

# GRADE SIX

## 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 #3.6: Technology Education

<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>Grade 6</b></p> <p><b>STANDARD 3.6.B</b>                      Explain information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.</p> <ul style="list-style-type: none"> <li>• Demonstrate the effectiveness of image generating technique to communicate a story (e.g., photography, video, and drawings).</li> <li>• Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.</li> <li>• Apply basic technical drawing techniques to communicate an idea or solution to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can use a digital camera, scanner, graphics slate, and a web cam to generate a graphic and insert it into a document or electronic file.</li> <li>▪ Knows how to insert graphics and audio into a program and manipulate for orientation and resizing. (e.g. bmp, jpg, gif, tif, wmf, avi, mov, wav, mpg)</li> <li>▪ Using a mouse, trackball, or graphic slate and an appropriate graphics program, create a graphic for use in a locally generated project. (e.g. open house posters, fair projects, bookmarkers, programs for events)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notebooks</li> <li>▪ Group projects</li> <li>▪ Partner projects</li> <li>▪ Individual projects</li> <li>▪ Homework</li> <li>▪ Class work</li> <li>▪ Teacher observation</li> <li>▪ Tests/Quizzes</li> <li>▪ Independent activities</li> <li>▪ Cooperative activities</li> <li>▪ Student Journals</li> <li>▪ Teacher demonstration and student observations</li> <li>▪ Student demonstrations</li> <li>▪ Oral presentations</li> <li>▪ Oral questions and answers</li> <li>▪ Worksheets</li> <li>▪ Concept Maps/graphic organizer</li> <li>▪ Diagrams</li> <li>▪ Portfolio</li> <li>▪ Rubrics</li> <li>▪ Check sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructors textbook</li> <li>▪ Textbook resources</li> <li>▪ Instructor generated resources</li> <li>▪ Technology sites</li> <li>▪ Science videos</li> <li>▪ CD, DVD, Video tape, and Laser disc presentations</li> <li>▪ Software programs</li> <li>▪ Newspapers and magazines</li> <li>▪ Cable in the Classroom</li> <li>▪ Lab materials for instructor demonstrations</li> <li>▪ Lab materials for student demonstrations</li> <li>▪ Lab materials for class activities</li> <li>▪ Library</li> <li>▪ Student developed resources</li> <li>▪ Outside presenters</li> <li>▪ Community resources</li> </ul>

<ul style="list-style-type: none"><li>• Apply the appropriate method of communications technology to communicate a thought.</li></ul>	<ul style="list-style-type: none"><li>▪ Uses multimedia (e.g. text, audio, video, and graphics) to communicate a message. (e.g. digital portfolio, class presentations, relational database, word processing, and desktop publishing)</li><li>▪ Uses the design process to create useful products and systems</li></ul>		
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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 #3.7: Technological Devices

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>Grade 6</b></p> <p><b>STANDARD 3.7.C</b> Explain and demonstrate basic computer operations and concepts.</p> <ul style="list-style-type: none"> <li>• Know specialized computer applications used in the community.</li>   <li>• Describe the function of advanced input and output devices (e.g., scanners, video images, plotters, and projectors) and demonstrate their use.</li>   <li>• Demonstrate age appropriate keyboarding skills and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be knowledgeable about the intermediate functions of word processing, desktop processing, database, presentation, spreadsheet, and multimedia programs</li>   <li>▪ Knows basic and advanced functions of hardware (e.g., digital cameras, microphones, scanners, and trackballs provide input; printer and monitor provide output; hard drives, floppy disk, and CD/DVD provide storage; the cpu processes information)</li>   <li>▪ Uses proper fingering for all keys, beginning from the homerow, maintaining proper posture while using the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notebooks</li> <li>▪ Group projects</li> <li>▪ Partner projects</li> <li>▪ Individual projects</li> <li>▪ Homework</li> <li>▪ Class work</li> <li>▪ Teacher observation</li> <li>▪ Tests/Quizzes</li> <li>▪ Independent activities</li> <li>▪ Cooperative activities</li> <li>▪ Student Journals</li> <li>▪ Teacher demonstration and student observations</li> <li>▪ Student demonstrations</li> <li>▪ Oral presentations</li> <li>▪ Oral questions and answers</li> <li>▪ Worksheets</li> <li>▪ Concept Maps/graphic organizer</li> <li>▪ Diagrams</li> <li>▪ Portfolio</li> <li>▪ Rubrics</li> <li>▪ Check sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructors textbook</li> <li>▪ Textbook resources</li> <li>▪ Instructor generated resources</li> <li>▪ Technology sites</li> <li>▪ Science videos</li> <li>▪ CD, DVD, Video tape, and Laser disc presentations</li> <li>▪ Software programs</li> <li>▪ Newspapers and magazines</li> <li>▪ Cable in the Classroom</li> <li>▪ Lab materials for instructor demonstrations</li> <li>▪ Lab materials for student demonstrations</li> <li>▪ Lab materials for class activities</li> <li>▪ Library</li> <li>▪ Student developed resources</li> <li>▪ Outside presenters</li> <li>▪ Community resources</li> </ul>

