

Pennsylvania Department of Education

Act 48 Credits for Teachers Alignment to Pennsylvania Academic Standards

For current information on academic standards, assessment and professional development please visit the PDE website at www.pde.state.pa.us.

"One of the greatest challenges facing current and future citizens is the wise use of our land. Rather than allowing important decisions to be made by special interests for the sake of short-term economic reasons, citizens must realize that they have unprecedented influence in the process of determining how precious land resources can and should be used for maximum sustainability and the common good.

PA Land Choices is an excellent resource for Commonwealth schools in helping to build productive and contributive citizens."—Jeff Zeiders, *Social Studies Advisor, Pennsylvania Department of Education.*

The Bureau of State Parks is approved to provide Act 48 credits to teachers participating in PA Land Choices Workshops. PA Land Choices has aligned the activities to specific content areas:

- Civics and Government
- Environment and Ecology
- Geography
- Mathematics
- Reading, Writing, Speaking and Listening

Pennsylvania established state academic standards, which are benchmark measures that define the essential elements students should know and be able to do at the end of specific grade levels beginning in grade 3. The sequential nature of the academic standards reflects the need to define the rigorous academic content that students will be expected to achieve.

The standards consist of standard categories designated as numbers. Each category has standard statements designated by a capital letter such as A., B., or C. Standard statements have bulleted items known as standard descriptors. The standards are state regulations and as such must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

In addition to the state academic standards, the Department of Education, as directed by the State Board of Education, adopted Assessment Anchors for each subject and grade level. Assessment Anchors are a subset of the state academic standards. They define the academic content and skills that are assessed by the PSSA.

Pennsylvania Land Choices is aligned to many academic standards. The following is a partial list of standard statements and the associated chapters.

Academic Standards for Reading, Writing, Speaking and Listening

1.2.8 and 11 Reading Critically in All Content Areas (All lessons)

1.6. Speaking and Listening (All lessons)

1.6.8 and 11.A Listen to others (ask clarifying questions, synthesize information)

1.6.8 and 11.B Listen to selections of literature (relate to previous knowledge, predict, summarize, define new words)

1.6.8 and 11.C Speak using skills appropriate to formal speech situations (presentations)

1.6.8 and 11.D Contribute to discussions

1.6.8 and 11 E Participate in small and large group discussions and presentations

Academic Standards for Mathematics

2.3. Measurement and Estimation

2.3.8.F Use scale measurements to interpret maps or drawings (Lesson 2)

2.3.8.G Create and use scale models.(Lessons 2, 4, 5, 6)

2.5. Mathematical Problem Solving and Communication

2.5.8.B Verify and interpret results using precise mathematical language, notation and representations, including numerical tables, ...charts, graphs and diagrams (Lessons 2, 5)

2.6. Statistics and Data Analysis

2.6.5.A Organize and display data using pictures, tallies, tables, charts, graphs (Lesson 2)

Academic Standards for Environment and Ecology

4.2.Renewable and Nonrenewable Resources

4.2.10.B Evaluate factors affecting availability of natural resources (Lessons 2, 5, 6, 7)

4.7.Threatened, Endangered and Extinct Species

4.7.7. C Explain natural or human actions in relation to the loss of species (Lessons 2, 5, 6, 7)

4.7.12. C Analyze the effects of threatened, endangered or extinct species on human and natural systems (Lesson 5)

4.8. Humans and the Environment

4.8.7.A Describe how the development of civilization relates to the environment (Lessons 2, 5)

4.8.7.B Explain how people use natural resources (All lessons)

4.8.7.C Explain how human activities may affect local, regional, and national environments (All Lessons)

4.8.7.D Explain the importance of maintaining the natural resources at the local, state, and national levels (Lessons 3, 5, 6)

4.8.10.A Analyze how society's needs relate to the sustainability of natural resources (Lessons 2, 4, 5)

4.8.10.B Analyze the relationship between the use of natural resources and sustaining our society (Lesson 2, 4, 5, 7)

