

CIVICS AND GOVERNMENT - GRADE 9
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
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- Parents and students are provided with an overview of the instructional program and each course in particular

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- **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
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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: 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> <p>58. Define and explain the major arguments advanced for the necessity of government.</p> <p>59. Describe historical examples of the importance of the rule of law.</p> <p>60. Explain the principles and ideals that shape government.</p> <p>61. Interpret the basic documents shaping the government of the United States.</p> <p>62. Describe the procedures for proper use, display and respect for the United States Flag per the National Flag Code.</p> <p>63. Explain the essential characteristics of limited and unlimited governments and</p>	<p>58. List the reasons for government.</p> <p>59. Discuss "Rule of Law" and its consequences.</p> <p>60. Discuss and define the terms.</p> <p>61. Read and explain selected portions of the "Constitution of the United States" and the "Bill of Rights".</p> <p>62. Discuss and show the National Flag Code.</p> <p>63. Define by listing types of government.</p> <p>64. Discuss the origins of topic-related holidays.</p> <p>65. Chart examples of rights and the common good.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Essays • Graph/Charts • Class Discussion • Teacher-Created Activity • Internet Search • Questions and Answers 	<ul style="list-style-type: none"> • Textbook • Notebook • Overheads • Videos • Speakers • Internet • Book-Source Material • Library • Teacher-Generated Resources

<p>explain the advantages and disadvantages of systems of government.</p> <p>64. Explain why symbols and holidays were created.</p> <p>65. Explain how law protects individual rights and the common good.</p> <p>66. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.</p> <p>67. Interpret the impact of famous speeches and writings on civic life.</p>	<p>66. Read and discuss selected Pennsylvania and United States court decisions.</p> <p>67. Summarize a famous speech or writing and its impact.</p>		
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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>31. Describe the essential rights and responsibilities of citizens in systems of government.</p> <p>32. Describe the rights, responsibilities, and participating role of citizens in local, state and national level.</p> <p>33. Delineate skills used to resolve conflicts in society and government.</p> <p>34. Explain the roles of political leadership and public service in a constitutional democracy.</p> <p>35. Explain the importance of political process to competent and responsible participation in civic</p>	<p>31. List what is a good citizen.</p> <p>32. Tell how citizens get involved in different levels of government.</p> <p>33. Name a specific conflict and how it was solved.</p> <p>34. Create a chart of Governmental Department or Agency and its impact of service for citizens.</p> <p>35. Discuss the consequences on civic life if a group does not vote.</p> <p>36. Read text and interpret. List the differences of political and social participation.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Charts • Essays • Class Discussion • Teacher-Created Activity • Internet Search • Questions and Answers 	<ul style="list-style-type: none"> • Textbook • Notebook • Overheads • Internet • Library • Teacher-Generated Resources

life.

36. Explain the difference between political and social participation in civic life.

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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>41. Explain the structure, organization and operation of the local, state and national governments including domestic and national policy-making.</p> <p>42. Explain how a bill becomes a law on a federal, state, and local level.</p> <p>43. Identify how independent government agencies create, regulate and enforce regulatory policies.</p> <p>44. Explain how political parties, campaigns and elections provide opportunities for citizens to participate in the political</p>	<p>41. Chart how local, state and national governments are organized.</p> <p>42. List steps of a bill becoming a law at all levels of government.</p> <p>43. Create a graphic organizer - Flow Chart - comparing regulatory agencies at all levels of government.</p> <p>44. Tell how the election of a specific year was impacted by campaign strategy.</p> <p>45. Hold mock elections.</p> <p>46. Tell how women achieved the right to vote.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Chart • Graphic Organizer • Teacher-Created Activity • Class Discussion • Drawings/Political Cartoons • Questions and Answers 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Overheads • Internet • Pictures • Videos • Teacher-Generated Resources