**STANDARD 3.7.D**

A. Apply computer software to solve specific problems.

- Identify software designed to meet specific needs (e.g., Computer Aided Drafting, design software, tutorial, financial, presentation software).
  
  - Identify and solve basic software problems relevant to specific software applications.
  
  - Identify basic multimedia applications.
  
  - Demonstrate a basic knowledge of desktop publishing applications.
  
  - Apply intermediate skills in utilizing word processing, database and spreadsheet software.
  
  - Apply basic graphic manipulation techniques.
- Be knowledgeable about the intermediate functions of word processing, desktop processing, database, presentation, spreadsheet, multimedia programs, drawing,, drafting, locally and internet run tutorials.
  
  - Identify and resolve software related problems while working on the computers (e. g. memory, storage, networking, and printing)
  
  - Power Point, Quick Cam, Sound Recorder.
  
  - Construct a document using Word's desktop publishing functions
  
  - Create a relational database (e.g. table, form, query, and report)
  
  - Produce numerous Word Documents (e.g. language arts, science, social studies, and reading).
  
  - Insert, resize, apply borders, recolor, and relocate movies and graphics in electronic documents

**STANDARD 3.7.E**

Explain basic computer communications systems.

- Describe the organization and functions of the basic parts that make up the World Wide Web.
- Comprehend essential facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems or internet and intranet.

<ul style="list-style-type: none"><li>• Apply basic on-line research techniques to solve a specific problem.</li></ul>	<ul style="list-style-type: none"><li>▪ Uses Access PA and Power Library to access data to solve specific problems.</li><li>▪ Use a Boolean search to acquire information necessary for an electronic document.</li></ul>		
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### Academic Content Standard #3.8: Science, Technology and Human Endeavors

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>Grade 6</b></p> <p><b>STANDARD 3.8</b> Explain how sciences and technologies are limited in their effects and influences on society.</p> <ul style="list-style-type: none"> <li>• Identify and describe the unavoidable constraints of technological design.</li> <li>• Identify changes in society as a result of a technological development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knows that the design process is a series of methodical steps for turning ideas into useful products and systems</li> <li>▪ Knows that technologies often have costs as well as benefits and can have an enormous effect on people and other living things</li> <li>▪ Knows areas in which technology has improved human lives (e.g., transportation, communication, nutrition, sanitation, health care, entertainment)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notebooks</li> <li>▪ Group projects</li> <li>▪ Partner projects</li> <li>▪ Individual projects</li> <li>▪ Homework</li> <li>▪ Class work</li> <li>▪ Teacher observation</li> <li>▪ Tests/Quizzes</li> <li>▪ Independent activities</li> <li>▪ Cooperative activities</li> <li>▪ Student Journals</li> <li>▪ Teacher demonstration and student observations</li> <li>▪ Student demonstrations</li> <li>▪ Oral presentations</li> <li>▪ Oral questions and answers</li> <li>▪ Worksheets</li> <li>▪ Concept Maps/graphic organizer</li> <li>▪ Diagrams</li> <li>▪ Portfolio</li> <li>▪ Rubrics</li> <li>▪ Check sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructors textbook</li> <li>▪ Textbook resources</li> <li>▪ Instructor generated resources</li> <li>▪ Technology sites</li> <li>▪ Science videos</li> <li>▪ CD, DVD, Video tape, and Laser disc presentations</li> <li>▪ Software programs</li> <li>▪ Newspapers and magazines</li> <li>▪ Cable in the Classroom</li> <li>▪ Lab materials for instructor demonstrations</li> <li>▪ Lab materials for student demonstrations</li> <li>▪ Lab materials for class activities</li> <li>▪ Library</li> <li>▪ Student developed resources</li> <li>▪ Outside presenters</li> <li>▪ Community resources</li> </ul>

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### 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>
STANDARD 4			

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### Academic Content Standard #5:

<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>
<b>STANDARD 5</b>			

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### Academic Content Standard #6:

<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>
STANDARD 6			

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### Academic Content Standard #7:

<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>
STANDARD 7			

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard #8:

<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>
STANDARD 8			