions to our country. 4. Encourage respect for the property and opinions of others. 5. Recognize national symbols and holidays. 	<ol style="list-style-type: none"> 1. Prepare rebus posters containing rules and explain why they are important. 2. Recite Pledge of Allegiance, sing patriotic songs and identify United States Flag. 3. Discuss impact of Presidents Washington and Lincoln. 4. Create classroom environment conducive to rights of teacher and students. 5. Display symbols and pictures. <p><u>Correctives</u> - Teacher assistance.</p> <p><u>Extensions</u> - Trade books; songs; poetry.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Teacher Designed Activities 	<ul style="list-style-type: none"> • Video • Teacher Designed Activities • Songs • Poetry • Photographs

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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> <ol style="list-style-type: none"> 1. Discuss sources of conflict and disagreement and ways conflicts can be resolved. 2. Practice leadership in the classroom and school. 3. Recognize the benefits of following rules and the consequences of violating them. 	<ol style="list-style-type: none"> 1. Role-play problems and problem solving. 2. Model correct ways to complete classroom jobs. 3. Read and illustrate problem-solving situations. <p><u>Correctives</u> - Work together in pairs. Allow more time.</p> <p><u>Extensions</u> - Trade books, brainstorm situations; posters.</p>	<ul style="list-style-type: none"> • Role-play • Classroom Discussion • Teacher Observation 	<ul style="list-style-type: none"> • Video • Trade Books • Reading Readiness Textbook

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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> <ol style="list-style-type: none"> 1. Recognize reasons for rules and laws in the school. 2. Identify roles of community helpers. 3. Identify persons of authority at school. 	<ol style="list-style-type: none"> 1. Applied learned rules to school behavior. 2. Discuss and compare pictures of community helper. 3. Become familiar with adult leaders in school community. <p><u>Correctives</u> - Teacher assistance; additional time; peer assistance.</p> <p><u>Extensions</u> - Trade books; computer game; learning center.</p>	<ul style="list-style-type: none"> • Teacher Observation • Classroom Discussion • Teacher Designed Activities 	<ul style="list-style-type: none"> • Resource Persons • Trade Books • Magazine Pictures • Flannelboard cut-outs

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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ECONOMICS - GRADE K

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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: : 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
STANDARD E-1 1. Identify goods and services produced in the local community.	1. Explore local community and observe work being done. <u>Correctives</u> - Teacher assistance; art activities. <u>Extensions</u> - Trade books; use newspapers to create posters.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Activities • Role Play 	<ul style="list-style-type: none"> • Field Trips • Resource Persons • Trade Books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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<p>STANDARD E-2</p> <ol style="list-style-type: none"> 1. Identify local markets. 2. Identify local goods and services provided by the government. 	<ol style="list-style-type: none"> 1. List names of community businesses. 2. List service agencies in community. <p><u>Correctives</u> - Teacher assistance; art activities.</p> <p><u>Extensions</u> - Trade books; use newspapers to create posters.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Activities 	<ul style="list-style-type: none"> • Art Projects • Resource Persons • Field Trips • Trade Books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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<p>STANDARD E-3</p> <p>1. Identify natural and human resources.</p>	<p>1. Brainstorm and list natural resources and occupations.</p> <p><u>Correctives</u> - Big Books; peer assistance; video tapes.</p> <p><u>Extensions</u> - Trade books.</p>	<ul style="list-style-type: none"> • Teacher Designed Activities • Discussion • Role Play 	<ul style="list-style-type: none"> • Videos • Resource Persons • Periodicals (pictures) • Trade Books

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

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STANDARD E-4 1. Identify different occupations.	1. Research employment of students' parents. <u>Correctives</u> - Teacher assistance and discussion. <u>Extensions</u> - Art activities; video tapes.	<ul style="list-style-type: none"> • Class Discussion 	<ul style="list-style-type: none"> • Video • Resource Persons • Trade Books • Bar graphs

LEARNING STANDARDS AND CONTENT ACTIVITIES

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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.

