WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: Second Grade Social Studies

**Course Number:**

**Course Prerequisites:**  none

Course Description: (Include “no final exam” or “final exam required”)

The foundation for social studies, economics, geography, history and the workings of government begin with children’s personal experiences and their initial understanding of themselves in relation to their families, homes, and school. As their perception grows, they further expand their understanding of their role in the community, larger democratic society and as a global citizen. Using an interdisciplinary approach, teachers facilitate children’s social studies skill development by helping them engage in active, age-appropriate investigations that build knowledge and understanding.

Suggested Grade Level: 2nd

**Length of Course:**        One Semester x Two Semesters       Other (Describe)

## Units of Credit: None (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) (Insert certificate title and CSPG#) Elementary Education

Certification verified by WCSD Human Resources Department:

x Yes       No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2011

Date Approved:

Implementation Year: 2011-2012

Suggested Supplemental Materials: (List or insert None)

* Smartboard
* Black line master maps for map skills
* Newspapers
* Magazines
* Current Event documents
* Pull down maps
* Globes
* Access to computer lab

Course Standards

PA Academic Standards: (List by Number and Description)

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

6.1 Economic Systems

6.2 Markets and the Functions of Governments

6.3 Scarcity of Choice

6.4 Economic Interdependence

6.5 Work and Earnings

7.1 Basic Geography Literacy

7.2 The Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The Interaction Between People and Places

8.1 Historical Analysis and Skills Development

8.2 Pennsylvania History

8.3 United States History

8.4 World History

WCSD Academic Standards: (List or None)

None

Industry or Other Standards: (List, Identify Source or None)

