

Course: Social Studies
GRADE: 7

Revised 9/14/07

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Geography provides a framework for studying the world. The course of study uses an interdisciplinary approach applying the five themes of geography to meet the National Standards in Geography. The seventh grade social studies curriculum provides students with an understanding of the physical, economic, political and cultural geography of various regions of the world.



II. INSTRUCTIONAL TIME:

Class Periods: 90

Length of Class Periods (minutes): 70

Length of Course: Full year, alternating days

Unit of Credit:

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.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

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.

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
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **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 OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 1

Students will be able to discuss the purpose of the U. S. Constitution.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input checked="" type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 1</p> <p>What were the reasons the Constitution was written?</p> <p>How does it differ from the Declaration of Independence?</p> <p>What is the purpose of the Constitution?</p>	<p>Identify general timeline of events leading to the writing of the Constitution.</p> <p>Discuss general differences between the Declaration of Independence and the Constitution.</p> <p>Identify rights described in The Bill of Rights.</p> <p>Demonstrate a general understanding of the three branches of government.</p>	<p>Discussion</p> <p>US Government Poster</p>	<p>Books: <u>On Citizenship</u> 2002 Channing Bete Co.</p> <p><u>About the Constitution of the United States</u> © 1998 Channing Bete Co.</p> <p><u>US Government Projects for Students</u>© 2005 School House Global Enterprises</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 2

Students will be able to explain the unique factors that can impact the regional geography of an area.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input checked="" type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input checked="" type="checkbox"/>	4.2	<input checked="" type="checkbox"/>	4.3	<input checked="" type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input checked="" type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 2</p> <p>How are maps read?</p> <p>What is the structure of the Earth?</p> <p>What are the factors that affect climate?</p> <p>How do population, resources and trade impact a region?</p>	<p>Identify key vocabulary terms.</p> <p>Identify locations using longitude and latitude.</p> <p>Estimate distances between locations using scale.</p> <p>Interpret information from maps and other graphics.</p> <p>Explain how the Earth moves and resulting seasons.</p> <p>Describe the structure of the Earth.</p> <p>Identify landforms.</p> <p>Describe the water cycle.</p> <p>Describe factors that influence climate.</p> <p>Identify climate zones.</p> <p>Explain what factors influence different cultures.</p> <p>Discuss issues of human population.</p>	<p>5 Theme Geography Project</p> <p>Projects</p> <p>Homework</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p>	<p>Geography Text: <u>The World and It's People</u> Glencoe ©2002 ISBN: 0-07-821540-4 Author: Richard G. Boeham, David G. Armstrong, Francis P. Hunkins</p> <p>Themes of Geography Outline</p> <p>Mindjogger</p> <p>Nustrom Atlas Activities</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Identify the importance of resources.

Discuss the importance of trade.

Identify ways people impact the environment.

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 3

Students will be able to describe the characteristics of the U. S. and Canada which impact the people and geography of each country.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input checked="" type="checkbox"/>	4.3	<input checked="" type="checkbox"/>	4.4	<input checked="" type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input checked="" type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 3</p> <p>How are the U.S. and Canadian physical features, economy and cultural influences different from each other?</p> <p>What are the unique characteristics that define the geography and people of the United States?</p> <p>What are the unique characteristics that define the geography and people of Canada?</p>	<p>Define key vocabulary terms.</p> <p>Describe physical features and climates of the United States and Canada.</p> <p>Describe economic activities and challenges in different regions of USA and Canada.</p> <p>Examine cultural influences of the people of U.S. and Canada.</p> <p>Describe why the U.S. has the world's leading economy.</p> <p>Describe how the American economy is changing.</p> <p>Describe how the United States has changed throughout history.</p> <p>Explain what form of government the United States has.</p> <p>Identify what groups make up the American people.</p> <p>Discuss the influences on American culture.</p>	<p>Essay</p> <p>Oral Questioning</p> <p>Short Answers</p> <p>Quizzes</p> <p>Tests</p> <p>Current Event Projects</p> <p>Worksheets</p> <p>Homework</p> <p>Atlas Activities</p> <p>Projects</p>	<p>Geography Text: "The World and It's People"</p> <p>Nostrum Atlas Activities</p> <p>Mind Jogger</p> <p>Newspapers</p> <p>Websites</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Discuss the history and government of Canada.

Describe the Canadian people and their culture.

Identify the Canadian Shield and describe where it is.

Discuss how the climate affects where Canadians live.

Identify what natural resources Canada has.

Identify who first settled Canada.

Describe Canada's form of government.

Explain what groups of people make up the Canadian people.