<p>process that chooses its leaders.</p> <p>45. Explain the election process.</p> <p>46. Explain how interest groups provide opportunities for citizens to participate in the political process.</p> <p>47. Explain the importance of freedom of the press and how the public officials use the media to communicate with their citizens.</p> <p>48. Identify systems of government.</p>	<p>47. Identify propaganda and the press.</p> <p>48. Define terms.</p>		
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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>12. Explain the role of the United States in world affairs.</p> <p>13. Explain how foreign groups and nations and their policies affect the United States.</p> <p>14. Explain the effects that United States political ideas have had on other nations - past, present and future.</p> <p>15. Explain the functions of the three (3) branches of federal government in foreign policy.</p> <p>16. Explain the development and the role of the United Nations and other international organizations</p>	<p>12. Discuss the United States and the United Nations.</p> <p>13. Read the text describing the Oil Embargo. Class Discuss.</p> <p>14. Give an example of United States foreign policy.</p> <p>15. Create a chart of three (3) branches of government.</p> <p>16. Create a poster (visual aid, drawing) listing role of United Nations and accomplishments.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Chart • Poster • Teacher-Created Activity • Questions and Answers 	<ul style="list-style-type: none"> • Textbook • Notebook • Overheads • Teacher-Generated Resources • Internet • Pictures • Videos

both governmental and non-governmental.			
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ECONOMICS - GRADE 9

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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.

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STANDARD E-1 15. Analyze the similarities and differences in economic systems. 16. Analyze how characteristics of a traditional, command and market economy function in the (mixed market) U.S. economy. 17. Describe geographic patterns of economic activities in the United States. 18. Explain how changes in the economy are reflected by economic indicators. 19. Explain the impact of fluctuations in the business cycle.	15. Chart a developed and developing country. 16. List factors of a traditional, command and market economy. 17. Discuss industries in the United States (and) by location and reasons for location. 18. List the causes of the Depression. 19. Compare Roaring Twenties to the Great Depression.	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Graphs/Charts • Essays • Poster • Class Discussion • Questions and Answers • Teacher Created Activities • Graphic Organizer 	<ul style="list-style-type: none"> • Textbook • Overhead • Maps/Charts • Internet • Library • Videos • Newspapers • Magazines • Teacher Generated Resource

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> <p>27. Explain the roles of consumers and producers in a market economy.</p> <p>28. Analyze how the level of competition within a market is determined by the number of consumers and producers.</p> <p>29. Explain the functions of the Federal Reserve System.</p> <p>30. Analyze the impact of banks, commodities markets , financial markets, labor unions and not-for-profits on the operation of the United States market economy.</p> <p>31. Explain the laws of supply and</p>	<p>27. Create a collage of products purchased by decade(s).</p> <p>28. Cite examples of fads/trends.</p> <p>29. Discuss the Federal Reserve Act.</p> <p>30. Evaluate how banks and labor unions affect United States economy.</p> <p>31. Interpret a graph of supply and demand.</p> <p>32. List an economic trend. What is item/reason for popularity. What effect on price/production.</p> <p>33. Discuss the "Meat Inspection Act".</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Graphs/Charts • Essays • Poster • Class Discussion • Questions and Answers • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbook • Overhead • Maps • Charts • Internet • Library • Videos • Newspapers • Magazines

<p>demand and predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>32. Analyze how competition among producers and consumers affect price and quantity available.</p> <p>33. Analyze the economic roles of governments.</p> <p>34. Explain how government provides public goods, redistributes national resources, enforces contracts and property rights.</p> <p>35. Contrast the largest sources of tax revenue with where the most tax revenue is spent.</p>	<p>34. Discuss the "New Deal" programs.</p> <p>35. Discuss the funding for World War I.</p>		<ul style="list-style-type: none">• Teacher Generated Resources• Pictures
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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>19. Describe solutions to problems of scarcity.</p> <p>20. Analyze how unlimited wants and limited resources affect a particular decision or event.</p> <p>21. Explain the impact of marginal costs, marginal benefits, diminishing marginal returns and diminishing marginal utility on decisions.</p> <p>22. Explain the opportunity cost of a public choice.</p> <p>23. Explain how incentives affect the behaviors of workers, savers and consumers.</p>	<p>19. Chart how society solves shortages.</p> <p>20. Read sources of/on the oil embargo.</p> <p>21. Discuss how accumulation of wealth/goods affects an individual.</p> <p>22. Discuss the use of resources.</p> <p>23. Cite examples of incentives for workers and consumers.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Graphs/Charts • Essays • Poster • Class Discussion • Questions and Answers • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbook • Overhead • Maps • Charts • Internet • Library • Videos • Newspapers • Magazines • Teacher Generated Resources