4.8.10.C Analyze how human activities may cause changes in an ecosystem (All lessons)

4.8.10.D Explain how the concept of supply and demand affects the environment e.g. relationship between population density (Lessons 2, 5)

4.9. Environmental Laws and Regulations

4.9.7.A Explain the role of environmental laws and regulations (Lessons 2, 3, 4, 5)

4.9.10.A Explain why environmental laws and regulations are developed and enacted (Lessons 2, 3, 4)

Academic Standards for Civics and Government

5.1. Principles and Documents of Government

5.1.6.J Describe how the government protects individual rights and promotes the common good (Lessons 2, 5, 6)

5.1.9.J Explain how law protects individual rights and the common good (Lessons 2, 3, 4)

5.2. Rights and Responsibilities of Citizenship

5.2.9.B Describe the rights, responsibilities and participatory role of citizens in the local, state, and national level (All lessons)

5.2.9.C Delineate skills used to resolve conflicts in society and government (Lessons 1, 2, 3, 5)

5.2.9.E Explain the importance of political process to competent and responsible participation in civic life (Lessons 3, 4, 5, 6, 7)

5.2.12.B Analyze the rights, responsibilities and participatory role of citizens at local, state, and national levels of government (Lessons 3, 4, 5, 6, 7)

5.2.12.C Analyze the triggers of conflict in society and techniques to resolve them (Lessons 2, 4, 5, 7)

5.3. How Government Works

5.3.6.C Explain how government actions affect citizens' lives (Lesson 3)

5.3.6.D Explain how local, state and national governments implement their services. (Lessons 3, 4, 5, 6)

5.3.9.D Explain how independent government agencies create, amend and enforce regulatory policies. (Lessons 3, 4, 5, 6)

Academic Standards for Geography

7.1. Basic Geographic Literacy

7.1.6.A Describe geographic tools and their uses (Lesson 2)

7.1.12.A Analyze data and issues from a spatial perspective using the appropriate geographic tools. (Lesson 2)

7.1.6.B Describe and locate places and regions: Physical features, human features, community connections to other places. (Lessons 2, 4, 6)

7.3. The Human Characteristics of Places and Regions

7.3.6.A, C Describe the human characteristics of places and regions by their population characteristics; settlement characteristics (Lessons 2, 4)

7.3.9.A, C Explain the human characteristics of places and regions by their population characteristics; settlement characteristics (Lessons 2, 4)

7.4. The Interactions Between People and Places

7.4.6.A, B Describe the impacts of physical systems on people and the impacts of people on physical systems (e.g. creation of state parks and forests) (Lessons 2, 5, 6)

7.4.9.A, B Explain the impacts of physical systems on people and the impacts of people on physical systems (e.g. increasing development) (Lessons 2, 5, 6)

Standards-Aligned Systems

Much research has been conducted as to what makes a great school. There are many intangible components. However, research supports the notion that great schools and school systems tend to have six common elements.

To advance students and enable them to meet expectations, the Department of Education has developed a framework for learning which is called a “Standards-Aligned System”. Each content area will address this framework for learning.

PA Land Choices is supportive of the Standards-Aligned Systems.

The Standards-Aligned Systems is a framework for organizing the components of great schools.

- **Clear Standards**—Clear, high standards that establish what all students need to know and be able to accomplish
- **Fair Assessments**—Fair assessments aligned to the standards
- **Curriculum Framework**—A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level
- **Instruction**—Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance
- **Materials and Resources**—Materials that address the standards
- **Interventions**—A safety net/intervention system that insures all students meet standards

A Model for a Standard-Aligned System

Social Studies: Civics and Government

Social Studies recognize the central role of Pennsylvania's schools in developing useful and contributive citizens. In Pennsylvania, Social Studies are closely defined as four academic disciplines:

1. Civics and Government—Civics and Government education designed to shape engaged citizens rests on three main pillars that define the structure from K-12. The pillars are:

- A. The Rights and Responsibilities of Citizenship*
- B. Participating in Our Communities, the Commonwealth, and the United States*
- C. Participating in a Global Society*

2. Economics

3. Geography

4. History

These concentration areas are not meant to stand alone. They are interrelated fields that assist students in understanding how many forces shape their lives, their opportunities, and their relationships to the world around them.