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 4

Students will be able to compare and contrast the European regions.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input checked="" type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input checked="" type="checkbox"/>	4.3	<input checked="" type="checkbox"/>	4.4	<input checked="" type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input checked="" type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 4</p> <p>What are the countries of Europe?</p> <p>How do cultural differences, physical features, natural resources and history define European regions?</p> <p>How do the European nations work together?</p> <p>How do economics and governments differ?</p> <p>What were the roles of European Nations and the U.S. in World War II?</p> <p>How has the European map changed since WWII?</p>	<p>Define key vocabulary terms.</p> <p>Locate the European nations and their capitals on a map.</p> <p>Describe the physical features and climates of Western Europe, Southern Europe, Northern Europe and Eastern Europe.</p> <p>Examine cultural differences and influences throughout Europe.</p> <p>Identify natural resources and how they are used.</p> <p>Discuss histories and governments of European nations.</p> <p>Compare and contrast the economics of the European Nations.</p> <p>Describe the main languages and religions of Europe.</p> <p>Describe how the countries of Europe work together to accommodate trade and resources.</p>	<p>Film Project</p> <p>Worksheets</p> <p>Atlas</p> <p>Homework</p> <p>Guided Reading Activities</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short Answers</p> <p>Videotape</p> <p>Visuals</p> <p>Current Events</p> <p>Quizzes</p> <p>Tests</p> <p>Essay</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Current Junior Scholastic Articles</p> <p>Nystrom Atlas Activities Program</p> <p>Mind Jogger Program</p> <p>Time For Kids (Magazine & Website)</p> <p>Around The World Magazine</p> <p>National Geographic</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Explain the origins of WW II and the role of Nazi Germany as a leading nation of the Axis powers.

Explain the role of the U.S. in WW II.

Describe the boundary changes due to WW II.

Discuss how countries have been altered since the World Wars and the fall of the Soviet Union.

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 5

Students will be able to describe the economic and cultural issues impacting Latin and South America.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input checked="" type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input checked="" type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input checked="" type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input checked="" type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input checked="" type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input checked="" type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 5</p> <p>What are the countries of Latin and South America?</p> <p>How does the economy of these countries differ from that of the United States?</p> <p>How do government, culture and resources affect the countries of Latin and South America?</p> <p>How have these countries gained their independence?</p> <p>What is colonization and how did it affect these areas?</p>	<p>Identify key vocabulary terms.</p> <p>Identify countries, bodies of water, and physical features of Latin and South America.</p> <p>Identify economic activities in countries and regions of Latin America and South America.</p> <p>Examine cultural differences and influences within countries.</p> <p>Discuss the governments of Latin America and South America.</p> <p>Identify natural resources of Latin America and South America.</p> <p>State the major languages spoken.</p> <p>Explain how nations have gained their independence.</p> <p>Explain how people in these regions earn a living.</p> <p>Construct a chart of European nations and the countries that they colonized.</p> <p>Compare the economic standard of</p>	<p>Atlas Project</p> <p>Homework</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Projects</p> <p>Essay</p> <p>Short Answers</p> <p>Web Activities</p> <p>Oral Questioning</p>	<p>Geography Text: “The World and It’s People”</p> <p>Nystrom Atlas Activities</p> <p>Mind Jogger</p> <p>National Geographic</p> <p>Time for Kids</p> <p>Web Activities</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

	<p>living to that of the United States.</p> <p>Discuss the immigration policies and problems between these nations and the United States.</p>		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 6

Students will be able to describe the unique characteristics of Russia’s geography and culture.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input checked="" type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input checked="" type="checkbox"/>	2.3	<input checked="" type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input checked="" type="checkbox"/>	4.3	<input checked="" type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input checked="" type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 6</p> <p>Where is Russia and what are its major landforms?</p> <p>What is communism?</p> <p>How do climate, economic and physical characteristics define Russia's culture?</p> <p>How does life in Russia differ from the United States?</p> <p>How does Russia's government differ from the United States?</p>	<p>Identify key vocabulary terms.</p> <p>Identify physical and political features of the region.</p> <p>Identify economic regions and activities of the country.</p> <p>Discuss cultural and religious differences.</p> <p>Discuss the principles of Communism in general terms.</p> <p>Describe the climate of Russia.</p> <p>Describe the chief products and resources of Russia.</p> <p>Explain why the Soviet Union collapsed.</p> <p>Describe government and life in Russia under the rule of the czars and today.</p>	<p>Quizzes</p> <p>Tests</p> <p>Atlas Worksheets</p> <p>Homework</p> <p>Guided Reading Activities</p> <p>Oral Questioning</p> <p>Short Answers</p> <p>Essay</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Nystrom Atlas Activities</p> <p>Time for Kids</p> <p>National Geographic</p> <p>Junior Scholastics / Russia</p> <p>World Almanac</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 7

