

**CIVICS AND GOVERNMENT - GRADE 5**  
**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
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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.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD CG-1</b></p> <p><b>28. Explain the purpose of government.</b></p> <p><b>29. Describe the principles and ideals shaping government</b></p> <p><b>30. Explain the basic principles and ideals of documents of the United States government.</b></p> <p><b>31. Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare to the Preamble of the Constitution of the United States.</b></p> <p><b>32. Describe the roles played by the framers of the basic documents of the United States government.</b></p> <p><b>33. Explain the basic principles and</b></p>	<p>28. Students will identify the purposes of national and state governments found within the United States.</p> <p>29. Students will be able to explain the following ideals shaping government: justice, truth , diversity of people and ideas, patriotism, common good, liberty, rule of law, leadership, citizenship, equality, majority rule/minority rights, popular sovereignty, and privacy.</p> <p>30. All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.</p> <p>31. Students will compare and contrast</p>	<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Tests/Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Speeches and writings</li> <li>• Overheads</li> </ul>

**ideals found in famous speeches and writings.**

the Preamble of the Constitution of the Commonwealth of Pennsylvania to the Preamble of the Constitution of the United States.

- 32. Students will read and interpret basic documents of the United States government to recognize the roles played by the framers of these documents.
- 33. All students will reconstruct the past by comparing famous speeches and writings from a variety of perspectives to design a narrative.

Correctives - Listen to taped versions of the Declaration of Independence, the Constitution and other documents.

Extensions - Students will design skits illustrating the ideals that shaped government.

## 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><b>STANDARD CG-2</b></p> <p><b>16. Explain positions on issues related to rights and responsibilities of citizenship.</b></p> <p><b>17. Explain the relationship between rights and responsibilities.</b></p> <p><b>18. Describe the importance of political leadership and public service.</b></p> <p><b>19. Identify examples of the rights and responsibilities of citizenship.</b></p> <p><b>20. Describe the impact of the consequences of violating rules and laws.</b></p>	<p>16. All students will describe how citizens organize government to accomplish their purposes and assess their effectiveness.</p> <p>17. Students will describe how citizens of a democracy give the government authority to make decisions on their behalf.</p> <p>18. Students will discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>19. Students will discuss the rights and responsibilities of being a good citizen.</p>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Worksheets</li> <li>• Writing Samples</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Guest Speaker</li> <li>• Overheads</li> </ul>

20. Students will discuss and research examples of cases involving laws and consequences related to crime.

Correctives - Modify above activities by receiving additional help pertaining to the concepts.

Extensions - Students will create skits illustrating law violations.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #3:** All students will describe the workings of government by studying the concept of separation of powers, elections, and forms of government.

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<p><b>STANDARD CG-3</b></p> <p><b>24. Explain how government actions affect citizens' daily life.</b></p> <p><b>25. Describe the voting process.</b></p> <p><b>26. Identify individual interests and explain ways to influence others.</b></p> <p><b>27. Describe the influence of media in reporting issues.</b></p>	<p>24. All students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.</p> <p>25. Students will participate in the voting process to understand the democratic principles of political parties.</p> <p>26. Students will create persuasive speeches to influence others.</p> <p>27. Students will view various types of media (TV, newspapers, magazines, internet) to identify the influence media has on issues.</p> <p><u>Correctives</u> - Modify the above activities</p>	<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Tests and Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Rubrics</li> <li>• Teacher Generated Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Television</li> <li>• Newspapers and Magazines</li> <li>• Textbook</li> <li>• Teacher Generated Resources</li> <li>• Worksheets</li> <li>• Current Events</li> </ul>

by receiving additional help  
pertaining to the concepts.

Extensions - Students will hold a debate  
on an issue related to Pine  
Grove or Schuylkill County.

## 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><b>STANDARD GC-4</b></p> <p><b>7. Explain the concept of popular sovereignty over a defined territory and the interaction between nation-states.</b></p> <p><b>8. Describe the governments of the countries bordering the United States and their relationships with the United States.</b></p> <p><b>9. Describe the process that results in a treaty or agreement between the United States and another nation state.</b></p> <p><b>10. Explain how nations work together on common environmental problems, natural disasters and trade.</b></p>	<p>7. Students will define popular sovereignty and explain how nation-states interact to compete in society.</p> <p>8. Students will compare the governments of countries bordering the United States and define various forms of government, including a democracy, republic, monarchy and dictatorship.</p> <p>9. Students will read various treaties and identify the purpose or reasons for a treaty.</p> <p>10. Students will research previous natural disasters to determine how nations help out other nations with funding, relief, or trade.</p>	<ul style="list-style-type: none"> <li>• Test and Quizzes</li> <li>• Worksheets</li> <li>• Reference Books</li> <li>• Writing Samples</li> <li>• Teacher Generated Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Worksheets</li> <li>• Textbooks</li> <li>• Teacher Generated Resources</li> <li>• Reference Materials</li> <li>• Current Events</li> </ul>

Correctives - Provide additional help researching information.

