

CIVICS AND GOVERNMENT - GRADE 6
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
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- Content and subject format remain flexible and adaptable to modification - an "active" document
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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: 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>34. Explain the purpose of government.</p> <p>35. Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.</p> <p>36. Describe the principles and ideals shaping government.</p> <p>37. Describe and compare the making of rules by direct democracy and by representative democracy.</p> <p>38. Describe how the government protects individual rights and promotes the common good.</p> <p>39. Describe the purpose of symbols and holidays.</p>	<p>34. Through investigation and discussion, students will define government and describe its purpose.</p> <p>35. Students will investigate and describe the importance of the rule of law and its purpose in protecting individual rights and their relationship to the community, state, nation and world.</p> <p>36. Discuss the importance of the following ideals and principles to democracy: individual responsibilities, concern for the well-being of the community, tolerance for others, minority rights, equal protection, and the importance of education, work and volunteerism.</p>	<ul style="list-style-type: none"> • Teacher-Created Activities • Games • Worksheets • Discussions • Presentations • Tests 	<ul style="list-style-type: none"> • Internet • Textbook • Posters and Charts • Videos

- 40. Explain the role of courts in resolving conflicts over the principles and ideals of local, state, and federal government.**
- 41. Explain the basic principles and ideals found in famous speeches and writings.**

- 37. Identify through investigation and compare and contrast the creation of rules and laws by direct democracy and by representative democracy.**
- 38. Explain and discuss that the basic purposes of government in the United States are to protect individual rights and promote the common good.**
- 39. Through research and discovery students will identify specific symbols and holidays in the United States and throughout the world.**
- 40. Identify, describe, and compare the structure and major responsibilities and services of the court system on local, state and federal levels.**
- 41. Research, read and discuss the basic principles of democracy found in famous speeches, writings and documents such as the Constitution, Bill of Rights, and Pledge of Allegiance.**

Extensions: Students will work cooperatively to prepare a classroom bulletin board display illustrating the principles of documents of government.

	<p><u>Correctives:</u> Using textbooks and worksheets, students will reinforce their knowledge of the basic principles and important documents of government.</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>21. Explain positions on issues related to rights and responsibilities of citizenship.</p> <p>22. Explain the relationship between rights and responsibilities.</p> <p>23. Explain different ways of resolving conflicts in government.</p> <p>24. Describe the importance of political leadership and public service.</p> <p>25. Identify examples of the rights and responsibilities of citizenship.</p> <p>26. Describe the impact of the</p>	<p>21. Students will define the concepts of rights and responsibilities of citizens by explaining positions on issues.</p> <p>22. Students will explain and define the concepts of rights and responsibilities of citizens and their relationship to each other.</p> <p>23. Participate in negotiation and compromise to resolve classroom, school, community and government conflict through role-play.</p> <p>24. Investigate and describe the meaning and importance of political leadership and public service by citing specific examples of each.</p>	<ul style="list-style-type: none"> • Tests • Classroom Discussions • Worksheets 	<ul style="list-style-type: none"> • Library • Internet • Videos

<p>consequences of violating rules and laws.</p> <p>27. Explain the importance of evaluating political decisions.</p>	<p>25. Define the concepts of rights and responsibilities of citizenship. Through historic examples, students will create a scale showing the gradations from minimal to basic citizenship.</p> <p>26. Students will understand how citizenship includes behaving in a civil manner and accepting responsibility for the consequences of one's actions.</p> <p>27. Identify and explain the importance of evaluating political decisions using historic and current issues or incidents.</p> <p><u>Extensions:</u> Debate topics relating to citizenship and related rights and responsibilities.</p> <p><u>Correctives:</u> Using hand-outs and internet sites, students will reinforce the basic principles of citizenship.</p>		
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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>28. Describe the structure, organization and operation of the local, state and national governments.</p> <p>29. Describe the responsibilities and powers of the three branches of government.</p> <p>30. Explain how government actions affect citizens' daily lives.</p> <p>31. Describe how local, state and national governments implement their services.</p> <p>32. Identify major leaders of local, state, and national governments, their primary duties and their political party affiliation.</p>	<p>28. Research and describe the structure of government on three levels: local, state, and national governments. Results of the investigation will be organized in chart form.</p> <p>29. Students will research specific examples illustrating the responsibilities and powers of the three branches of government on a national level.</p> <p>30. Analyze key government actions and discuss how those actions affect the everyday life of citizens.</p> <p>31. Through a discussion of provided community services, students</p>	<ul style="list-style-type: none"> • Worksheets • Classroom Presentations • Discussions • Tests 	<ul style="list-style-type: none"> • Textbook • Videos • Newspapers, Magazines, News Reports • Charts

