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

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the visible roles thatgovernment servesB. Identify the purpose of rules and lawsand their importance in the classroom,school, community, state and nationC. Define the principles and ideals shapinggovernmentD. Describe the purpose of the UnitedStates Flag, The Pledge of Allegiance andthe National AnthemE. Identify framers of the Declaration ofIndependenceF. Explain why government is necessary inthe classroom, school, community, stateand the basic purpose of governmentG. Explain the importance of respect for theproperty and the opinions of othersH. Identify symbols and political holidaysI. Identify portions of famous speeches andwritings that reflect the basic principlesand ideals of government | • Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes andproviding 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 asframers of the Declaration ofIndependence.• Explain why we celebrate Veterans Day,Memorial Day, Labor Day and Flag Day.• Discuss the famous speeches: MartinLuther King Jr. “I have a dream…” | Discuss meaning of the Pledge ofAllegiance.• Demonstrate the importance and purposeof school and classroom rules.• Conduct a mock election during ElectionDay.• Discuss the “I Have a Dream” speech. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

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

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify examples of the rights andresponsibilities of citizenshipB. Identify personal rights and responsibilitiesC. Identify sources of conflict anddisagreement and different waysconflicts can be resolvedD. Identify the importance of politicalleadership and public service in theschool, community, state and nationE. Describe ways citizens can influence thedecisions and actions of governmentF. Explain the benefits of following rulesand laws and the consequences ofviolating themG. Identify ways to participate ingovernment and civic life | • Discuss the necessity of voting.• Discuss personal responsibilities in thecommunity, such as recycling andand following laws like bicycle safety andwearing a seatbelt.• Use role plays to solve problems anddisagreements.• Demonstrate ways to be a leader/rolemodel in the classroom and community.• Influence the actions of governmentthrough letter writing, discussions withschool/community leaders.• Initiate a public service project(e.g., school-wide cleanup, food drive).• Develop rules and consequences withinthe classroom.• Hold a classroom election. | • Discuss school safety.• Celebrate Constitution Day.• Conduct food drives or school wide cleanup days. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

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

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the elected representativebodies responsible for making local,Pennsylvania and United States lawsB. Identify the role of the three branches ofgovernmentC. Identify reasons for rules and laws in theschool and communityD. Identify services performed by the local,state and national governmentsE. Identify positions of authority at schooland in local, state and nationalgovernmentsF. Explain what an election isG. Explain why being treated fairly isimportantH. Identify individual interests and explainways to influence othersI. Identify the role of the media in societyJ. Identify the ways a classroom is structuredlike a community | • Discuss the state senate and House ofRepresentatives.• Discuss the judiciary, executive andlegislative branches of government.• Explain how rules and laws keep theschool and community operating smoothlyand safely.• Identify services provided by governmentsuch as law enforcement, firefighters,animal control, hospitals and education.• Hold a mock election.• Discuss the importance of treating othersfairly.• Discuss how advertising influencespeople.• Discuss how a classroom is governed likea community. | • Use graphic organizers to discuss the statesenate, House of Representatives andbranches of government.• Establish classroom rules andconsequences with students.• Invite local law enforcement in theclassroom to discuss their roles in thecommunity.• Conduct a mock election.• Provide opportunities for student to roleplay how to treat others in certainsituations.• Provide classroom jobs. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

***STANDARD*** 6.1: ECONOMIC SYSTEMS

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Describe how people balance unlimitedwants with limited resourcesB. Identify local employment/producers• Jobs• Products/ServicesC. Identify the opening and closing ofcommunity businesses | • Describe ways in which families spendand save money.• Identify reasons why people save moneyfor the future.• Use a given budget to decide how tospend money.• Practice exchanging manipulative moneyfor classroom goods to demonstrate theprocess of buying and selling.• Create a list of various communityprofessions and discuss if the professionsprovide goods, services or both.• Create product(s) and sell the products tostudents with fake money to help discussprofits and losses.• List community businesses that haverecently opened, closed, expanding orcontracted. | • Invite community helpers/local businesspeople into the classroom to discuss the services they provide to the community.• Create experiences for students to makeeconomic decisions in the classroom andat learning centers.• Read various trade books describingdifferent community professions.• Provide graphic organizers to elicitstudents’ ideas about community professions.• Establish classroom jobs.• Provide field trip opportunities to localbusinesses.• Have children earn and spend “classroomcash” and help them understand theresponsibilities of earning and spendingmoney.• Discuss and create a grocery list for afamily and discuss their needs and wantsbased on the money they have to spend.• Discuss any new and recent businessesand why they were brought into thecommunity. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
|  A. Define and identify goods, services,consumers and producersB. Identify ways local businesses competeto get consumersC. Identify and compare means of payment• Money• Checks• Credit Cards/Debit CardsD. Identify similar community businessesE. Identify who supplies a product and whodemands a productF. Define and compare the price of differentItems | • List various goods and services (ex. toysvs. doctor).• Discuss how consumers and producers relyon one another.• Discuss how consumers pay for goods andservices through the use of trade andmoney.• Compare various competing producers/businesses (i.e. grocery stories, gasstations, etc.).• Discuss the relationship between buyerand seller.• Define the term price. | • Provide descriptions of various goods andservices for students to compare.• Use a flow chart to discuss consumer andproducer relationships.• Provide items to trade as part of a NativeAmerican/Pilgrim activity.• Provide play money and checkbooks foreach student.• Give examples of local producers andbusinesses.• Provide opportunities for student to roleplay being buyers and producers.• Incorporate various items into a mathcenter for students to compare pricing.• Show examples of advertising designed toinfluence personal choice.• Show currency from other countries andplace in learning centers.• Create flow charts to describe everydayitems that they use and all the people thatput the time and effort into getting theproduct to them.• Group students and have them pretend tobe advertisers with the same product andhave each group create an ad campaign forthat product.STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTSTHIRD 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 DiscussionsBell Ringers |

