

PLANNED COURSE CURRICULUM GUIDE
World Cultures
Grade 10

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.

Geography 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
STANDARD A. Explain geographic tools and their uses. B. Analyze data and issues from a spatial perspective using the appropriate geographic tools.	Have students keep a notebook of important geographic terms. Use maps and globes to locate places and regions	<ul style="list-style-type: none"> • Maps • Notes • Teacher Created Activities • Written Assignments • Quizzes and Tests • Internet Research 	<ul style="list-style-type: none"> • Notebook • Maps • Globes • Textbook • Teacher Generated Resources • Overheads • Videos • Internet

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.

Geography 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</p> <p>Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p>	<p>Have students keep a notebook of important geographic terms.</p> <p>Use maps and globes to locate places and regions.</p> <p>Use the internet</p>	<ul style="list-style-type: none"> • Maps • Notes • Teacher Created Activities • Written Assignments • Quizzes and Tests • Internet Research 	<ul style="list-style-type: none"> • Notebook • Maps • Globe • Textbook • Teacher Generated Resources • Overheads • Videos • Internet

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.

Geography 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
<p>STANDARD</p> <p>Explain the impacts of physical systems on people.</p> <p>Explain the impacts of people on physical systems.</p>	<p>Have students keep a notebook of important geographic terms.</p> <p>Use maps and globes to locate places and regions.</p> <p>Use the internet</p> <p>Use current events</p>	<ul style="list-style-type: none"> • Maps • Notes • Teacher Created Activities • Written Assignments • Quizzes and Tests • Internet Research 	<ul style="list-style-type: none"> • Notebook • Maps • Globe • Textbook • Teacher Generated Resources • Overheads • Videos • News Articles • Internet

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.

History 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
<p>STANDARD</p> <p>Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <p>Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <p>Evaluate the significance of individuals and groups who made political and cultural contributions to world history since 1450 C.E.</p>	<p>Have students keep a notebook</p> <p>Textbook information</p> <p>Internet</p> <p>Current Events</p>	<ul style="list-style-type: none"> • Teacher Created Activities • Written Assignments • Quizzes and Tests • Notes 	<ul style="list-style-type: none"> • Notebook • Textbook • Teacher Generated Resources • Overheads • Videos • Internet • Current News Articles

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.

Economics 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
STANDARD Explain the role of supply and demand and predict how changes in supply and demand affect the equilibrium price and quantity sold.	Have students keep a notebook Internet Research Textbook information	<ul style="list-style-type: none"> • Notes • Teacher Created Activities • Written Assignment • Quizzes and Tests • Internet Research 	

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.

Economics 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</p> <p>Explain multiple ways of using resources to produce a specific good and service</p> <p>Interpret media reports on economic conditions and explain how these reports can influence choices.</p>	<p>Students will keep a notebook</p> <p>Internet</p> <p>Textbook</p> <p>Current Events</p>	<ul style="list-style-type: none"> • Notes Teacher Created Activities • Written Assignments • Quizzes and Tests • Internet Research 	<ul style="list-style-type: none"> • Notebook • Textbook • Teacher Generated Resources • Internet • Overheads • Videos • Current News Articles



Pine Grove Area
SCHOOL DISTRICT

Social Studies

Geography

BOARD APPROVED AUGUST 2007

I. PHILOSOPHY

The Geography course of the Pine Grove Area School District has been structured to introduce and examine the basics of physical geography and the impact of cultural geography, highlighting the relationship of these concepts as they apply to the life situations. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. **The Five Fundamental Themes of Geography** - Location, Place, Human - Environment Interaction, Movement, Regions.
2. **The Geographer's Tools** - Geographic Information Systems, Global Positioning Systems, Various Types of Maps.
3. **The Earth as a Living Planet** - The Physical Structure of the Earth and the Internal and External Forces that shape the Earth.
4. **The Climate and Vegetation of the Earth** - Causes of the Seasons, Weather and Climates, World Climate and Vegetation Regions.
5. **The Western Hemisphere** - Landforms, Resources, Climate, Vegetation, Human Environment Interaction, and Today's Issues, Terrorism and Diverse Societies Changing.

III. COURSE OF STUDY

A. Course Name: Geography

B. Grade Level: 10th

C. Length of Course: One Marking Period

1. Frequency: Daily

2. Duration: 42 Minutes Per Class

D. Academic Level: All Levels

E. Credits: 0.25

F. Prerequisites: None

G. Course Description:

Geography will introduce the students to basic geographic literacy. Geography will develop or enhance their learning experience in working with the "Five Themes of Geography". Geography will analyze the Earth inside and out by investigating the internal forces and external forces that shape the earth. Seasons, weather and climate regions will be examined to illustrate their influences over the day to day experiences of the people. Geography will dissect the elements of culture and interpret their impact on the spatial patterns of settlements, recognizing the political structures and the economic need for resources.

IV. CONTENT: Geography

CORE CONCEPT 1: The Five Fundamental Themes of Geography

MAJOR OBJECTIVE: Location, Place, Human – Environment Interaction, Movement, Regions.

