

CONSUMERISM GRADE 7 PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Consumerism

Basic principals and skills needed to be a wise consumer in today's society.

II. INSTRUCTIONAL TIME:

Class Periods: Grade 7

Length of Class Periods (minutes): 42

Length of Course: Approximately 5 weeks

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 #11.2 Balancing Family, Work and Community Responsibility

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 11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> • Identify situation • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusion • Reflect on decisions. 	<p><u>Consumerism</u></p> <ol style="list-style-type: none"> 1. Decision Making Process <ul style="list-style-type: none"> • Vocabulary • Concept Map • Video • Homework • Web Quest <p><u>Extensions:</u> Apply the decision making process to a problem you have and map out the strategies need to solve the problem.</p> <p><u>Correctives:</u> Modify above activities to accommodate different learning styles, teacher assistance.</p>	<p>Teacher Designed Activities</p> <p>Notebook</p> <p>Homework</p>	<p>Teacher Created Materials</p> <p>Video</p> <p>Concept Map</p> <p>Web Quest – “Decisions”</p>

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<p>STANDARD 11.2.9.H Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.</p>	<p>2. Interpersonal Communication Skills</p> <ul style="list-style-type: none"> • Discussion • Vocabulary • Role playing • Problem-solving scenarios <p><u>Extensions:</u> Apply concepts learned to a critical decision that needs to be made and write a summary of the experience.</p> <p><u>Correctives:</u> Modify above activities to accommodate different learning styles, teacher assistance.</p>	<p>Teacher Designed Activities</p> <p>Notebook</p> <p>Teacher Observation</p> <p>Student participation</p> <p>Class Projects</p>	<p>Teacher Prepared Materials</p>

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STANDARD 11.2.9.D Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen)	3. Housing <ul style="list-style-type: none"> • Vocabulary • Discussion • Web Quest 	Teacher Created Activity Notebook Class project	Teacher Prepared Materials Web Quest- "Dream Home"

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<p>STANDARD 11.2.9.E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p>	<p>4. Technology and the Family</p> <ul style="list-style-type: none"> • Research an item used by the family that did not exist 50 years ago and evaluate the item's impact on the family. <p><u>Extensions:</u> Talk to a grandparent about how technology has changed their life over their lifecycle and write a summary of your findings.</p> <p><u>Correctives:</u> Modify above activities to accommodate different learning styles, teacher assistance.</p>	<p>Teacher Designed Activity</p>	<p>Teacher Created Materials</p> <p>Internet Access</p>

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Academic Content Standard #11.1 Financial and Resource Management

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<p>STANDARD 11.1.9.B Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments).</p>	<p>5. Personal Finances</p> <ul style="list-style-type: none"> • Vocabulary • Concept Maps • Graphic Organizers • Manipulative • Role Playing • Web Quests 	<p>Teacher Designed Activities</p> <p>Notebook</p> <p>Web Quests</p> <p>Class projects</p>	<p>Teacher Created Materials</p> <p>Web Quest –“A budget to Live By,” “Budgeting: Making Ends Meet” and “Sending Habits – Money in Motion”</p>

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<p>STANDARD 11.1.9.C Delineate and assess the actors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).</p>	<p>6. Housing Market</p> <ul style="list-style-type: none"> • Discussion • Web Quest 	<p>Teacher Designed Activities</p> <p>Web Quest</p>	<p>Teacher Prepared Materials</p> <p>Web Quest – “Owning Your Own Home”</p>

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<p>STANDARD 11.1.9.D Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)</p>	<p>7. Consumer Rights and Responsibilities</p> <ul style="list-style-type: none"> • Vocabulary • Concept Map • Class project <p><u>Extensions:</u> Research a government or consumer protection agencies and write a summary on how it protects consumer rights.</p> <p><u>Correctives:</u> Modify above activities to accommodate different learning styles, teacher assistance.</p>	<p>Teacher Designed Activities</p> <p>Notebook</p> <p>Classroom project</p>	<p>Teacher Prepared Materials</p> <p>Concept Map</p> <p>Web Access</p>

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STANDARD 11.1.9.E Compare the influences of income and fringe benefits to make decisions and work.	8. Income <ul style="list-style-type: none"> • Vocabulary • Concept Maps • Graphic Organizers 	Teacher Designed Activities Notebook Class participation	Teacher Prepared Materials Concept Maps Graphic Organizers

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STANDARD 11.1.9.F Evaluate different strategies to obtain consumer goods and services	10. Goods and Services Judging for Quality Obtaining Maintaining Repairing <ul style="list-style-type: none"> • Vocabulary • Concept Maps • Research and Analysis of a Product 	Teacher Designed Activities Notebook Class participation Class Project	Teacher Prepared Materials Concept Maps Graphic Organizers Internet Access

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<p>STANDARD 11.1.9.G Analyze how public, nonpublic for profit service providers serve the family.</p>	<p>11. Service Providers (Public and Nonpublic)</p> <p>Federal State County Local</p> <ul style="list-style-type: none"> • Research and Analysis of service providers • Compiled into a Pamphlet 	<p>Teacher Designed Activities</p> <p>Notebook</p> <p>Student Project</p>	<p>Teacher Prepared Materials</p> <p>Concept Maps</p> <p>Graphic Organizers</p> <p>Internet access</p> <p>Phone Book</p> <p>Telephone</p>