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

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| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Define scarcity and identify limitedresourcesB. Identify and define wants of differentpeople in relation to limited resourcesC. Identify and define natural and humanresourcesD. Explain what is given up when making achoiceF. Explain how self-interest influenceschoices | • Explain what scarcity means and list various limited resources.• Understand that needs take precedenceover wants.• Discuss natural resources (water, gas, soil,trees).• Identify different human resources(familiar workers).• List the cost of items and discuss thebenefits 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 adultspending verses child spending. | • Provide opportunities for learners to gaininsight into making wise decisionsregarding needs and wants.• Use graphic organizers to identify wantsand needs.• Give examples of natural and humanresources.• Create opportunities for learners topractice saving pretend money in theclassroom.• Examine reasons why people choose tospend their money certain ways.• Discuss and compare a list of the teacher’sneeds and wants to a list of the students’needs and wants.• Set up a store setting in the classroom andhave the students pretend to shop andpay for items.• Discuss conserving and how little thingssuch as “turning the water off when webrush our teeth” make a difference in theuse and possibly scarcity of naturalresources.• Read various “Magic School Bus” booksthat discuss various resources and how touse them properly. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

***STANDARD*** 6.4: ECONOMIC INTERDEPENDENCE

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Explain why people tradeB. Explain why goods, services andresources come from all over the nationand the worldC. Identify local resources• Natural (renewable and nonrenewable)• HumanD. Explain why some products are producedlocally while others are not | • Discuss the process of trade within theUnited States and between two countries.• List local resources (natural and human).• Describe why certain products cannot beproduced locally (geographic location,settlement, climate, culture).• Discuss the reason(s) specific businesses/industries are located in his or her community. | • Explain how different states/countriestrade products/services.• Provide items to trade as part of a NativeAmerican/Pilgrim activity.• Provide descriptions/explanations of whygoods and services come from all over thenation and world.• Use KWL charts to discuss why productsare produced in certain regions.• Use maps to identify where certainproducts are produced/manufactured.• Brainstorm local resources and work as aclass to categorize them between naturaland human.• Discuss businesses in our area and whysome get more economic activity than others.• Use maps to discuss why specific areas arestrong for travel and tourism. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

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

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| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
|  A. Explain why people work to get goodsand servicesB. Identify different occupationsC. Describe businesses that provide goodsand businesses that provide servicesD. Define saving and explain why peoplesave | • List reasons why people work.• Research and report upon a profession ofinterest.• Compare and contrast businesses thatprovide goods with those that provideservices (i.e. restaurants/mail carrier).• Explain the term entrepreneurship.• Explain what it means to save | • Invite community helpers into theclassroom to discuss their occupation.• Provide materials for learners to researchvarious occupations.• Use graphic organizers to discussbusinesses that provide goods withbusinesses that provide services.• Use a KWL chart to facilitate learners’knowledge of entrepreneurship.• Give the students examples of items thatthey may want to “save” for with theirmoney.• Use a business map of the community toseparate a business that provides goodswith one that provides services.• Brainstorm with the students why theteacher might be working and alsoreasons why their parents work.• Give each child the opportunity to choosean occupation that they would like to bewhen they grow up and then have themdiscuss and write the steps they wouldtake to reach their goal. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsBell Ringers |

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

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| 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 cardinaldirectionsB. Identify the continents and oceans | • Explain the characteristics and purposes ofdifferent geographic representations.• Use and make maps to identify and locatefamiliar places or objects within the stateand country.• Make a three-dimensional representation of a room in his/her house.• Name the seven continents and fouroceans 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 usemaps to identify familiar places.• Support learners in constructing a three dimensionalrepresentation of a familiar living space.• Discuss the continents and oceans. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsBell Ringers |