Civics and government has completed a framework for demonstrating a Standard Aligned System (SAS). This is an example of the SAS framework for the sixth grade level. This framework is available on the PDE website for each grade level.

It is important to address the value of PA Land Choices to the content, standards, essential questions and “big ideas” for students in 6th grade:

Big Ideas

- Citizens understand their rights and practice their responsibilities in a democratic society.
- Showing respect for others and acting responsibly are necessary to promote the common good.
- All citizens are equal before the law.
- Active citizens understand the workings of government and use that knowledge for the common good.

- An active citizen is a life-long learner.
- Just because information appears on the television, radio or internet or comes from a friend or acquaintance doesn't make it true.

Concepts

- Communities are established for the common good, bringing people and resources together to confront the problems that face them.
- Community and individual rights are established in constitutions (Pennsylvania and United States), laws and regulations.
- Each level of government has specific operations and duties.
- Each level of government has a specific process for settling conflicts.
- Each level of government has a specific process for addressing the basic needs of people in a society.
- In a democratic society, the rule of law establishes the foundation for fairness and cooperation.
- Every citizen possesses means to influence government
- Citizens must be wise consumers of the information available to them.

Concepts

By the close of their high school careers, Pennsylvania students will know and be able to:

- Register and cast a vote and assist others in voter registration
- Exercise the rights and responsibilities accorded to them
- Exhibit respect for the rule of law and its role in serving the common good

- Engage in service to the community and participate in government
- Solve problems and work within the rules and operations of government
- Refine skills in developing critical research skills and information filters
- Employ civil discourse in discussing issues and solving problems with other citizens

Given these goals, students in this age group should be able to:

- Describe branches and levels of government at the local, state, and national levels
- Delineate rights and obligations as a citizen in a representative democracy
- Demonstrate a knowledge of Pennsylvania's role in shaping U.S. representative democracy
- Compare the Preamble of the Pennsylvania Constitution to the Preamble of the United States Constitution. Note the similarities and differences and the ideas that are to guide the behavior of citizens of Pennsylvania and the United States
- Develop a chart listing the rights of citizens in the community in which you live, of citizens of the Commonwealth of Pennsylvania, and of citizens of the United States. Note areas of overlap and contradiction
- In both structured and unstructured settings, students will demonstrate respect for others by taking turns, helping others, sharing, being polite, showing respect for authority
- Recognize the rights of other students to have opinions that are different in class meetings
- Recognize others right to advocate for opinions that differ from one's own as measured by peer and adult interactions

- Given a civic dilemma, students will demonstrate empathy and respect for different beliefs in the various segments of society
- Demonstrate environmental stewardship: recycling, conservation of resources, and the reduction of waste
- How do citizens effectively communicate with legislators, officers, and the legal system?
- What goods and services should government provide? Who should pay for them? Who should benefit from them? Who should decide?
- How do members of a community interact to help each other meet their basic needs?
- What are the roles of a citizen in our democracy/republic?
- How does one develop and express well-informed opinions or positions?
- Why do we need government?
- Is public safety or individual freedom more important in our society?
- How does our current standard of living impact the lives of others around the world?

Essential Questions

The following are the essential questions on Civics and Government for the sixth grade. PA Land Choices provides activities to address most of the following essential questions.

- What is civic participation and how can I be involved?
- How can I make a positive difference?
- How do local governments, state governments and national governments determine how to allocate scarce resources in order to meet the unlimited wants and needs of citizens?

Pa Land Choices provides *that rare opportunity where students are empowered to promote citizen-driven government, conservation and long-term sustainable communities.*

Students quickly learn that they can influence policy on important political, social, and economic processes by participating in democratic principals and by embracing the knowledge, information and insights provided in this valuable interdisciplinary curriculum.

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