33. Describe the voting process in both Pennsylvania and the United States.

34. Describe why and how government raises money to pay for its operations and services.

35. Describe the influence of media in reporting issues.

36. Describe various forms of government.

will determine which level of government (state, local or national) provides those services and how they do it.

32. Students will research and compile a list of major government leaders on local, state and national levels and create a chart organizing their respective parties and duties.

33. Students will discuss and role-play the power of persuasion and how it influences others.

34. Identify the operations and jobs of governments and research the manner in which money is raised to cover the cost of those services.

35. Students will analyze various forms of media (newspapers, TV, magazines) and discuss their influence in reporting important issues.

36. Students will discuss how and why the world is divided into nations and what forms of government exist.

Extensions: Through role-playing and debates, students will extend their understanding of how government works.

Correctives: Students will work cooperatively to complete charts illustrating the basic components of government and its existence on various levels.

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>11. Describe the concept that nation-states coexist in a world community.</p>	<p>11. Students will investigate and discuss the concept that nation-states coexist in a world community.</p> <p><u>Extensions:</u> Students will prepare a class presentation illustrating the evidence of nation-states and their coexistence in the world community.</p> <p><u>Correctives:</u> Students will choose two nation-states and create a poster illustrating their relationship.</p>	<ul style="list-style-type: none"> • Teacher-Created Materials • National Geographic Game • Worksheets • Test 	<ul style="list-style-type: none"> • Internet Sites • Textbook • Videos

ECONOMICS - GRADE 6

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<p>STANDARD E-1</p> <p>10. Identify and describe the traditional, command and market economic systems.</p> <p>11. Explain what and how goods and services should be provided and who will consume goods and services in an economic system.</p> <p>12. Analyze how economic activity can fluctuate.</p>	<p>10. Through research and discovery, students will identify traditional, command and market economic systems and compare and contrast using charts and graphs. Students will incorporate goods and services produced, distributed, exchanged and consumed.</p> <p>11. Students will explore the three basic questions answered through economic systems by investigating world economies, their advantages and disadvantages.</p> <p>12. Students will research and use case studies to exemplify how the economic activity of a society can fluctuate.</p> <p><u>Extensions:</u> Using resource hand-outs, students will identify examples of</p>	<ul style="list-style-type: none"> • Worksheets • Individual Presentations • Tests • Teacher-Created Activities 	<ul style="list-style-type: none"> • Transparencies • Internet Sites • Textbook • Library Reference Materials

markets they experience in daily life, distinguish between producers and consumers and describe how they may impact economic decisions.

Correctives: Students will engage in "Economics Simulations" activities. Activities will include an Auction, Swap Meet, and Student Store.