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<p>STANDARD E-5</p> <p>1. Discuss jobs and work.</p> <p>2. Discuss different types of occupations.</p>	<p>1. Show video on working.</p> <p>2. Illustrate occupations.</p> <p><u>Correctives</u> - Make pictographs; teacher assistance.</p> <p><u>Extensions</u> - Teacher assisted art projects.</p>	<ul style="list-style-type: none"> • Class Discussion • Art Activities 	<ul style="list-style-type: none"> • Video • Art Projects • Pictographs • Money (Saxon Math Activities) • Computer • Resource Persons

GEOGRAPHY - GRADE K

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Academic Content Standard #1:

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STANDARD G-1 1. Introduce geographic tools and their uses.	1. Observe and compare different types of maps. <u>Correctives</u> - Teacher assistance; additional time; color in bank map worksheet. <u>Extensions</u> - Locate maps in books in library center or school library.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Activities 	<ul style="list-style-type: none"> • Reading Readiness Text • Atlas • Globe

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #2:

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STANDARD G-2 1. Introduce the physical characteristics of places and regions.	1. Differentiate between land features and water features on various maps. <u>Correctives</u> - Teacher assistance; additional time; computer games; bean bag game; make tactile map. <u>Extensions</u> - Copy and color maps from sources; cooperative learning to create maps; computer games.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Designed Activities 	<ul style="list-style-type: none"> • Computer • Atlas • Globe • Newspapers (Weekly Readers)

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Academic Content Standard #3:

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STANDARD G-3 1. Identify the human characteristics of places.	1. Create maps containing man-made structures. <u>Correctives</u> - Additional time; modeling and demonstration. <u>Extensions</u> - Make story maps for stories read.	<ul style="list-style-type: none"> • Teacher Directed Activities • Classroom Discussion 	<ul style="list-style-type: none"> • Computer • Maps • Newspapers

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STANDARD G-4 1. Become aware that physical systems have an impact on people.	1. Observe different places where people live. <u>Correctives</u> - Additional time with big books and picture books. <u>Extensions</u> - Create and illustrate stories; resource persons.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Directed Activities • Art Projects 	<ul style="list-style-type: none"> • Computer Game • Trade Books • Videos

HISTORY STANDARDS - KINDERGARTEN

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- **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: 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.K</p> <p>A. Identify the days of the week, and months of the year on a daily basis.</p> <p>B. Construct a time line showing progression of school year.</p> <p>C. Determine the seasons of the year.</p> <p>D. Read & discuss special events and holidays.</p> <p>H1.2.K</p> <p>B. Interpret visual data from tables (e.g. weather chart)</p>	<p>Morning meeting Classroom discussion Projects Teacher observations Teacher designed activities</p>	<p>Math meeting Board/Calendar Songs Number line Bulletin Board Posters Computer Videos Newspapers Weekly Readers Trade Books</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)

H.1.3.K

C. Interpret and discuss illustrations in historical stories.

H1.4.K

A. Read and discuss historical events (e.g. Thanksgiving feast).

B. Illustrate stories about historical events.

F. Demonstrate understanding historical research by drawing pictures or role-playing.

Correctives: Teacher assistance, computer activities.

Extensions: Songs, trade books, role-playing, computer activities, 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 #2: Pennsylvania 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 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.K</p> <p>A&B Read and discuss stories about the life of William Penn and Benjamin Franklin.</p> <p>C. Read and discuss stories about John Chapman (e.g. celebrate Johnny Appleseed day)</p>	<p>Classroom discussion Teacher designed activities Teacher observation</p>	<p>Trade books Computer Resource people Videos Newspapers (Weekly Readers)</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)
4. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
- A. Domestic Instability (e.g.,

- B. Introduce students to different jobs (e.g. career day)
- F. Compare and contrast families
- G. Discuss changes in transportation.

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, Jr. and discuss the treatment of black Americans.

Correctives: Teacher assistance, computer activities.

Extensions: Trade books, computer activities, art 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 #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.K A & C Read stories and discuss the lives of George Washington and Abraham Lincoln (e.g. Presidents Day)</p>	<p>Classroom discussion Teacher designed activities Teacher observation</p>	<p>Trade Books Computer</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.K

- A. Discuss the importance of the Bill of Rights.
- B. Recite the Pledge of Allegiance daily.
- C. Discuss the White House (e.g. president's home).
- D. Identify the flag and discuss the colors, stars, and stripes.

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: Teacher assistance, peer help, computer activities.

Extensions: Trade books, computer activities, role-playing.

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: 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., 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)