

CIVICS AND GOVERNMENT - GRADE 7
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

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- 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
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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
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- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
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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: 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>43. Explain the principles and ideals that shape government.</p> <p>? Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.</p>	<p>43. Read the section on the government of a particular geographic area. Compare and contrast the government of a particular geographic area with others that have been or will be covered.</p> <p>? Explain the differences between stable and unstable governments using the United States as a model for stability.</p>	<ul style="list-style-type: none"> • Notes • Classroom Discussion • Teacher Created Activities • Quizzes and Notes 	<ul style="list-style-type: none"> • Notebook • Textbook • Overheads • Teacher Generated Resources • Maps

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: All students will comprehend the rights and responsibilities of citizenship and civic participation.

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STANDARD CG-2			

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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STANDARD CG-3			

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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STANDARD CG-4			

ECONOMICS - GRADE 7

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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will have a basic understanding of economic systems - the ways people and societies organize to determine what should be produced, how much should be produced and for whom.

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 E-1</p> <p>13. Analyze how characteristics of a traditional, command and market economy function in the (mixed market) United States economy.</p>	<p>13. Define traditional, command and market economies. Have students determine which term best describes the economy of the specific geographic area that is being covered.</p>	<ul style="list-style-type: none"> • Notes • Teacher Created Activities • Classroom Discussion • Written Assignments • Quizzes and Tests • Questions and Answers 	<ul style="list-style-type: none"> • Notes • Textbook • Overheads • Videos • T.V. • Newspapers • Teacher Generated Resources

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #2: All students will comprehend economic markets and the influence governments have on those markets.

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<p>STANDARD E-2</p> <p>23. Explain the roles of consumers and producers in a market economy.</p> <p>24. Explain the laws of supply and demand and predict how changes in supply and demand affect equilibrium price and quantity sold.</p>	<p>23. Define developed, undeveloped, and developing economies. Have students determine which type of economy best describes the particular geographic area being covered.</p> <p>24. Read section on climate and resources. Explain how resources (goods) of an area have created economic strengths and/or weaknesses.</p>	<ul style="list-style-type: none"> • Notes • Teacher Created Activities • Written Assignments • Classroom Discussion • Questions and Answers • Quizzes and Tests 	<ul style="list-style-type: none"> • Notes • Textbook • Maps • Overheads • Teacher Generated Resources

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #3: All students will internalize the concepts of scarcity and economic choice.

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<p>STANDARD E-3</p> <p>16. Explain multiple ways of using resources to produce a specific good or service.</p> <p>17. Interpret media reports on economic conditions and explain how these reports can influence choices.</p>	<p>16. Students will make a list of services that can be provided by having a large supply of a particular good in an area.</p> <p>17. Have students view "Headline News" as well as newspaper articles that show changes in an area's economic system.</p>	<ul style="list-style-type: none"> • Charts • Notes • Teacher Created Activities • Written Assignments • Articles • Quizzes and Tests 	<ul style="list-style-type: none"> • Notes • Classroom Discussion • Textbook • Overheads • T.V. • Newspapers

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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<p>STANDARD E-4</p> <p>17. Explain how trade may improve a society's standard of living.</p> <p>18. Explain why governments sometime restrict trade.</p>	<p>17. Define standard of living. List goods that are produced and determine whether the trade of goods affect the standard of living of a particular geographic area.</p> <p>18. Students will list reasons why the United States does not trade with some foreign nation. (Cuba)</p>	<ul style="list-style-type: none"> • Notes • Charts • Teacher Created Activities • Written Assignments • Classroom Discussion • Quizzes and Tests 	<ul style="list-style-type: none"> • Textbook • Notes • Classroom Discussion • Teacher Generated Resources • Overheads

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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>STANDARD E-5</p> <p>19. Explain how profits and losses serve as incentives.</p> <p>20. Explain the impact of education, skills, and training on future earnings.</p> <p>21. Analyze the various elements that impact the value of a state and a nation.</p>	<p>19. Describe how some countries' standards of living have improved because of incentives that are given to the workers.</p> <p>20. Students will realize the more education and training they receive, the better their opportunities for earning potential can be.</p> <p>21. Compare and contrast countries with different economic standards. Students will see why some countries prosper economically while others do not.</p>	<ul style="list-style-type: none"> • Notes • Classroom Discussion • Charts • Written Assignments • Teacher Created Activities • Quizzes and Tests 	<ul style="list-style-type: none"> • Classroom Discussion • Notes • Textbooks • Teacher Generated Resources • Maps

GEOGRAPHY - GRADE 7

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Academic Content Standard #1:

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STANDARD 1 11. Explain geographic tools and their uses. 12. Explain and locate places and regions.	11. Have students keep a notebook of important geographic terms. 12. Use maps and globes to locate places and regions.	<ul style="list-style-type: none"> • Maps • Notes • Teacher Created Activities • Written Assignments • Quizzes and Tests 	<ul style="list-style-type: none"> • Notebook • Maps • Globe • Textbook • Teacher Generated Resources • Overheads • Videos

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Academic Content Standard #2:

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<p>STANDARD 2</p> <p>11. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <p>12. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.</p>	<p>11. Use physical maps and population density maps to show where and why people live in a particular area.</p> <p>12. Discuss physical features of a particular area and describe how these features affect climate, population and living patterns.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Notes • Teacher Created Activities • Written Assignments • Quizzes and Tests 	<ul style="list-style-type: none"> • Maps • Textbook • Overheads • Notebooks • Videos • Teacher Generated Resources • Internet

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<p>STANDARD 3</p> <p>17. Explain the human characteristics of places and regions by their population characteristics.</p> <p>18. Explain the human characteristics of places and regions by their cultural characteristics.</p> <p>19. Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>20. Explain the human characteristics of places and regions by their economic activities.</p> <p>21. Explain the human characteristics of places and</p>	<p>17. Have students list reasons why some areas have substantial population growths while others do not.</p> <p>18. Define culture and discuss factors that have influenced the cultures of particular geographic areas.</p> <p>19. Discuss cultural factors that have led to the growth or decline of settlements.</p> <p>20. Students will list economic factors such as the goods and services of a particular geographic area.</p> <p>21. Discuss how existing governments influence living patterns as well as the migration of people.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Charts • Notes • Written Assignments • Teacher Created Activities • Quizzes and Tests • Maps 	<ul style="list-style-type: none"> • Notebook • Textbook • Teacher Generated Resources • Videos • Overheads • Maps • Internet

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<p>STANDARD 4</p> <p>9. Explain the impacts of physical systems on people.</p> <p>10. Explain the impacts of people on physical systems.</p>	<p>9. Discuss ways people adjust to their physical surroundings dealing with factors such as climate, physical features, and resources.</p> <p>10. Pro and con affects of population growth of an area dealing with economic opportunities as opposed to pollution and other factors.</p>	<ul style="list-style-type: none"> • Notes • Classroom Discussion • Charts • Written Assignments • Quizzes and Tests • Maps • Teacher Created Activities 	<ul style="list-style-type: none"> • Maps • Notes • Videos • Textbook • Overheads • Teacher Generated Resources

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STANDARD 5			

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Academic Content Standard #6

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STANDARD 6			

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STANDARD 7			

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