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Academic Content Standard #2:

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<p>STANDARD E-2</p> <p>19. Explain the role of money and its use in society.</p> <p>20. Identify and describe examples of market transactions.</p> <p>21. Describe the United States governments' role in monitoring economic activities.</p> <p>22. Identify and describe public goods.</p>	<p>19. Students will investigate the role of money and its societal uses throughout history as well as the uses of barter and money in everyday settings.</p> <p>20. Through research and investigation, students will identify and explain specific examples of market transactions.</p> <p>21. Examine the roles of the United States government, in comparison to other world powers, in regulating and monitoring economic activities.</p> <p>22. Students will identify and distinguish between public and private goods using historic and contemporary examples.</p> <p>Extensions: Using resource hand-outs,</p>	<ul style="list-style-type: none"> • Worksheets • Web Activities • Teacher-Created Activities • Tests 	<ul style="list-style-type: none"> • Web Sites • Textbook • Library Resources

web sites, and reference materials, students will investigate cultures and societies not already studied.

Correctives: Through cooperative learning groups, students will review concepts relating to money, market systems, and other economic activities.

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Academic Content Standard #3:

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<p>STANDARD E-3</p> <p>14. Describe why wants are unlimited and resources are limited.</p> <p>15. Define opportunity cost and describe the opportunity cost of a choice.</p>	<p>14. Students will investigate, using a historical perspective, why demand is often unlimited and supply or resources are limited.</p> <p>15. Through comparison and contrast, students will define opportunity cost and explain that making effective economic choices requires an evaluation of specific choices.</p> <p><u>Extensions:</u> Students will create real-life situations, cooperatively, and illustrate opportunity cost.</p> <p><u>Correctives:</u> Students will work in small groups with simulation studies to acquire a basic knowledge of opportunity cost.</p>	<ul style="list-style-type: none"> • Teacher-Created Activity • Tests • Individual Presentations 	<ul style="list-style-type: none"> • Textbook • Internet Resources

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<p>STANDARD E-4</p> <p>14. Explain specialization and division of labor.</p> <p>15. Describe how specialization leads to more trade between people and nations.</p> <p>16. Explain how opportunity costs differ person to person, region to region and nation to nation.</p>	<p>14. Students will trace the development of specialization and division of labor in ancient cultures.</p> <p>15. Through research and investigation, students will gain a deeper understanding and be able to explain how specialization leads to increased trade between people and nations.</p> <p>16. Students will identify and discuss opportunity costs in relationship to personal decision-making situations, regions, and countries.</p> <p><u>Extensions:</u> Students will create charts and graphs to illustrate their research findings.</p>	<ul style="list-style-type: none"> • Teacher-Created Activity • Worksheets • Tests • Games 	<ul style="list-style-type: none"> • Library Resources • Web Sites • Textbook

	<p><u>Correctives:</u> Students will utilize role-play to gain a better understanding of economic interdependence.</p>		
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Academic Content Standard #5:

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<p>STANDARD E-5</p> <p>17. Identify ways in which a person can improve his or her productivity.</p> <p>18. Define wages and explain how wages are determined by the supply of and demand for workers.</p>	<p>17. Through research and investigation, students will identify the various ways an individual can improve his/her productivity.</p> <p>18. Students will research assigned occupations and regions to determine how wages are determined by the supply and demand for workers.</p> <p><u>Extensions:</u> Students will develop a "web" bulletin board demonstrating the relationship between wages and supply and demand.</p> <p><u>Correctives:</u> Through role-play, students will gather information regarding the importance of improving productivity.</p>	<ul style="list-style-type: none"> • Individual Presentations • Worksheets • Teacher-Created Activities 	<ul style="list-style-type: none"> • Web Sites • Schuylkill County Job Center • Library Resources • Interviews

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #6

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STANDARD 6			

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Academic Content Standard #7:

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STANDARD 7			

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GEOGRAPHY - GRADE 6

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- **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 G-1</p> <p>9. Describe geographic tools and the basis on which maps, graphs and diagrams are created.</p> <p>10. Describe and locate coordinate systems (e.g., latitude, longitude and time zones), physical features, human features, and ways in which different people look at places and regions.</p>	<p>9. Students will demonstrate the ability to use maps, globes, and other graphic tools and technologies to process, report, and analyze geographic information.</p> <p>10. Students will identify and describe physical and human geographic features that define regions through map-making activities.</p> <p><u>Extensions:</u> Students will create maps and activity cards that list characteristics of different regions and play the matching game to correctly identify regions of the world.</p> <p><u>Correctives:</u> Students will use remedial software and textbooks to identify uses of various geographic tools and to identify regions of the world.</p>	<ul style="list-style-type: none"> • Teacher-Created Activities • Classroom Discussion • Games • Tests • Worksheets 	<ul style="list-style-type: none"> • Library • Internet • Textbook • Maps • Globes

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
<p>STANDARD G-2</p> <p>9. Describe the physical characteristics of places and regions, components of Earth's physical systems, and comparisons of the physical characteristics of different places and regions.</p> <p>10. Describe how earth-sun relationships and climate type shape patterns on Earth's surface.</p>	<p>9. Students will use observation, maps, and other tools to identify and compare the physical characteristics of places and regions. Students will then illustrate findings on graphs and charts.</p> <p>10. Describe and discuss the roles of water, wind, ice, temperature and slope in shaping the patterns on Earth's surface.</p> <p><u>Extensions:</u> Topographical maps. Create three-dimensional representations of surface patterns.</p> <p><u>Correctives:</u> Small group instruction.</p>	<ul style="list-style-type: none"> • Worksheets • Tests • Rubrics • Teacher-Created Activities 	<ul style="list-style-type: none"> • Overhead and Transparencies • Textbook Resources • Teacher-Generated Resources • Maps • Globes

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 G-3</p> <p>15. Describe population mobility and human migration patterns as they relate to physical land features.</p> <p>16. Analyze cultural characteristics of people based on their history, economic activities, resources and politics.</p>	<p>15. Students will discuss the relationship between physical features and the location of human systems including population and land use patterns in places and regions of the world.</p> <p>16. Students will analyze and discuss the major components of culture and research specific regions of the world in order to compare and contrast them. Results will be illustrated in poster activities.</p> <p><u>Extensions:</u> Students will prepare a class presentation comparing and contrasting two specific regions of the world.</p>	<ul style="list-style-type: none"> • Worksheets • Teacher-Created Activities • Classroom Discussions • Tests 	<ul style="list-style-type: none"> • Textbook • Maps • Internet Sites • Overhead Transparencies

	<p><u>Correctives:</u> Students will practice identifying human characteristics by population and cultural characteristics of their county and state in chart form using a cooperative procedure.</p>	
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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 #4:

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD G-4</p> <p>7. Describe how people depend on, adjust to and modify physical systems on a regional scale.</p> <p>8. Describe how changing spatial patterns on Earth's surface result from human activities.</p>	<p>7. Students will (a) investigate and explain how people depend upon and use the physical systems where they live, (b) identify features of a specific place or region that first attracted and supported subsequent human development, and (c) explain how natural hazards affect the way people live.</p> <p>8. Students will identify the impacts of people on physical systems by defining the term resource, describing the characteristics of a resource and the uses of renewable and non-renewable resources in various parts of the world.</p> <p><u>Extensions:</u> Create two versions of a theme park on a piece of land located in a specific region of the</p>	<ul style="list-style-type: none"> • Classroom Discussion • Worksheets • Tests • Teacher-Created Activities • Presentations 	<ul style="list-style-type: none"> • Textbook • Transparencies • Teacher-Generated Resources • Maps • Internet Sites

world. One version will take into consideration the geography of the region and the other will not. Students will analyze their results.

Correctives: Use historical and present day maps to see, describe, and explain how areas have changed over time.

