

HISTORY STANDARDS GRADE 11

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

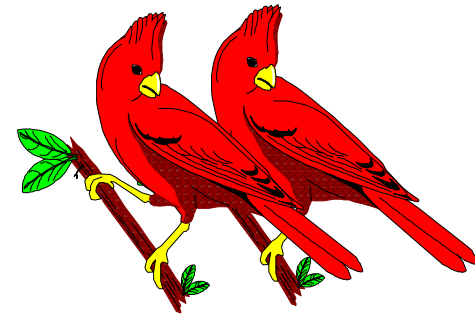
Length of Class Periods (minutes):

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: 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. Evaluate chronological thinking.</p> <ul style="list-style-type: none"> ■ Sequential order of historical narrative ■ Continuity and change ■ Context for events <p>2. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> ■ Literal meaning of historical passage ■ Data in historical and contemporary maps, graphs and tables 	<ul style="list-style-type: none"> ■ Complete various charts showing progression of U. S. history from European colonization to the present ■ Choose one aspect of U. S. history and follow the changes which occurred over time ■ Analyze timelines ■ Complete a variety of map activities ■ Interpret data from various graphs and charts ■ Read and analyze excerpts from a variety of books and other sources ■ Interpret political cartoons 	<ul style="list-style-type: none"> ■ Charts/graphs ■ Research paper ■ Class discussion ■ Essays ■ Worksheets ■ Teacher created activities ■ Timelines ■ Graph/chart activities ■ Map activities ■ Class discussion ■ Question and answer ■ Short answer essays ■ Essays ■ Political cartoons 	<ul style="list-style-type: none"> ■ Textbook ■ Overhead transparencies ■ Charts ■ Variety of supplementary reading materials ■ Library resources ■ Teacher generated resources ■ Textbook ■ Maps ■ Charts ■ Graphs ■ Internet sites ■ Supplementary reading materials ■ Teacher-generated resources

- Different historical perspectives
- Data presented in maps, graphs and tables
- Visual data presented in historical evidence.

3. Evaluate historical interpretation of events.

- Impact of opinions on the perception of facts
- Issues and problems in the past
- Multiple points of view
- Illustrations in historical stories and sources
- Connection of cause and result
- Author or source of historical narratives' points of view
- Central issue

- Synthesize historical research.
- Historical event (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources

- Complete charts dealing with various historical events to illustrate cause and effect
- Read and discuss excerpts from the works of various historians which illustrate the differences found in historical interpretation
- Discuss the historiography of U. S. history

- Write a research paper dealing with one aspect of U. S. history
- A variety of research projects on selected topics in U. S. history

- Tests/quizzes
- Essays
- Class discussion
- Question and answer
- Teacher-created activities

- Research paper
- Research projects

- Textbook
- Internet sites
- Supplementary reading materials
- Library resources
- Teacher-generated resources

- Textbook
- Internet sites
- Library resources
- Supplementary reading materials

- Conclusions (e.g., Senior Projects, research papers, debates)
- Credibility of evidence

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. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis) ■ Military Leaders (e.g., Tasker H. Bliss, Henry “Hap” Arnold, George C. Marshall) ■ Cultural and Commercial Leaders (e.g., Milton Hershey, 			

Marian Anderson,
Fred Rogers)

- Innovators and Reformers (e.g., Frank Conrad, Rachel Carson, Joseph Rothrock)

2. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.

- Documents, Writings and Oral Traditions (e.g., Constitution of 1968, *Silent Spring* by Rachel Carson, Pennsylvania historical markers)
- Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor)

3. Identify and evaluate how continuity and change have influenced Pennsylvania history

from 1890's to Present.

- Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism)
- Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries)
- Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants)
- Politics (e.g., Great Depression special legislative session, creation of the state income tax)
- Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance)
- Social Organization (e.g., creation of the State Soil Conservation

Commission, First Amendment challenges to education, social services)

- Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports)
- Women's Movement (e.g., League of Women Voters, Commission for Women)

4. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.