None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

***STANDARD*** 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the visible roles that  government serves  B. Identify the purpose of rules and laws  and their importance in the classroom,  school, community, state and nation  C. Define the principles and ideals shaping  government  D. Describe the purpose of the United  States Flag, The Pledge of Allegiance and  the National Anthem  E. Identify framers of the Declaration of  Independence  F. Explain why government is necessary in  the classroom, school, community, state  and the basic purpose of government  G. Explain the importance of respect for the  property and the opinions of others  H. Identify symbols and political holidays  I. Identify portions of famous speeches and  writings that reflect the basic principles  and ideals of government | • Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes and  providing services for the common good.  • Explain truth, justice and liberty.  • Discuss how symbols are important.  • Discuss the importance of John Hancock,  John Adams and Benjamin Franklin as  framers of the Declaration of  Independence.  • Explain why we celebrate Veterans Day,  Memorial Day, Labor Day and Flag Day.  • Discuss the famous speeches: Martin  Luther King Jr. “I have a dream…” | Discuss meaning of the Pledge of  Allegiance.  • Demonstrate the importance and purpose  of school and classroom rules.  • Conduct a mock election during Election  Day.  • Discuss the “I Have a Dream” speech. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify examples of the rights and  responsibilities of citizenship  B. Identify personal rights and responsibilities  C. Identify sources of conflict and  disagreement and different ways  conflicts can be resolved  D. Identify the importance of political  leadership and public service in the  school, community, state and nation  E. Describe ways citizens can influence the  decisions and actions of government  F. Explain the benefits of following rules  and laws and the consequences of  violating them  G. Identify ways to participate in  government and civic life | • Discuss the necessity of voting.  • Discuss personal responsibilities in the  community, such as recycling and  and following laws like bicycle safety and  wearing a seatbelt.  • Use role plays to solve problems and  disagreements.  • Demonstrate ways to be a leader/role  model in the classroom and community.  • Influence the actions of government  through letter writing, discussions with  school/community leaders.  • Initiate a public service project  (e.g., school-wide cleanup, food drive).  • Develop rules and consequences within  the classroom.  • Hold a classroom election. | • Discuss school safety.  • Celebrate Constitution Day.  • Conduct food drives or school wide clean  up days. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 5.3: HOW GOVERNMENT WORKS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the elected representative  bodies responsible for making local,  Pennsylvania and United States laws  B. Identify the role of the three branches of  government  C. Identify reasons for rules and laws in the  school and community  D. Identify services performed by the local,  state and national governments  E. Identify positions of authority at school  and in local, state and national  governments  F. Explain what an election is  G. Explain why being treated fairly is  important  H. Identify individual interests and explain  ways to influence others  I. Identify the role of the media in society  J. Identify the ways a classroom is structured  like a community | • Discuss the state senate and House of  Representatives.  • Discuss the judiciary, executive and  legislative branches of government.  • Explain how rules and laws keep the  school and community operating smoothly  and safely.  • Identify services provided by government  such as law enforcement, firefighters,  animal control, hospitals and education.  • Hold a mock election.  • Discuss the importance of treating others  fairly.  • Discuss how advertising influences  people.  • Discuss how a classroom is governed like  a community. | • Use graphic organizers to discuss the state  senate, House of Representatives and  branches of government.  • Establish classroom rules and  consequences with students.  • Invite local law enforcement in the  classroom to discuss their roles in the  community.  • Conduct a mock election.  • Provide opportunities for student to role  play how to treat others in certain  situations.  • Provide classroom jobs. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 6.1: ECONOMIC SYSTEMS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Describe how people balance unlimited  wants with limited resources  B. Identify local employment/producers  • Jobs  • Products/Services  C. Identify the opening and closing of  community businesses | • Describe ways in which families spend  and save money.  • Identify reasons why people save money  for the future.  • Use a given budget to decide how to  spend money.  • Practice exchanging manipulative money  for classroom goods to demonstrate the  process of buying and selling.  • Create a list of various community  professions and discuss if the professions  provide goods, services or both.  • Create product(s) and sell the products to  students with fake money to help discuss  profits and losses.  • List community businesses that have  recently opened, closed, expanding or  contracted. | • Invite community helpers/local business  people into the classroom to discuss the services they provide to the community.  • Create experiences for students to make  economic decisions in the classroom and  at learning centers.  • Read various trade books describing  different community professions.  • Provide graphic organizers to elicit  students’ ideas about community professions.  • Establish classroom jobs.  • Provide field trip opportunities to local  businesses.  • Have children earn and spend “classroom  cash” and help them understand the  responsibilities of earning and spending  money.  • Discuss and create a grocery list for a  family and discuss their needs and wants  based on the money they have to spend.  • Discuss any new and recent businesses  and why they were brought into the  community. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Define and identify goods, services,  consumers and producers  B. Identify ways local businesses compete  to get consumers  C. Identify and compare means of payment  • Money  • Checks  • Credit Cards/Debit Cards  D. Identify similar community businesses  E. Identify who supplies a product and who  demands a product  F. Define and compare the price of different  Items | • List various goods and services (ex. toys  vs. doctor).  • Discuss how consumers and producers rely  on one another.  • Discuss how consumers pay for goods and  services through the use of trade and  money.  • Compare various competing producers/  businesses (i.e. grocery stories, gas  stations, etc.).  • Discuss the relationship between buyer  and seller.  • Define the term price. | • Provide descriptions of various goods and  services for students to compare.  • Use a flow chart to discuss consumer and  producer relationships.  • Provide items to trade as part of a Native  American/Pilgrim activity.  • Provide play money and checkbooks for  each student.  • Give examples of local producers and  businesses.  • Provide opportunities for student to role  play being buyers and producers.  • Incorporate various items into a math  center for students to compare pricing.  • Show examples of advertising designed to  influence personal choice.  • Show currency from other countries and  place in learning centers.  • Create flow charts to describe everyday  items that they use and all the people that  put the time and effort into getting the  product to them.  • Group students and have them pretend to  be advertisers with the same product and  have each group create an ad campaign for  that product.  STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS  THIRD GRADE STANDARDS:  • Define and identify goods, services, consumers and producers  • Identify ways local businesses compete to get consumers  • Identify and compare means of payment  – Barter – Money  • Identify groups of competing producers in the local area  • Identify who supplies a product and who demands a product  • Define price and identify the prices of different items  • Identify forms of advertising designed to influence personal choice  • Explain why most countries create their own form of money | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 6.3: SCARCITY AND CHOICE

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Define scarcity and identify limited  resources  B. Identify and define wants of different  people in relation to limited resources  C. Identify and define natural and human  resources  D. Explain what is given up when making a  choice  F. Explain how self-interest influences  choices | • Explain what scarcity means and list various limited resources.  • Understand that needs take precedence  over wants.  • Discuss natural resources (water, gas, soil,  trees).  • Identify different human resources  (familiar workers).  • List the cost of items and discuss the  benefits of buying such items.  • Explain what it means to spend wisely.  • Write about how to buy an item.  • Practice saving money.  • Discuss the difference between adult  spending verses child spending. | • Provide opportunities for learners to gain  insight into making wise decisions  regarding needs and wants.  • Use graphic organizers to identify wants  and needs.  • Give examples of natural and human  resources.  • Create opportunities for learners to  practice saving pretend money in the  classroom.  • Examine reasons why people choose to  spend their money certain ways.  • Discuss and compare a list of the teacher’s  needs and wants to a list of the students’  needs and wants.  • Set up a store setting in the classroom and  have the students pretend to shop and  pay for items.  • Discuss conserving and how little things  such as “turning the water off when we  brush our teeth” make a difference in the  use and possibly scarcity of natural  resources.  • Read various “Magic School Bus” books  that discuss various resources and how to  use them properly. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 6.4: ECONOMIC INTERDEPENDENCE