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 STANDARDS – GRADE 6
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> <ol style="list-style-type: none"> 1. Understand chronological thinking and distinguish between past, present and future time. <ol style="list-style-type: none"> A. Calendar time B. Time lines C. People and events in time D. Patterns of continuity and change E. Sequential order F. Context for events 2. Explain and analyze historical sources. <ol style="list-style-type: none"> A. Literal meaning of a historical passage 			

- B. Data in historical and contemporary maps, graphs and tables
 - C. Author or historical source
 - D. Multiple historical perspectives
 - E. Visual evidence
 - F. Mathematical data from graphs and tables.
3. Explain the fundamental s of historical interpretation.
- A. Difference between fact and opinion
 - B. Multiple points of view
 - C. Illustrations in historical stories
 - D. Cause and result
 - E. Author or source of historical narratives
4. Describe and explain historical research.
- A. Historical events (time and place)
 - B. Facts, folklore and fiction
 - C. Historical questions
 - D. Primary sources
 - E. Secondary

sources

F. Conclusions (e.g.,
simulations, group
projects, skits and
plays)

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. Understand the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824..</p> <p>A. Inhabitants (e.g., Native Americans, Europeans, Africans)</p> <p>B. Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</p> <p>C. Political Leaders (e.g., William Penn, Hannah Penn, Benjamin</p>			

Franklin)
D. Cultural and
Commercial
Leaders (e.g.,
Robert Morris,
John Bartram,
Albert Gallatin)

E. 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.

A. Documents,
Writings and Oral
Traditions (e.g.,
charter of
Privileges, The
Gradual Abolition
of Slavery Act of
1780, *Letters from
a Pennsylvania
Farmer*)

B. Artifacts,
Architecture and
Historic Places
(e.g., Conestoga
Wagon,
Pennsylvania rifle,
Brig Niagara)

3. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.
 - A. Belief Systems and Religions (e.g., Native Americans, Quakers)
 - B. Commerce and Industry (e.g., iron production, sailing, fur trade)
 - C. Innovations (e.g., steam boat, Conestoga Wagon)
 - D. Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)
 - E. Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)

- F. Social Organization (e.g., trade and development of cash economy, AME church founded, schools in the colony)
- G. Transportation (e.g., trade routes, turnpikes, post roads)
- H. 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.

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

slavery)

- C. Labor Relations
(e.g., indentured
servants, working
conditions)
- D. Immigration (e.g.,
Germans, Irish)
- E. 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

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> <ol style="list-style-type: none"> 1. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815. <ol style="list-style-type: none"> A. Native Americans, Africans and Europeans B. Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) C. Military Leaders (e.g., George Washington, Meriwether Lewis, Henry Knox) D. Cultural and 			

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

E. 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.

A. Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)

B. 18th Century Writing and Communications (e.g., Paine's *Common Sense*; Franklin's "Join, or DIE," Henry's "Give me liberty or give me death")

C. Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)

Worksheets
Discussions
Role-play

D. Students will gain knowledge on historical background purpose and rights endowed by the U.S. Bill of Rights.

Internet sites
Textbooks
Posters
Charts
Videos

3. Explain how continuity and change has influenced United States history from Beginnings to 1824.
 - A. Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)
 - B. Commerce and Industry (e.g., fur trade, development of cash crops)
 - C. Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)
 - D. Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marburv v. Madison)
 - E. Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)
 - F. Social

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

G. Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)

H. 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.

A. Domestic Instability (e.g., Salem Witch Trails, Shays Rebellion, religious persecution)

B. Ethnic and Racial Relations (e.g.,

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

C. Labor Relations
(e.g., early union
efforts, 10-hour
day, women's
role)

D. Immigration and
Migration (e.g.,
western
settlements,
Louisiana
Purchase,
European
immigration)

E. Military Conflicts
(e.g., French and
Indian War,
American
Revolutionary
War, War of 1812)

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. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <p>A. Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. deKlerk, Pieter Botha, African National Congress)</p> <p>B. Americas (e.g. Pizarro, Atahaulpa, Aztecs, Incas, Montequma, Cortez)</p> <p>C. Asia (e.g., Tokugawa Ieyasu, Toyotomi clan,</p>	<p>Students will research and describe various ancient cultures.</p> <p>A. Analyze and describe the pharaoh's central role in the development of the ancient Egyptian culture.</p> <p>C. Investigate the major contributions of the Sumerians, Babylonians, and</p>	<p>Test/Quizzes Student projects/posters Oral presentations Worksheets Rubrics Discussions Games Questions/Answers Graphic organizers</p>	<p>Videos/Videodisks Textbooks Posters/Charts Maps Timelines Internet sites Computer Disks Supplementary books</p>

shogun Iemitsu,
Commodore Perry,
daimyo)

- D. 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.