- Domestic Instability (e.g., The Great Depression, Three-Mile Island nuclear accident, floods of 1936, 1972 and 1977)
- Ethnic and Racial Relations (e.g., segregation, desegregation, racial profiling)

- Labor Relations (e.g., strikes, work stoppages, collective bargaining)
- Immigration (e.g., increased immigration from Europe, migration of African-Americans from the South, influx of Hispanic and Asian peoples)
- Military Conflicts (e.g., World War I, World War II, Persian Gulf War)

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 and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt) ■ Military Leaders (e.g., John Pershing, Douglas MacArthur, Dwight d. Eisenhower) ■ Cultural and Commercial Leaders (e.g., 	<ul style="list-style-type: none"> ■ Discuss the contributions made by various individuals and groups to U. S. history ■ Analyze the contributions made by various individuals and groups to U. S. history ■ Compare and contrast the contributions made by various individuals and groups to U. S. history ■ Summarize the contributions made by various individuals and groups to U. S. history 	<ul style="list-style-type: none"> ■ Tests/quizzes ■ Worksheets ■ Essays ■ Class discussion ■ Question and answer ■ Teacher-created activities ■ Research papers 	<ul style="list-style-type: none"> ■ Textbook ■ Maps ■ Charts ■ Internet sites ■ Videos ■ Supplementary reading materials ■ Library resources ■ Teacher-generated resources

Abby Adrich
Rockefeller,
Langston Hughes,
Alan Greenspan)

- Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King)

2. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.

- Documents (e.g., Treaty of Versailles, North Atlantic Treaty, Neutrality Acts)
- 20th Century Writings and Communications (e.g., Coolidge's "The business of America is Business," King's "I Have A Dream," Armstrong's "One Small Step for Man")
- Historic Places (e.g., Ellis Island, Pearl Harbor, Los Alamos)

- Read and discuss a variety of primary documents (e. g. Declaration of Independence, Constitution, Resolutions of the Hartford Convention, Wilson's Fourteen Points, etc.)
- Discuss a variety of speeches and other communications important in the study of U. S. history
- Take electronic field trips
- Listen to and discuss excerpts from famous speeches

- Test/quizzes
- Essays
- Worksheets
- Class discussion
- Question and answer
- Teacher-created activities

- Textbook
- Internet sites
- Videos
- Supplementary reading materials
- Library resources
- Teacher-generated resources
- Recordings of famous speeches

3. Evaluate how continuity and change has influenced United States history from 1890 to Present.

- Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants)
- Commerce and Industry (e.g., corporations, conglomerates, multinational corporations)
- Innovations (e.g., The Tin Lizzie, radio, World Wide Web)
- Politics (e.g., New Deal legislation, Brown v. Topeka, isolationist/non-isolationist debate)
- Settlement Patterns (e.g., suburbs, large urban centers, decline of city population)
- Social Organization (e.g., compulsory school laws, court decisions)

- Compare and contrast a variety of aspects in U. S. history
- Complete various charts and graphs dealing with changes in U. S. history
- Write a research paper dealing with changes in one aspect of U. S. history
- Complete a variety of map activities

- Tests/quizzes
- Map activities
- Completing charts
- Creating charts
- Essays
- Class discussion
- Question and answer
- Worksheets
- Teacher-created activities

- Textbook
- Maps
- Charts
- Graphs
- Supplementary reading materials
- Library resources
- Overhead transparencies
- Teacher-generated resources

expanding individual rights, technological impact)

- Transportation and Trade (e.g., expansion and decline of railroads, increased mobility, internet)
- Women's Movement (e.g., right to vote, women in the war effort, Women's Peace Party)

4. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present.

- Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats)
- Ethnic and Racial Relations (e.g., internment camps for Japanese Americans, Montgomery Alabama Bus

- Discuss the conflict and cooperation among social groups and organizations in the United States
- Analyze the conflict and cooperation among social groups and organizations in the United States

- Class discussion
- Tests/quizzes
- Essays
- Debates
- Question and answer
- Teacher-created activities

- Textbook
- Internet sites
- Supplementary reading materials
- Library resources
- Teacher-generated resources

Boycott, land tensions with Native Americans)

- Labor Relations (e.g., rise and decline of industrial unions, free trade agreements, imports impact on domestic employment)
- Immigration and Migration (e.g., anti-immigrant attitudes, quota laws, westward and southward migration)
- Military Conflicts (e.g., World War I, World War II, War on Terrorism)

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. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450 C.E.</p> <ul style="list-style-type: none"> ■ Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong) ■ Cultural and Commercial Leaders (e.g., Achebe Chinua, Gabriel Garcia Marquez, Akira Kurosa, 			

Christopher
Columbus)

- Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming)

2. Evaluate historical documents, material artifacts and historic sites important to world history since 1450 C.E.

- Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther's Ninety-five Theses)
- Artifacts, Architecture and Historic Places (e.g., Robben Island, New York World Trade Center, Hiroshima Ground Zero Memorial, Nazi concentration

- camps)
- Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square)

3. Evaluate how continuity and change throughout history has impacted belief systems, and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation and roles of women since 1450 C.E..

- Africa
- Americas
- Asia
- Europe

4. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 C.E. to Present in Africa, Americans, Asia and Europe.

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations

- Immigration and Migration
- Military Conflicts