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Explain why people trade  B. Explain why goods, services and  resources come from all over the nation  and the world  C. Identify local resources  • Natural (renewable and nonrenewable)  • Human  D. Explain why some products are produced  locally while others are not | • Discuss the process of trade within the  United States and between two countries.  • List local resources (natural and human).  • Describe why certain products cannot be  produced locally (geographic location,  settlement, climate, culture).  • Discuss the reason(s) specific businesses/  industries are located in his or her community. | • Explain how different states/countries  trade products/services.  • Provide items to trade as part of a Native  American/Pilgrim activity.  • Provide descriptions/explanations of why  goods and services come from all over the  nation and world.  • Use KWL charts to discuss why products  are produced in certain regions.  • Use maps to identify where certain  products are produced/manufactured.  • Brainstorm local resources and work as a  class to categorize them between natural  and human.  • Discuss businesses in our area and why  some get more economic activity than others.  • Use maps to discuss why specific areas are  strong for travel and tourism. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 6.5: WORK AND EARNINGS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Explain why people work to get goods  and services  B. Identify different occupations  C. Describe businesses that provide goods  and businesses that provide services  D. Define saving and explain why people  save | • List reasons why people work.  • Research and report upon a profession of  interest.  • Compare and contrast businesses that  provide goods with those that provide  services (i.e. restaurants/mail carrier).  • Explain the term entrepreneurship.  • Explain what it means to save | • Invite community helpers into the  classroom to discuss their occupation.  • Provide materials for learners to research  various occupations.  • Use graphic organizers to discuss  businesses that provide goods with  businesses that provide services.  • Use a KWL chart to facilitate learners’  knowledge of entrepreneurship.  • Give the students examples of items that  they may want to “save” for with their  money.  • Use a business map of the community to  separate a business that provides goods  with one that provides services.  • Brainstorm with the students why the  teacher might be working and also  reasons why their parents work.  • Give each child the opportunity to choose  an occupation that they would like to be  when they grow up and then have them  discuss and write the steps they would  take to reach their goal. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Bell Ringers |

***STANDARD*** 7.1: BASIC GEOGRAPHY LITERACY

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the following geographic tools:  maps, globe, map elements, diagrams,  photographs, map keys and cardinal  directions  B. Identify the continents and oceans | • Explain the characteristics and purposes of  different geographic representations.  • Use and make maps to identify and locate  familiar places or objects within the state  and country.  • Make a three-dimensional representation of a room in his/her house.  • Name the seven continents and four  oceans on a map and globe. | • Look at landforms on a map.  • Identify the following on a map: legends,  keys and compass rose.  • Provide opportunities for students to use  maps to identify familiar places.  • Support learners in constructing a three dimensional  representation of a familiar living space.  • Discuss the continents and oceans. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Bell Ringers |

***STANDARD*** 7.2: THE PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify physical characteristics of places, noting physical properties: landforms  (swamps, hills and mountains); climate;  vegetation; animals; bodies of water  (creeks, rivers, ponds, lakes); and  human-made forms (highways, streets,  buildings and bridges)  B. Identify basic processes (e.g. flood,  tornado) that affect the physical  characteristics of places and regions | • Create a model using physical  characteristics such as mountains, rivers,  lakes, etc.  • Describe the interactions between people,  animals and physical features of their  environment.  • Discuss the earth-sun relationship and  how it effects seasons, length of daylight, weather and climate.  • Investigate the causes of extreme physical  events and describe the effects of such  events on the environment. | • Celebrate Earth Day and discuss the  environment.  • Discuss the seasons as they change during  the school year.  • Observe and track weather changes.  • Read literature about the effects of  tornadoes, hurricanes, tsunamis,  earthquakes on the environment. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Bell Ringers |

***STANDARD*** 7.3: THE HUMAN CHARACTERISTICS OF PLACES AND REGIONS

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the human characteristics that  are affected by places and regions  B. Identify how places and regions are  impacted by people | • Describe the reasons why people settle in  specific regions.  • Describe how people effect the places in  which they live. | • Arrange visits to local businesses.  • Have fundraisers for local altruistic causes  (food banks, etc.).  • Establish school/business relationships  (ex. monthly projects to be displayed at  local businesses). | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Bell Ringers |

***STANDARD*** 7.4: THE INTERACTION BETWEEN PEOPLE AND PLACES

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the human characteristics that  are affected by places and regions  B. Identify how places and regions are  impacted by people | • Describe how the weather and natural  resources impact people (e.g., drought,  snowfall, soil quality).  • Describe the various things people do to  impact the environment (both positively  and negatively). | • Discuss relevant topics during Earth Day  (protecting air, water and land; using  natural resources wisely).  • Discuss the difference among suburban,  urban and rural areas. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Bell Ringers |