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

Hebrews in ancient
Mesopotamia.

- Enumerate the
achievements of the
Harappan civilization
in ancient India. Place
in proper sequence the
events that helped to
build the ancient
Chinese empire
D. Describe and analyze
the legacies of ancient
Greece and Rome.
Describe what life was
like in Europe during
the Middle Ages.

Students will list and describe
the role of historical
documents, artifacts and sites
in the ancient world.

- A. Will present projects
and reports to
emphasize historical,
significance of
documents, artifacts,
and sites of ancient
Egypt (e.g.
Rosetta stone,
pyramids).
C. Create posters and
projects that identify
significant
achievements in
ancient India and

Test/Quizzes
Student projects/posters
Oral presentations
Worksheets
Rubrics
Discussions
Games
Questions/Answers
Graphic organizers

Videos/Videodisks
Textbooks
Posters/Charts
Maps
Timelines
Internet sites
Computer Disks
Supplementary books

ancient China. (e.g. Mohenjo-daro. Vedas, Great Wall, Clay Army)

D. Interpret the significance of documents, artifacts and historical sites of ancient Greece and Rome (e.g. Acropolis, Illiad, Pompei, Colosseum). Describe the role of monasteries, convents and cathedrals during the Middle Ages.

3. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.
- A. Africa (e.g., Apartheid)
 - B. Americas (e.g., European conquest)
 - C. Asia (e.g., Japanese society prior to the Meiji Restoration)
 - D. Europe (e.g., Impact of the Great

List causes and effects of belief systems, settlement and trade patterns and changes in social organization in the ancient world.

- A. Students will list reasons why Egypt was considered a rich civilization.
- C. Discuss compare and contrast the development of the cultures of the civilizations of ancient Mesopotamia, India, and China.
- D. Analyze and discuss

Test/Quizzes
Student projects/posters
Oral presentations
Worksheets
Rubrics
Discussions
Games
Questions/Answers
Graphic organizers

Videos/Videodisks
Textbooks
Posters/Charts
Maps
Timelines
Internet sites
Computer Disks
Supplementary books

<p>Schism and Reformation)</p> <p>4. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <p>A. Africa (e.g., imperialism)</p> <p>B. Americas (e.g., European diseases)</p> <p>C. Asia (e.g., trade routes)</p> <p>D. Europe (e.g., Counter reformation)</p>	<p>the cultural interactions made in Europe (e.g. Ancient Greece Rome, and Middle Ages)</p> <p>Discuss causes and effects of wars in ancient civilizations.</p> <p>A. Explain the levels of the social pyramid in ancient Egyptian society.</p> <p>C. Trace on a map and discuss the major trade routes in ancient Mesupotiomia, India and China.</p> <p>D. Create a time-line to show the steps in Europe's transformation as influenced by ancient Greece, Rome, and Middle Ages.</p>	<p>Test/Quizzes</p> <p>Student projects/posters</p> <p>Oral presentations</p> <p>Worksheets</p> <p>Rubrics</p> <p>Discussions</p> <p>Games</p> <p>Questions/Answers</p> <p>Graphic organizers</p>	<p>Videos/Videodisks</p> <p>Textbooks</p> <p>Posters/Charts</p> <p>Maps</p> <p>Timelines</p> <p>Internet sites</p> <p>Computer Disks</p> <p>Supplementary books</p>
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