Extensions - Develop a plan to help another nation deal with a specific natural disaster.

# ECONOMICS - GRADE 5

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**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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<p><b>STANDARD E-1</b></p> <p>7. <b>Identify and describe the traditional, command, and market economic systems.</b></p> <p>8. <b>Explain the three (3) basic questions that all economic systems attempt to answer.</b></p> <p>9. <b>Describe features of a healthy and unhealthy economy.</b></p>	<p>7. Students will find examples of various economic systems and compare and contrast how these systems work.</p> <p>8. Students will determine what goods and services should be produced, how they will be produced, and who will consume them.</p> <p>9. Students will analyze the effects of prices, employment, unemployment, and wages on an economy.</p>	<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Tests and Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Newspapers/magazines</li> <li>• Teacher Generated Resources</li> <li>• Overheads</li> </ul>

## 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><b>STANDARD E-2</b></p> <p><b>14. Explain how supply and demand determine prices and quantities sold.</b></p> <p><b>15. Describe how prices influence both buyers and sellers.</b></p> <p><b>16. Explain how taxes affect the price of goods and services.</b></p> <p><b>17. Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</b></p> <p><b>18. Explain the cost and benefits of taxation.</b></p>	<p>14. Students will summarize the role of supply and demand in early United States history.</p> <p>15. Students will compare and contrast the price of a specific item at two stores to determine how prices influence buyers and sellers.</p> <p>16. Students will summarize the effect taxes have on the price of goods and services.</p> <p>17. Students will cite examples of how government's decisions affect economic activities.</p> <p>18. Students will investigate the benefits and detriments of taxation during the colonial American period.</p>	<ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Writing Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Overhead</li> <li>• Internet</li> <li>• Newspapers</li> <li>• Teacher Generated Resources</li> </ul>

## 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><b>STANDARD E-3</b></p> <p><b>9. Explain how scarcity influences choices and behaviors.</b></p> <p><b>10. Describe the human, natural, and capital resources used to produce a specific good or service.</b></p> <p><b>11. Explain the costs and benefits of an economic decision.</b></p> <p><b>12. Explain how negative and positive incentives affect choices people make.</b></p> <p><b>13. Explain how advertisements influence consumer choices.</b></p>	<p>9. Students will determine how scarcity affects personal, family and community decision-making.</p> <p>10. Students will choose a specific good or service and identify the human, natural, and capital resources used to produce it.</p> <p>11. Students will demonstrate a knowledge of an economic decision based on the cost of goods.</p> <p>12. Students will cite examples of negative and positive incentives in purchasing a good.</p> <p>13. Students will design an advertisement to illustrate how media influences consumer choices.</p>	<ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Teacher Created Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Newspapers/Advertisements</li> <li>• Teacher Generated Resources</li> <li>• Textbook</li> </ul>

## 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><b>STANDARD E-4</b></p> <p><b>12. Identify and define imports, exports, inter-regional trade and international trade.</b></p> <p><b>13. Compare the value of the United States dollar to currencies from other nations.</b></p>	<p>12. Students will illustrate the triangular trade of imports and exports during the colonial period.</p> <p>13. Students will graph the value of United States and foreign currency.</p>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Worksheets</li> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Graph Paper</li> <li>• Textbook</li> </ul>

## 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><b>STANDARD E-5</b></p> <p><b>12. Explain profits, losses, risks, and rewards and their impact on work.</b></p> <p><b>13. Describe the components of the household wealth in the United States.</b></p> <p><b>14. Identify the risks and rewards of owning a business.</b></p> <p><b>15. Explain the benefits of saving money.</b></p> <p><b>16. Describe why there is a difference between interest rates for saving and borrowing.</b></p>	<p>12. Students will research various colonial trades focusing on risks and rewards.</p> <p>13. Students will compare and contrast plantation life and slave life in the southern colonies.</p> <p>14. Students will explain the challenges of owning a business.</p> <p>15. Students will understand that saving more money gives more purchasing power.</p> <p>16. Students will research interest rates to compare and contrast saving and borrowing.</p>	<ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Teacher Generated Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Internet</li> <li>• Overheads</li> <li>• Newspapers</li> </ul>