***STANDARD*** 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Understand chronological thinking and distinguish between past, present and  future time  B. Begin to develop an understanding of  historical sources (e.g., author/  biography, historical places, events,  and artifacts)  C. Understand historical research | • Develop a family tree.  • Listen to various historical biographies.  • Discuss and/or visit historical sites.  • Distinguish between fact and opinion.  • Appreciate multiple points of view.  • Discuss illustrations in historical stories.  • Discuss cause/effect in historical events  (e.g., westward expansion, Rosa Parks,  slavery, etc.).  • Interview grandparents about events from  their childhood.  • Read various folklore stories. | • Model how to create a timeline.  • Read biographies in language arts  (Helen Keller, etc.).  • Visit or take virtual field trips to historical  sites.  • Discuss the relationship between Pilgrims  and Native Americans.  • Invite grandparents into the classroom to  discuss events from their childhood.  • Read folklore, using Johnny Appleseed as  a building block for other tales. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Graphic Organizers  Bell Ringers |

***STANDARD*** 8.2: PENNSYLVANIA HISTORY

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Understand the political and cultural  contributions of individuals and groups  to Pennsylvania history  B. Identify and describe primary documents,  material artifacts, historic sites  important in Pennsylvania history | • Identify and explain the significance of  Betsy Ross.  • Identify and explain the significance of  William Penn.  • Identify and explain the significance of  Benjamin Franklin.  • Identify the official commonwealth  symbols (e.g. tree, bird, dog, insect,  flower, fish, animal, keystone state).  • Identify the Pennsylvania state flag.  • Identify and explain the significance of the  Liberty Bell. | • Read literature about William Penn’s  contribution to Pennsylvania history.  • Read literature about Benjamin Franklin.  • Provide pictures and descriptions of  official commonwealth symbols.  • Celebrate Flag Day.  • Display the Pennsylvania flag in the  classroom.  • Read about the Liberty Bell as a symbol of  freedom. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Graphic Organizers  Bell Ringers |

***STANDARD*** 8.3: UNITED STATES HISTORY

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify contributions of individuals and  groups to United States history  B. Identify and describe primary documents,  material artifacts and historic sites  important in United States history | • Identify and explain the political and/or  cultural contributions of John F. Kennedy,  Neil Armstrong, Henry Ford, Thomas  Edison.  • Recognize Mount Rushmore, The Alamo,  Golden Gate Bridge and the Empire State  Building.  • Create an invention and explain how it  works.  • Examine primary documents and material  artifacts. | • Use various publications to discuss  Constitution Day.  • Discuss Martin Luther King, Jr. during the  King Holiday.  • Discuss the first landing on the moon.  • Discuss how various inventors changed  the way of life.  • Provide opportunities for students to be  inventors.  • Provide examples of primary documents  and material artifacts for student to  examine. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Graphic Organizers  Bell Ringers |

***STANDARD*** 8.4: WORLD HISTORY

|  |  |  |  |
| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify individuals and groups who have  made significant political and cultural  contributions to world history  B. Identify historical sites important to  world history  C. Compare similarities and differences  between earliest civilizations and life  today  D. Identify how conflict and cooperation  among social groups and organizations  affected world history | • Identify and explain the significance of  King Tut, Fidel Castro, Christopher  Columbus.  • Report on a significant political or cultural figure.  • Identify the Panama Canal on a map.  • Identify the similarities/differences  between early communications, building  structures, transportation and artifacts of everyday life.  • Discuss the impact of military conflicts,  racial relations, religion and immigration  on world history. | • Read trade books about significant  political and cultural contributors to world history.  • Describe the civil rights movement during the King Holiday.  • Read about Christopher Columbus. | Venn Diagrams  Comparisons  Cooperative Learning  Projects  Verbal Discussions  Map Skills  Graphic Organizers  Bell Ringers |

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment:       Yes x No

District-wide Final Examination Required:       Yes x No

Course Challenge Assessment (Describe):

N/A

# REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

### Content Sequence Dates

The time line is to be implemented at the school/classroom

level in conjunction with holidays, current events, and

cross curricular activities. See suggested semester to

be found in the planned course curriculum content.

**Objectives:**

See course curriculum content: examples and supportive practice.

**WRITING TEAM:** Jora Lyon, Barb McCluskey

# WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?       Yes x No

2. Does this course issue a mark/grade for the report card?       Yes x No

3. Does this course issue a Pass/Fail mark?       Yes x No

1. Is the course mark/grade part of the GPA calculation?       Yes x No

5. Is the course eligible for Honor Roll calculation?       Yes x No

6. What is the academic weight of the course?

x No weight/Non credit       Standard weight

none Enhanced weight (Describe)