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

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| 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); andhuman-made forms (highways, streets,buildings and bridges)B. Identify basic processes (e.g. flood,tornado) that affect the physicalcharacteristics of places and regions | • Create a model using physicalcharacteristics such as mountains, rivers,lakes, etc.• Describe the interactions between people,animals and physical features of theirenvironment.• Discuss the earth-sun relationship andhow it effects seasons, length of daylight, weather and climate.• Investigate the causes of extreme physicalevents and describe the effects of suchevents on the environment. | • Celebrate Earth Day and discuss theenvironment.• Discuss the seasons as they change duringthe school year.• Observe and track weather changes.• Read literature about the effects oftornadoes, hurricanes, tsunamis,earthquakes on the environment. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsBell 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 thatare affected by places and regionsB. Identify how places and regions areimpacted by people | • Describe the reasons why people settle inspecific regions.• Describe how people effect the places inwhich 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 atlocal businesses). | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsBell Ringers |

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

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| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Identify the human characteristics thatare affected by places and regionsB. Identify how places and regions areimpacted by people | • Describe how the weather and naturalresources impact people (e.g., drought,snowfall, soil quality).• Describe the various things people do toimpact the environment (both positivelyand negatively). | • Discuss relevant topics during Earth Day(protecting air, water and land; usingnatural resources wisely).• Discuss the difference among suburban,urban and rural areas. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsBell Ringers |

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

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| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Understand chronological thinking and distinguish between past, present andfuture timeB. Begin to develop an understanding ofhistorical 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 fromtheir 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 historicalsites.• Discuss the relationship between Pilgrimsand Native Americans.• Invite grandparents into the classroom todiscuss events from their childhood.• Read folklore, using Johnny Appleseed asa building block for other tales. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsGraphic OrganizersBell Ringers |

***STANDARD*** 8.2: PENNSYLVANIA HISTORY

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
| A. Understand the political and culturalcontributions of individuals and groupsto Pennsylvania historyB. Identify and describe primary documents,material artifacts, historic sitesimportant in Pennsylvania history | • Identify and explain the significance ofBetsy Ross.• Identify and explain the significance ofWilliam Penn.• Identify and explain the significance ofBenjamin Franklin.• Identify the official commonwealthsymbols (e.g. tree, bird, dog, insect,flower, fish, animal, keystone state).• Identify the Pennsylvania state flag.• Identify and explain the significance of theLiberty Bell. | • Read literature about William Penn’scontribution to Pennsylvania history.• Read literature about Benjamin Franklin.• Provide pictures and descriptions ofofficial commonwealth symbols.• Celebrate Flag Day.• Display the Pennsylvania flag in theclassroom.• Read about the Liberty Bell as a symbol offreedom. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsGraphic OrganizersBell Ringers |

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

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| --- | --- | --- | --- |
| CONTENT FOR 2ND GRADE | EXAMPLES | SUPPORTIVE PRACTICE | Assessments |
|  | The learner will: | The teacher will: |  |
|  A. Identify contributions of individuals andgroups to United States historyB. Identify and describe primary documents,material artifacts and historic sitesimportant in United States history | • Identify and explain the political and/orcultural contributions of John F. Kennedy,Neil Armstrong, Henry Ford, ThomasEdison.• Recognize Mount Rushmore, The Alamo,Golden Gate Bridge and the Empire StateBuilding.• Create an invention and explain how itworks.• Examine primary documents and materialartifacts. | • Use various publications to discussConstitution Day.• Discuss Martin Luther King, Jr. during theKing Holiday.• Discuss the first landing on the moon.• Discuss how various inventors changedthe way of life.• Provide opportunities for students to beinventors.• Provide examples of primary documentsand material artifacts for student toexamine. | Venn Diagrams Comparisons Cooperative Learning Projects Verbal DiscussionsMap SkillsGraphic OrganizersBell 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 havemade significant political and culturalcontributions to world historyB. Identify historical sites important toworld historyC. Compare similarities and differencesbetween earliest civilizations and lifetodayD. Identify how conflict and cooperationamong social groups and organizationsaffected world history | • Identify and explain the significance ofKing Tut, Fidel Castro, ChristopherColumbus.• Report on a significant political or cultural figure.• Identify the Panama Canal on a map.• Identify the similarities/differencesbetween early communications, buildingstructures, transportation and artifacts of everyday life.• Discuss the impact of military conflicts,racial relations, religion and immigrationon world history. | • Read trade books about significantpolitical 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 DiscussionsMap SkillsGraphic OrganizersBell 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)