

CIVICS AND GOVERNMENT - GRADE 3
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

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- **PCCG DEFINITIONS**

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- 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
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #1: All students will describe the principles and documents of government.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD CG-1</p> <p>12. Describe what government is.</p> <p>13. Explain the principles of rules and laws and why they are important in the state and nation.</p> <p>14. Understand the principles and ideals shaping government.</p> <p>15. Identify documents of Pennsylvania government: Charter of 1681 and Pennsylvania Constitution.</p> <p>16. Understand the meaning of the Preamble of the Constitution of the United States.</p> <p>17. Explain why government is necessary in the state and introduce why government is important in the nation and the</p>	<p>12. Define and discuss what government is. Give examples of government.</p> <p>13. Compose a list of rules and laws and explain the reasons for these rules.</p> <p>14. Interpret on third (3rd) grade level the principles and ideals shaping government.</p> <p>15. Show the documents of Pennsylvania government: Charter of 1681 and Pennsylvania Constitution.</p> <p>16. Show the Preamble of the Constitution of the United States, discuss what it means.</p> <p>17. Brainstorm why government is</p>	<ul style="list-style-type: none"> • Teacher Observation • Diagrams • Classroom Discussion • Teacher-Generated Ideas 	<ul style="list-style-type: none"> • Posters • Trade Books • Videos • Weekly Reader • Teacher-Generated Activities • Computer

<p>basic principles of government in the United States and Pennsylvania.</p> <p>18. Introduce the system of resolving conflicts under the law.</p> <p>19. Identify famous speeches and writings that reflect the basic principles and ideals of government.</p>	<p>necessary in the classroom - expand to what is necessary in the state and nation.</p> <p>18. Role-play conflicts and what happens.</p> <p>19. Show famous speeches and writings that reflect the basic principles and ideals of government.</p> <p><u>Correctives:</u> Adapt activities by using study guides. Teacher assistance.</p> <p><u>Extensions:</u> Students may write their own preamble and constitution.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #2: All students will comprehend the rights and responsibilities of citizenship and civic participation.

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<p>STANDARD CG-2</p> <p>9. Explain the importance of leadership and public service in the state and nation.</p> <p>10. Discuss ways citizens can influence government.</p> <p>11. Demonstrate ways to participate in government.</p>	<p>9. Web leadership and public service in the state and nation.</p> <p>10. Demonstrate how we can change a problem in the classroom. Compare with problems in state and nation.</p> <p>11. Have a classroom election.</p> <p><u>Correctives:</u> Peer help, extra worksheets, and extra time.</p> <p><u>Extensions:</u> Have students make up their own platforms to run in an election.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Diagrams • Teacher Observation 	<ul style="list-style-type: none"> • Trade Books • Voting Booth • Election Materials

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #3: All students will describe the workings of government by studying the concept of separation of powers, elections, and forms of government.

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<p>STANDARD CG-3</p> <p>12. Review three (3) branches of government and identify the branches at a national level.</p> <p>13. Explain services performed by the national government.</p> <p>14. Identify persons of authority at national level.</p> <p>15. Explore individual interests and how they can impact government.</p> <p>16. Recognize that there are different systems of government.</p>	<p>12. Show poster to identify three (3) branches of government.</p> <p>13. Invite postal service worker or park ranger into classroom.</p> <p>14. Identify president and other persons of authority at national level.</p> <p>15. Role-play a classroom concern and discuss how we can handle it. Compare to individual interests and how they can impact government.</p> <p>16. Read books dealing with other government systems.</p> <p><u>Correctives:</u> Use study guides, extra time for activities.</p>	<ul style="list-style-type: none"> • Worksheets • Classroom Discussion • Text • Trade Books 	<ul style="list-style-type: none"> • Posters • Trade Books • Text Book • Resource Person • Weekly Reader

<p><u>Extensions:</u> Do additional work on each branch of government. Give report to class.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #4: All students will understand how international relationships function through diplomacy, international organizations, and political units.