Students will be able to describe how religion, government, climate and culture define the Middle Eastern Region.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input checked="" type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input checked="" type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 7</p> <p>What is the Middle East?</p> <p>What are countries that make up the Middle East?</p> <p>How does the culture of this region differ from country to country and from the United States?</p> <p>What are current issues these countries are facing?</p> <p>How does government, climate, religion and culture affect the people in this region?</p>	<p>Identify key vocabulary terms.</p> <p>Identify physical and political features on a map.</p> <p>Identify economic regions of this area.</p> <p>List key concepts of Islam.</p> <p>Explain why the area is called the Middle East.</p> <p>Describe climate regions of the area.</p> <p>Compare and contrast Islam and Christianity.</p> <p>Describe the many problems the Jewish State of Israel has had since 1948.</p> <p>Explain the resources of this area and how America is affected by them.</p> <p>Discuss opinions of current events in this region.</p> <p>Describe the cultures of this area.</p>	<p>Oral Questioning</p> <p>Short Answers</p> <p>Spreadsheet</p> <p>Videotape</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Homework</p> <p>Atlas Project</p> <p>Guided Reading Activities</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Junior Scholastics</p> <p>Documentary</p> <p>Nystrom Atlas</p> <p><u>Time for Kids</u></p> <p>Textbook web activities</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 8

Students will be able to describe the living conditions in Africa based on the interaction of cultures, resources, religions, politics, climate and government.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input checked="" type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 8</p> <p>How is the quality of life in Africa different from that of the United States?</p> <p>What are the most important resources in this area?</p> <p>How do countries in this area differ?</p> <p>How does climate affect the people of Africa?</p> <p>What major challenges face this region?</p>	<p>Identify key vocabulary.</p> <p>Identify political and physical features of this area on a map.</p> <p>Describe the major landforms and climate regions of this area.</p> <p>Identify the cultural and ethnic groups of this area.</p> <p>Discuss the quality of life and life expectancy for this area.</p> <p>Explain how and when the first African-Americans came to the new world.</p> <p>Discuss how people in this region earn a living.</p> <p>Describe this regions resources, governments and cultural practices.</p> <p>Explain how coastal countries differ from each other.</p> <p>Describe plants and animals from this region.</p>	<p>Homework</p> <p>Atlas Project</p> <p>Worksheets</p> <p>Guided Reading Projects</p> <p>Quizzes</p> <p>Tests</p> <p>Diagrams</p> <p>Essay</p> <p>Interview</p> <p>Observation</p> <p>Oral Questions</p> <p>Oral Report</p> <p>Short Answers</p> <p>Videotape</p> <p>Visuals</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Nystrom Atlases</p> <p>Junior scholastic Activities</p> <p>World Almanac</p> <p>Google Websites / Research</p> <p>Film: National Geographic Documentary *censored version on Hotel Rowanda</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 9 Asia

Students will be able to describe the most population dense area of the world and current challenges of the region.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input checked="" type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 9</p> <p>What are the most populated regions of the world?</p> <p>What is the role of weather in this part of the world?</p> <p>How do economic, cultural and historical differences affect the daily lives of people in this area?</p>	<p>Identify key vocabulary.</p> <p>Identify physical and political features of these regions on a map.</p> <p>Describe landforms and climate types of these regions.</p> <p>Identify the 3 most populated countries in the world.</p> <p>Explain how high population areas differ from other parts of the world.</p> <p>Explain the role of climate and weather on the people of these regions.</p> <p>Describe economic, regions and challenges in these areas.</p> <p>Compare and contrast governments in this region of the world.</p> <p>Explain how ancient religions and culture affect life today in these areas.</p> <p>Describe the natural resources of this area.</p>	<p>Diagrams</p> <p>Essay</p> <p>Oral Report</p> <p>Short Answers</p> <p>Spreadsheet</p> <p>Videotape</p> <p>Visuals</p> <p>Quizzes</p> <p>Tests</p> <p>Homework</p> <p>Projects</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Junior Scholastic Activities</p> <p>World Almanac</p> <p>Internet – Websites on Asia</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

Subject Title: Social Studies

Discipline/Grade Level: 7

UNIT LESSON OUTCOME: 10

Students will be able to describe the physical and political regions of Australia, Oceania and Antarctica.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input checked="" type="checkbox"/>	4.9	<input checked="" type="checkbox"/>				
Civics & Government	5.1	<input checked="" type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input checked="" type="checkbox"/>														
Economics	6.1	<input checked="" type="checkbox"/>	6.2	<input checked="" type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input checked="" type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>	7.4	<input checked="" type="checkbox"/>														
History	8.1	<input checked="" type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input checked="" type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

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

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <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 10</p> <p>How is Australia unique from other countries?</p> <p>What are the conditions on Antarctica?</p> <p>What is Oceania?</p>	<p>Describe Australia's culture.</p> <p>Describe Australia's many unique species of wildlife.</p> <p>Explain why no permanent inhabitants live in Antarctica.</p> <p>Define the term Oceania.</p> <p>Locate islands in the Pacific Ocean on a map.</p>	<p>Diagrams</p> <p>Essay</p> <p>Oral Report</p> <p>Short Answers</p> <p>Spreadsheet</p> <p>Videotape</p> <p>Visuals</p> <p>Homework</p> <p>Projects</p> <p>Quizzes</p> <p>Tests</p>	<p>Geography Text: <u>The World and It's People</u></p> <p>Junior Scholastic Articles</p> <p>World Almanac</p> <p>Internet websites on Australia and Antarctica</p>