# GEOGRAPHY - GRADE 5

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- **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
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- **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><b>STANDARD G-1</b></p> <p><b>7. Describe geographic tools and their uses.</b></p> <p><b>8. Describe and locate places and regions.</b></p>	<p>7. Students will interpret maps, graphs, and diagrams that show patterns of physical and human features.</p> <p>8. Students will utilize a coordinate system to analyze places and regions.</p> <p><u>Correctives</u> - Modify above activities by receiving additional help pertaining to the concepts.</p> <p><u>Extensions</u> - Create a map showing specific features.</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Teacher-Created Activities</li> <li>• Tests and Quizzes</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Textbook</li> <li>• Textbook Resources</li> <li>• Teacher-Generated Resources</li> <li>• Overheads</li> </ul>

## 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:

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD G-2</b></p> <p><b>7. Describe the physical characteristics of places and regions.</b></p> <p><b>8. Describe the physical processes that shape patterns on Earth's surface.</b></p>	<p>7. Students will design a map showing relief and elevation.</p> <p>8. Students will compare and contrast regions based on climate types.</p> <p><u>Correctives</u> - Provide student with an outline of a specific region to show climate types or elevation and relief.</p> <p><u>Extensions</u> - Using the Internet, students will describe changing patterns on Earth's surface due to plate tectonics.</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Teacher-Created Activities</li> <li>• Tests and Quizzes</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Textbook</li> <li>• Textbook Resources</li> <li>• Teacher-Generated Resources</li> <li>• Overheads</li> </ul>

## 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:

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD G-3</b></p> <p><b>12. Describe the human characteristics of places and regions by their population characteristics.</b></p> <p><b>13. Describe the human characteristics of places and regions by their economic activities.</b></p> <p><b>14. Describe the human characteristics of places and regions by their political activities.</b></p>	<p>12. Students will design a graph showing trends in population.</p> <p>13. Students will compare and contrast historical settlement patterns based on economic activities.</p> <p>14. Students will be able to define and explain the functions of political units.</p> <p><u>Correctives</u> - Create study cards explaining the functions of political units.</p> <p><u>Extensions</u> - Students will design a graph showing changes in trends in a specific city over a period of time.</p>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Teacher-Created Activities</li> <li>• Tests and Quizzes</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Teacher-Generated Resources</li> <li>• Worksheets</li> <li>• Maps</li> <li>• Graph Paper</li> </ul>

## 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:

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 4</b></p> <p><b>6. Describe the impacts of people on physical systems.</b></p>	<p>6. Students will research the ways human activities have made an impact on their habitat.</p> <p><u>Correctives</u> - Provide additional time for research.</p> <p><u>Extensions</u> - Students compare and contrast the impact of human activity on two different areas.</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Projects</li> <li>• Writing Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Maps</li> </ul>

**PLANNED COURSE CURRICULUM GUIDE  
HISTORY STANDARDS GRADE 5**

**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



- Data in historical and contemporary maps, graphs and tables
- Author or historical source
- Multiple historical perspectives
- Visual evidence
- Mathematical data from graphs and tables.

of Rights).

3. Explain the fundamental s of historical interpretation.

Read and discuss historical passages.

- Difference between fact and opinion
- Multiple points of view
- Illustrations in historical stories
- Cause and result
- Author or source of historical narratives

4. Describe and explain historical research.

Compile research from various avenues to create an explorer brochure.

- Historical events (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g.,

Correctives:  
 Extra independent time,  
 teacher assistance, peer  
 helpers, study guides,  
 cooperative grouping

simulations, group projects, skits and plays)

Extensions:  
Class presentations, peer questioning, review games

## 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

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>Standard H2</b></p> <p>1. Understand the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824..</p> <ul style="list-style-type: none"> <li>■ Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>■ Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</li> <li>■ Political Leaders (e.g., William Penn, Hannah Penn, Benjamin</li> </ul>	<p>Discuss the contributions of William Penn concerning his relations with the Native Americans and the Society of Friends.</p> <p>Determine the importance of Benjamin Franklin in the development of Philadelphia.</p>	<p>Test/quizzes Projects Rubrics Class Discussions</p>	<p>Textbook Videos Internet Various printed media Trade books Teacher generated resources Resource people</p>

- Franklin)
- Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)
- Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)

2. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.

- Documents, Writings and Oral Traditions (e.g., charter of Privileges, The Gradual Abolition of Slavery Act of 1780, *Letters from a Pennsylvania Farmer*)
- Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)

Discuss the importance of the Conestoga wagon for transportation uses by the Pennsylvania Germans.

Determine the importance of altering the Conestoga wagon for westward expansion (prairie schooner).

3. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.

- Belief Systems and Religions (e.g., Native Americans, Quakers)
- Commerce and Industry (e.g., iron production, sailing, fur trade)
- Innovations (e.g., steam boat, Conestoga Wagon)
- Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)
- Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)

Compare and contrast the religious beliefs of the Pilgrims, Puritans, Quakers, Protestants, and Catholics.

Compare the industry of the 13 Colonies based on geographic location.

Determine the importance of various types of transportation for growth.