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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<p>STANDARD E-4</p> <p>22. Explain why specialization may lead to increased production and consumption.</p> <p>23. Explain how trade may improve a society's standard of living.</p> <p>24. Explain why governments sometimes restrict trade.</p> <p>25. Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns.</p> <p>26. Explain how opportunity cost can be used to determine the product for which a nation has a comparative advantage.</p>	<p>22. Describe the assembly line concept.</p> <p>23. Discuss the North American Free Trade Act.</p> <p>24. List arguments for opposition to free trade with China/Cuba.</p> <p>25. Discuss the discovery of oil in Alaska.</p> <p>26. List products that are not economically feasible to produce.</p> <p>27. Discuss monetary exchange rates.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Graphs/Charts • Essays • Poster • Class Discussion • Questions and Answers • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbook • Overhead • Maps • Charts • Internet • Library • Videos • Newspapers • Magazines • Teacher Generated Resources

27. Explain what an exchange rate is.

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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STANDARD E-5			
24. Explain types of businesses and asses their costs and benefits.	24. Define business structures.	<ul style="list-style-type: none"> • Tests and Quizzes 	<ul style="list-style-type: none"> • Textbook
25. Explain how profits and losses serve as incentives.	25. Discuss the motivation of entrepreneurs to set up a new business/product.	<ul style="list-style-type: none"> • Worksheets 	<ul style="list-style-type: none"> • Overhead
26. Explain the concept of labor productivity and describe how it is measured.	26. List inventions and their impact on society.	<ul style="list-style-type: none"> • Graphs/Charts 	<ul style="list-style-type: none"> • Map
27. Explain the impact of education, skills and training on future earnings.	27. Research job opportunities and the requirements.	<ul style="list-style-type: none"> • Essays • Poster 	<ul style="list-style-type: none"> • Charts • Internet
28. Analyze the various elements that impact the value of a state and a nation.	28. Cite examples of what people see as important today as compared to yesterday.	<ul style="list-style-type: none"> • Class Discussion 	<ul style="list-style-type: none"> • Library
29. Compare the expected costs and	29. List famous entrepreneur reasons for their business venture.	<ul style="list-style-type: none"> • Questions and Answers • Teacher Created Activities 	<ul style="list-style-type: none"> • Videos • Newspaper • Magazines

<p>benefits of becoming an entrepreneur.</p> <p>30. Identify leading entrepreneurs in Pennsylvania and the United States and describe their risks and rewards.</p> <p>31. Explain the differences among stocks, bonds and mutual funds as saving instruments.</p> <p>32. Explain the impact of higher or lower interest rates.</p>	<p>30. Name an entrepreneur and describe their risks and rewards.</p> <p>31. Define terms.</p> <p>32. Cite examples of interest rate changes and economic expansion.</p>		<ul style="list-style-type: none"> • Teacher Generated Resources
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GEOGRAPHY - GRADE 9

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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:

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 1</p> <p>15. Explain geographic tools and their uses.</p> <p>16. Explain and locate places and regions.</p>	<p>15. Define terms.</p> <p>16. Locate places and regions on a map.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Maps • Worksheets • Teacher Created Activities • Questions and Answers 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Overheads • Maps/Globes • Video • Internet • Teacher Created Resources