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 7.1.9</p> <p>Explain geographic tools and their uses.</p> <p>The students will be able to recognize the different tools of the geographer.</p> <p>The students will recognize the various components of maps and the use of projections.</p> <p>The students will be able to analyze the “Five Geographic Themes”.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Brainstorm activity to determine the types of tools that a geographer would logically use. • Review the geographer's skills handbook in the text. • Review the various types of thematic maps found in the Atlas and Reference section of the text. • Completion of an Organizer to highlight each Geographic Theme. 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Oral question and answer • Teacher observation • Map handouts • Class work • Completion of discussion organizer • Student demonstrations 	<ul style="list-style-type: none"> • Instructor generated resources • Library/AV resources • Publisher's supplemental materials • Textbook resources • Computer programs/web sites

CONTENT: Geography

CORE CONCEPT 2: The Geographer's Tools

MAJOR OBJECTIVE: - Geographic Information Systems, Global Positioning Systems, Various Types of Maps.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 7.1.9</p> <p>Explain geographic tools and their uses.</p> <p>Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>The students will be able to describe the importance of the satellite in developing geographic data.</p> <p>The students will be able to differentiate the type of maps generated by satellite study.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Review different maps and related satellite imagery graphics.• Discussion of the maps.• Organizer highlighting the tools and the application of the tools.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers	<ul style="list-style-type: none">• Instructor generated resources• Library/AV resources• Publisher's supplemental materials• Textbook resources• Computer programs/web sites

CONTENT: Geography

CORE CONCEPT 3: The Earth a Living Planet

MAJOR OBJECTIVE: The Physical Structure of the Earth and the Internal and External Forces that shape the Earth.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 7.2.9</p> <p>Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Organizer of the internal configuration of the Earth.• Organizer of the external features of the Earth.• Organizer to highlight the features that cause change to the Earth.• Review video of the internal and external features of change of the Earth.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers	<ul style="list-style-type: none">• Instructor generated resources• Library/AV resources• Publisher's supplemental materials• Textbook resources• Computer programs/web sites
<p>PA Standard 7.2.12</p> <p>Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>The students will be able to determine the changes that affect the Earth internally and externally.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Organizer of the internal configuration of the Earth.• Organizer of the external features of the Earth.• Organizer to highlight the features that cause change to the Earth.• Review video of the internal and external features of change of the Earth.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers	<ul style="list-style-type: none">• Instructor generated resources• Library/AV resources• Publisher's supplemental materials• Textbook resources• Computer programs/web sites

CONTENT: Geography

CORE CONCEPT 4: The Climate and Vegetation of the Earth.

MAJOR OBJECTIVE: Causes of the Seasons, Weather and Climates, World Climate and Vegetation Regions.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA. Standard 7.2.9</p> <p>Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems e.g. climate regions.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Organizer to highlight the main features of Climate, Weather, and soils. • Video to highlight the development of major weather systems. • Brainstorm activity of how weather conditions are created. • Activity to relate the most vivid weather memory and why that is so memorable. 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Student demonstrations • Map handouts • Class work • Completion of discussion organizer • Teacher observation • Oral question and answers 	<ul style="list-style-type: none"> • Instructor generated resources • Library/AV resources • Publisher's supplemental materials • Textbook resources • Computer programs/web sites
<p>PA. Standard 7.2.12</p> <p>Analyze the significance of physical processes in shaping the character of places and regions. The students will be able to determine the main features that impact climate and weather, as well as soils.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Organizer to highlight the main features of Climate, Weather, and soils. • Video to highlight the development of major weather systems. • Brainstorm activity of how weather conditions are created. • Activity to relate the most vivid weather memory and why that is so memorable. 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Student demonstrations • Map handouts • Class work • Completion of discussion organizer • Teacher observation • Oral question and answers 	<ul style="list-style-type: none"> • Instructor generated resources • Library/AV resources • Publisher's supplemental materials • Textbook resources • Computer programs/web sites

CONTENT: Geography

CORE CONCEPT 5: The Western Hemisphere

MAJOR OBJECTIVE: Landforms, Resources, Climate, Vegetation, Human Environment Interaction, and Today's Issues, Terrorism and Diverse Societies Changing.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standards 7.3.9</p> <p>Explain the human characteristics of places and regions by their population characteristics.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Organizer to highlight the features of the core concept.• Video showing the development of terrorism.• Map activity featuring the many highlights of the region.• Brainstorm activity of regions that would need to be secured because of terrorism threat.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers	<ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers
<p>PA Standards 7.3.12</p> <p>Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>The students will be to describe the impacting features that have changed the Western Hemisphere.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Organizer to highlight the features of the core concept.• Video showing the development of terrorism.• Map activity featuring the many highlights of the region.• Brainstorm activity of regions that would need to be secured because of terrorism threat.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers	<ul style="list-style-type: none">• Student demonstrations• Map handouts• Class work• Completion of discussion organizer• Teacher observation• Oral question and answers

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach a satisfactory level of achievement in all areas of geography. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for all geography classes is as follows:

Grading Scale	
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

D. Each student's grade will be determined at the conclusion of the marking period in which they are enrolled.