- Social Organization (e.g., trade and development of cash economy, AME church founded, schools in the colony)
- Transportation (e.g., trade routes, turnpikes, post roads)
- Women's Movement (e.g., voting qualifications, role models)

4. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.

- Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)
- Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)

Discuss how William Penn's relations with the Native Americans helped with the development of Pennsylvania.

Correctives:  
 Extra independent time, teacher assistance, peer helpers, study guides, cooperative grouping  
 Extensions:  
 Class presentations, peer questioning, review games

- Labor Relations (e.g., indentured servants, working conditions)
- Immigration (e.g., Germans, Irish)
- Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)

## 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

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>Standard H3</b></p> <p>1. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815.</p> <ul style="list-style-type: none"> <li>■ Native Americans, Africans and Europeans</li> <li>■ Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>■ Military Leaders (e.g., George Washington, Meriwether Lewis, Henry Knox)</li> <li>■ Cultural and</li> </ul>	<p>Evaluate the contributions of the Native Americans for European survival in North America.</p> <p>Discuss the importance of religious reformers in the 13 Colonies.</p>	<p>Test/quizzes Projects Rubrics Class Discussions</p>	<p>Textbook Trade books Internet Teacher generated resources Video Resource People Various printed media</p>

Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)

- Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)

2. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.

- Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)
- 18<sup>th</sup> Century Writing and Communications (e.g., Paine's *Common Sense*; Franklin's "Join, or DIE," Henry's "Give me liberty or give me death")
- Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)

Discuss the importance of the Mayflower Compact as one of the first written constitutions.

Read and discuss the Bill of Rights.

3. Explain how continuity and change has influenced United States history from Beginnings to 1824.

- Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)
- Commerce and Industry (e.g., fur trade, development of cash crops)
- Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)
- Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marburv v. Madison)
- Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)
- Social

Critically analyze the geographic location of the 13 Colonies as producers of various cash crops and other industries.

Organization (e.g., community structure on the frontier, cultural and language barriers)

- Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)
- Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)

4. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

- Domestic Instability (e.g., Salem Witch Trails, Shays Rebellion, religious persecution)
- Ethnic and Racial Relations (e.g.,

Determine how westward expansion affected Native American culture.

cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)

- Labor Relations (e.g., early union efforts, 10-hour day, women's role)
- Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)
- Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)

Correctives:  
Extra independent time, teacher assistance, peer helpers, study guides, cooperative grouping  
Extensions:  
Class presentations, peer questioning, review games

## 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

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>Standard H4</b></p> <p>1. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> <li>■ Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. deKlerk, Pieter Botha, African National Congress)</li> <li>■ Americas (e.g. Pizarro, Atahaulpa, Aztecs, Incas, Montequma, Cortez)</li> <li>■ Asia (e.g.,</li> </ul>	<p>Discuss the importance of early Central American cultures and their relations with Spanish conquistadors.</p>	<p>Test/quizzes Projects Rubrics Class Discussions</p>	<p>Textbook Trade books Internet Teacher generated resources Video Resource People Various printed media</p>

Tokugawa Ieyasu,  
Toyotomi clan,  
shogun Iemitsu,  
Commodore  
Perry, daimyo)

- Europe (e.g.,  
Pope Leo X, John  
Calvin, John  
Wesley, Martin  
Luther, Ignatius of  
Loyola)

2. Identify and explain  
important documents,  
material artifacts and  
historic sites in world  
history.

- Africa (e.g.,  
Prohibition of  
Marriages Act,  
prison on Robben  
Island)
- Americas (e.g.,  
Tenochtitlan, Aztec  
masks)
- Asia (e.g., samurai  
sword, Commodore  
Perry's Black Ships)
- Europe (e.g.,  
Luther's Ninety-Five  
Theses, Wittenberg  
Castle Church)

3. Identify and explain  
how continuity and  
change has affected  
belief systems,  
commerce and  
industry, innovations,

Research and share  
elements of the Aztec culture.

Discuss how innovations in  
transportation linked both  
hemispheres in trade and  
exploration.

settlement patterns, social organizations, transportation and women's roles in world history.

- Africa (e.g., Apartheid)
- Americas (e.g., European conquest)
- Asia (e.g., Japanese society prior to the Meiji Restoration)
- Europe (e.g., Impact of the Great Schism and Reformation)

4. Explain how conflict and cooperation among social groups and organizations affected world history.

- Africa (e.g., imperialism)
- Americas (e.g., European diseases)
- Asia (e.g., trade routes)
- Europe (e.g., Counter reformation)

Evaluate the benefits and detriments of Christopher Columbus' voyages (Columbian Exchange).

Correctives:

Extra independent time, teacher assistance, peer helpers, study guides, cooperative grouping

Extensions:

Class presentations, peer questioning, review games