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
STANDARD 2			

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 3</p> <p>75. Explain the human characteristics of places and regions by their cultural characteristics.</p> <p>76. Explain the human characteristics of places and regions by their economic activities.</p>	<p>75. Create a map and locate the cultural regions by their cultural characteristics.</p> <p>76. Read map profiles comparing human characteristics by region and economic activities.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Maps • Worksheets • Teacher Generated Activities • Questions and Answers 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Maps/Globes • Video • Internet • Teacher Created Resources

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 4			

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:

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 5			

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 #6

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 6			

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 #7:

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 7			

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 #8:

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 8			

HISTORY GRADE 9

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. Analyze chronological thinking.</p> <ul style="list-style-type: none"> ■ Difference between past, present and future ■ Sequential order of historical narrative ■ Data presented in time lines ■ Continuity and change ■ Context for events <p>2. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> ■ Literal meaning of historical passage ■ Data in historical 	<ul style="list-style-type: none"> • Create a poster showing events within a specified time period. • Create a concept map comparing people/events of a designated time period. • Write an explanation or chart social changes (i.e. civil rights) in a specific time period • • Interpret data from various graphs and charts. • Complete a variety of map activities. 	<p>Tests / quizzes Worksheets Graphs Essays Poster Class discussion Questions & Answers Teacher created activities</p> <p>Tests / Quizzes Worksheets Graphs – Charts Essays Class Discussion</p>	<p>Textbook Overhead transparencies Maps Charts Internet sites Videos Library Resources Teacher generated resources</p> <p>Textbook Overhead transparencies Political Cartoons Maps Charts</p>

and contemporary maps, graphs and tables

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

3. Analyze the fundamental s of historical interpretation.

- Fact versus opinion
- Reasons/causes for multiple points of view
- Illustrations in historical documents and stories
- Cause and result
- Author or source used to develop historical narratives

4. Analyze and interpret historical research.

- Historical event (time and place)
- Facts, folklore and fiction
- Historical

- Interpret historical passages
- from various sources.

• Create a chart defining the causes and effects of various historical events.

- Read and discuss various points of view on selected topics in U.S. history. (e.g. segregation, discrimination, equal rights, etc.)

• Do a research project on a topic in U.S. history.

Questions & Answers
Teacher created activities

Tests / quizzes
Worksheets
Essays
Questions and Answers
Charts
Class discussion
Teacher generated activities

Project rubric

Graphs
Library resources
Teacher generated Resources

Textbook
Overhead transparencies
Various readings
Internet sites
Library resources
Teacher generated Resources
Political cartoons
Charts
Maps

Textbook
Library resources
Internet sites
Maps
Charts
Graphs
Pictures

questions

- Primary sources
- Secondary sources
- Conclusions (e.g., History Day projects, mock trials, speeches)
- 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. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) ■ Military Leaders (e.g., George Meade, George McClellan, John Hartranft) ■ Cultural and Commercial Leaders (e.g., 			

John J. Audubon,
Rebecca Webb
Lukens, Stephen
Foster)

- Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)

2. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.

- Documents, Writings and Oral Traditions (e.g., Pennsylvania constitutions of 1838 and 1874, The “Gettysburg Address”, *The Pittsburgh Survey*)
- Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)

3. Identify and analyze how continuity and change have influenced

Pennsylvania history
from 1787 to 1914.

- Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)
- Commerce and Industry (e.g., mining coal, producing iron, harvesting timber)
- Innovations (e.g., John Roebling's steel cable, steel-tipped plow, improved techniques for making iron, steel and glass)
- Politics (e.g., Fugitive Slave Act reaction, canal systems legislation, The Free School Act of 1834)
- Settlement Patterns (e.g., farms and growth of urban centers)
- Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition)

of racial
discrimination in
schools)

- Transportation
(e.g., canals,
National Road,
Thompson's
Horseshoe Curve)
- Women's
Movement (e.g.,
work of the Equal
Rights League of
Pennsylvania)

4. Identify and analyze
conflict and
cooperation among
social groups and
organizations in
Pennsylvania history
from 1787 to 1914.

- Domestic Instability
(e.g., impact of war,
1889 Johnstown
Flood))
- Ethnic and Racial
Relations (e.g.,
Christiana riots,
disenfranchisement
and restoration of the
suffrage for African-
Americans, Carlisle
Indian School)
- Labor Relations (e.g.,
National Trade Union,
The "Molly Maguires,"
Homestead steel
strike)
- Immigration (e.g.,

Anti-Irish Riot of
1844, new waves of
immigrants)

- Military Conflicts
(e.g., Battle of Lake
Erie, the Mexican
War, the Civil 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 analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) ■ Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) ■ Cultural and Commercial Leaders (e.g., Jane Addams, 	<ul style="list-style-type: none"> • Discuss contributions made by various individuals and groups in U.S. history. • Compare/contrast contributions made by groups and individuals to US history. • Summarize contributions made by individuals and groups in specific areas of U.S. history. • List contributions made by individuals and groups to U.S. history. 	<p>Interview simulation Test / quizzes Essays Class discussions Worksheets Questions & Answers Teacher generated Activities Rubric</p>	<p>Textbooks Videos Recordings Internet sites Library resources Teacher generated Sources</p>

Jacob Riis,
Booker T.
Washington)

- Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass)

2. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.

- Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation)
- 19th Century Writings and Communications (e.g., Stowe's Uncle Tom's Cabin, Brown's "Washed by Blood," Key's Star Spangled Banner)
- Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal)

- Read and discuss a variety of historical documents, speeches, and sayings.
- Discuss the Bill of Rights and amendments to the Constitution.
- Review history of the Flag of the US

Tests / quizzes
Worksheets
Essays
Questions & Answers
Class discussion
Teacher generated
Activities

Textbooks
Videos
Overhead transparencies
Internet sites
Primary and secondary
Resources
Recordings
Pictures
Speakers

3. Analyze how continuity and change has influenced United States history from 1787 to 1914

- Belief Systems and Religions (e.g., 19th century trends and movements)
- Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism)
- Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone)
- Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow Laws)
- Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii)
- Social Organization (e.g., social class)

- Complete charts and graphs on important changes in US history.
- Analyze changes in specific areas or aspects of U.S history.
- Discuss changes in specific areas or aspects of U.S. history.

Tests / quizzes
Worksheets
Essays
Questions and Answers
Charts
Graphs
Teacher created activities
Rubrics

Textbooks
Overhead transparencies
Political cartoons
Charts
Maps
Graphs
Internet sites
Library resources
Teacher generated Resources
Videos

differences,
women's rights
and antislavery
movement,
education
reforms)

- Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad)
- Women's Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference)

4. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.

- Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction)
- Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and

- Discuss and analyze conflict and social groups and organizations in US history.
- Interpret readings on social conflict and social groups in US history.
- Summarize impact of multicultural groups during conflict.

Tests / quizzes
Worksheets
Graphs / Charts
Essays
Questions & Answers
Poster/project
Class discussion
Teacher generated
Activities

Textbooks
Overhead transparencies
Maps
Charts
Graphs
Videos
Internet sites
Political cartoons
Pictures
Library resources
Teacher generated
resources

the Underground Railroad, draft riots)

- Labor Relations (e.g., female and child labor, trade unionism, strike breakers)
- Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act)
- Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish American 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 #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. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500 C.E.</p> <ul style="list-style-type: none"> ■ Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) ■ Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, 			

- Marco Polo)
Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg)

2. Analyze historical documents, material artifacts and historic sites important to world history before 1500 C.E.

- Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec Glyph writing, Dead Sea Scrolls, Magna Carta)
- Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge)
- Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and

the Holy Sea)

3. Analyze 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 before 1500 C.E.
 - Africa
 - Americas
 - Asia
 - Europe

4. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 C.E. in Africa, Americas, Asia and Europe.
 - Domestic Instability
 - Ethnic and Racial Relations
 - Labor Relations
 - Immigration and Migration
 - Military Conflicts