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<p>STANDARD CG-4</p> <p>5. Identify diplomacy and treaties.</p>	<p>5. Read stories that identify diplomacy and treaties.</p> <p><u>Correctives:</u> Teacher assistance, peer help in cooperative groups.</p> <p><u>Extensions:</u> Create a treaty.</p>	<ul style="list-style-type: none"> • Classroom Discussion 	<ul style="list-style-type: none"> • Trade Books • Text Book • Weekly Reader

ECONOMICS - GRADE 3

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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

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STANDARD E-1 5. Identify ways of measuring economic activity.	5. Role-play jobs and what prices you would be paid for jobs. <u>Correctives:</u> Small group work with peer assistance. <u>Extensions:</u> Compare and contrast different jobs and the salary paid. Give report to class.	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Group Project 	<ul style="list-style-type: none"> • Posters • Play Money

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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

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<p>STANDARD E-2</p> <p>8. Discuss competition among groups of producers and groups of consumers.</p> <p>9. Identify the difference between a supply and a demand.</p> <p>10. Discuss how local government is involved in local economic activities.</p>	<p>8. Role-play dividing class into producers and consumers. Discuss the role of each.</p> <p>9. Construct a poster showing supply and demand.</p> <p>10. List services such as roads and schools and how tax money pays for their services.</p> <p><u>Correctives:</u> Adapt activities by using study guides and worksheets.</p> <p><u>Extensions:</u> Extend role-playing. Research on computer.</p>	<ul style="list-style-type: none"> • Worksheets • Diagrams • Projects • Classroom Discussion 	<ul style="list-style-type: none"> • Poster • Weekly Reader • Trade Books

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

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<p>STANDARD E-3</p> <p>6. Explore costs and benefits associated with an economic decision.</p> <p>7. Recognize forms of advertising designed to influence personal choice.</p>	<p>6. Set up some sort of business, work out costs and benefits.</p> <p>7. Bring in ads from newspapers, magazines and discuss who the ads are designed for.</p> <p><u>Correctives:</u> Adapt activities by using study guides. Teacher assistance, and/or peer help.</p> <p><u>Extensions:</u> Expand ads by making booklets of ads designed for a certain age group. Compare and discuss why they are made this way.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation of Experiments • Trade Books 	<ul style="list-style-type: none"> • Projects • Weekly Reader • Kits • Newspapers

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

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<p>STANDARD E-4</p> <p>7. Discuss communication networks and technology affecting local economic patterns.</p> <p>8. Discuss why countries create their own money.</p>	<p>7. Make a list of communications. Show a video.</p> <p>8. Read a story about the form of money used in various countries.</p> <p><u>Correctives:</u> Adapt activities by using study guides. Teacher assistance, and/or peer help.</p> <p><u>Extensions:</u> Create your own money and tell why you choose it.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Teacher Observation • Worksheets 	<ul style="list-style-type: none"> • Weekly Reader • Video • Examples of Money from Other Countries

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Academic Content Standard #5: All students will comprehend the economic aspect of work and earnings. Concepts relating to profits and losses, income and wealth, and risk and rewards will be addressed.

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<p>STANDARD E-5</p> <p>7. Discuss how investments can produce wealth.</p> <p>8. Define entrepreneurship.</p> <p>9. Discuss local entrepreneurs in the community.</p>	<p>7. Invite a resource person to come in and discuss investments.</p> <p>8. Brainstorm the meaning of the word entrepreneurship.</p> <p>9. Invite local entrepreneurs into the classroom.</p> <p><u>Correctives:</u> Study guides, worksheets, teacher assistance, and/or peer help.</p> <p><u>Extensions:</u> Create an amount of money and invest it. Track what happens to the money.</p>	<ul style="list-style-type: none"> • Teacher Observation • Classroom Discussion 	<ul style="list-style-type: none"> • Resource Person • Trade Books • Kits (Tucker Anthony)

GEOGRAPHY - GRADE 3

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Academic Content Standard #1:

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<p>STANDARD G-1</p> <p>4. Understand and locate places and regions.</p>	<p>4. Demonstrate using map and globe - continents, countries (United States, Mexico, Canada) and states (Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio and West Virginia).</p> <p><u>Correctives:</u> Teacher help, peer help in cooperative groups.</p> <p><u>Extensions:</u> Find additional information on individual states and report to class.</p>	<ul style="list-style-type: none"> • Worksheets • Classroom Discussion 	<ul style="list-style-type: none"> • Maps • Globes • Weekly Reader

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #2:

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STANDARD G-2 4. Understand the basic physical processes that affect the physical characteristics of places and regions.	4. Show the effects of extreme physical events (earthquakes, floods, hurricanes, tornadoes) by demonstrations and reading books. <u>Correctives:</u> Adapt activities by using study guides and worksheets. Extra time using materials. <u>Extensions:</u> Students create their own experiment and demonstrate it to the class.	<ul style="list-style-type: none"> • Classroom Discussion • Diagrams • Teacher Observation 	<ul style="list-style-type: none"> • Video • Group Project • Trade Books • Weekly Reader

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Academic Content Standard #3:

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<p>STANDARD G-3</p> <p>6. Discuss the human characteristics of places and regions by their settlement characteristics.</p> <p>7. Discuss the human characteristics of places and regions by their political activities.</p>	<p>6. Identify why people settled in a certain area. Make a list of natural resources and their effect. Read books on how people come together in a specific area.</p> <p>7. Web where children live (start with town, borough, and work through county, state and nation). Invite town officials to classroom.</p> <p><u>Correctives:</u> Modify above activities using study guides and worksheets. Peer help in cooperative groups.</p> <p><u>Extensions:</u> Have child discover his background and see why ancestors settled in this area.</p>	<ul style="list-style-type: none"> • Worksheets • Classroom Discussion • Diagrams 	<ul style="list-style-type: none"> • Trade Books • Posters • Computer • Weekly Reader

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STANDARD G-4 4. Explain how people affect physical systems.	<p>4. Make a poster of endangered animals and discuss why they are endangered.</p> <p><u>Correctives:</u> Adapt activities using study guides. Peer help.</p> <p><u>Extensions:</u> Make a booklet with illustrations to show endangered animals. Report to class.</p>	<ul style="list-style-type: none"> • Posters • Resource Person 	<ul style="list-style-type: none"> • Worksheets • Notebook • Experiments • Kits from Berks Intermediate Unit

HISTORY STANDARDS GRADE 3
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II. INSTRUCTIONAL TIME:

Class Periods:

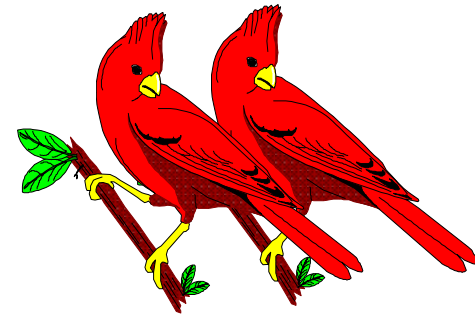
Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

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
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **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 STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #1: Historical Analysis and Skills Development

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H1</p> <p>1. Understand chronological thinking and distinguish between past, present and future time.</p> <p>A. Calendar Time B. Time lines C. Continuity and change D. Events (time and place)</p> <p>2. Develop an understanding of historical sources.</p> <p>A. Data in historical maps B. Visual data from maps and tables C. Mathematical data from graphs and</p>	<p>H1.1.3</p> <p>A. Select the correct date from a posted calendar.</p> <p>B. Construct a timeline of the school year.</p> <p>C. Compare & contrast past times with future times.</p> <p>D. Understand how events are influenced by time and place.</p> <p>H1.2.3</p> <p>B. Explain how legend shows items on a map.</p> <p>C. Interpret mathematical data from a map.</p>	<p>Opening activities Classroom observation Projects Teacher observation Worksheets Teacher-generated ideas</p>	<p>Text Calendar Poster @ months & Days Weekly Reader Booklets Posters Computer Newspapers</p> <p>Maps</p>

tables
D. Author or historical source

3. Understand fundamentals of historical interpretation.
- A. Difference between fact and opinion
 - B. The existence of multiple points of view
 - C. Illustrations in historical stories
 - D. Cause and result

4. Understand historical research
- A. Event (time and place)
 - B. Facts, folklore and fiction
 - C. Formation of an historical question
 - D. Primary sources
 - E. Secondary sources
 - F. Conclusions (e.g., storytelling, role playing, diorama)

H1.3.3

- C. Discuss meaning of illustrations as related to historical events.
- D. List causes of events and tell the results.

H1.4.3

- A. Research historical events/time & place.
- B. Read stories about historical facts, folklore, compare and construct.
- F. Demonstrate understanding of historical research through role-playing illustration, journals.

Correctives – Teacher assistance, additional time, peer help, worksheets.

Extensions – Computer research, make booklets, role-playing, art & music activities, trade books.

Video

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #2: Pennsylvania History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H2</p> <p>1. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.</p> <p>A. William Penn</p> <p>B. Benjamin Franklin</p> <p>C. Pennsylvanians Impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson)</p> <p>D. Local historical figures in municipalities and</p>	<p>H2.1.3</p> <p>A&B – Research the lives of William Penn & Ben Franklin, illustrate or do projects.</p> <p>C. Read and discuss the lives of John Chapman & Betsy Ross. Do related activities.</p> <p>D. Invite resource people to speak about local historical figures.</p>	<p>Teacher observation</p> <p>Peer observation</p> <p>Classroom observation</p> <p>Art projects</p>	<p>Computer</p> <p>Trade books</p> <p>Resource people</p>

counties.

2. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.

- A. Documents, Writings and Oral Traditions (e.g., Penn's Charter, Pennsylvania "Declaration of Rights")
- B. Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall)
- C. Liberty Bell
- D. Official Commonwealth symbols (e.g., tree, bird, dog, insect)

3. Identify and describe how continuity and change have influenced Pennsylvania history.

- A. Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary

H2.2.3

- B. Read & discuss historical sites in PA.
- C. Discuss the importance of the Liberty Bell.
- D. Research PA symbols, do projects in relation to them.

- A. Discuss Indians who lived in PA.

Video
Field trips
Resource person

- religions)
 - B. Commerce and Industry (e.g., jobs, trade, environmental change)
 - C. Innovations (e.g., technology, ideas, processes)
 - D. Politics (e.g., rules, regulations, laws)
 - E. Settlement Patterns (e.g., farms, towns, rural communities, cities)
 - F. Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)
 - G. Transportation (e.g., methods of moving people and goods over time)
 - H. Women's Movement (e.g., changes in roles and rights over time)
4. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
- A. Domestic Instability (e.g.,

- B. Discuss jobs related to PA. (e.g. mining, steel) participate in career day.
-
- F. Compare and contrast how families have changed.
-
- G. Discuss changes in transportation.

political, economic and geographic impact on daily activities)

- B. Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history)
- C. Labor Relations (e.g., working conditions over time)
- D. Immigration (e.g., diverse groups inhabiting the state)
- E. Military Conflicts (e.g., impact of wars)

B. Discuss Martin Luther King, Jr. & talk about his influence on racial relations.

E. Talk about the Civil War (Gettysburg).

Correctives – Additional time, peer help, worksheets.

Extensions – Computer activities, art & music projects, trade books.

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #3: United States History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H3</p> <p>1. Identify contributions of individuals and groups to United States history.</p> <p>A. George Washington B. Thomas Jefferson C. Abraham Lincoln D. Theodore Roosevelt E. Franklin D. Roosevelt F. Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger</p>	<p>H3.1.3 A, B, C – Read & discuss Washington, Jefferson, Lincoln and related activities.</p>	<p>Teacher observation Peer activities</p> <p><u>Correctives</u> – Adapt activities by using study guides and worksheets.</p> <p><u>Extensions</u> – Research on computers, extend role-playing.</p>	<p>Trade books Computer</p>

Woods, Cal Ripken, Jr., Sammy Sosa)

2. Identify and describe primary documents, material artifacts and historic sites important in United States history.
 - A. Documents (e.g., Declaration of Independence, U.S. Constitution, bill of Rights)
 - B. Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings)
 - C. Historic Places (e.g., the White House, Mount Rushmore, Statue of Liberty)
 - D. The Flag of the United States

3. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization,

H3.2.3

- A. Research the meaning of the Bill of Rights. Have children create their own Bill of Rights.
- B. Discuss the meaning of the Pledge of Allegiance. Recite the pledge correctly.
- C. Discuss the White House and its importance to America. Read about the Statue of Liberty and discuss.
- D. Identify parts of the flag and how it came to be.

Posters
Video

Transportation,
Women's Movement)

4. Identify conflict and cooperation among social groups and organizations in United States history.
 - A. Domestic Instability (e.g., impact on daily activities)
 - B. Ethnic and Racial Relations (e.g., treatment of minority groups in history)
 - C. Labor Relations (e.g., working conditions over time)
 - D. Immigration (e.g., diverse groups inhabiting the state)
 - E. Military Conflicts (e.g., impact of wars)

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard #4: World History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H4</p> <p>1. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <p>A. Africa (e.g., Nefertiti, Mansa Musa, Nelson Mandela)</p> <p>B. Americas (e.g., Montequma, Simon Bolivar, Fidel Castro)</p> <p>C. Asia (e.g., Hammurabi, Mohandas Gandhi, Benazir Bhutto)</p> <p>D. Europe (e.g., Julius Ceasar, Joan of Arc, Pope John</p>			

Paul)

2. Identify historic sites and material artifacts important to world history.
 - A. Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertari's sculpture)
 - B. Americas (e.g., Olmec ritualistic centers, Mayan pyramids, arrowheads)
 - C. Asia (e.g., code of Hammurabi, Ziggurat at Ur, canals)
 - D. Europe (e.g., ancient megaliths, Arc De Triomphe, Acropolis)
3. Compare similarities and differences between earliest civilizations and life today. (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).
4. Identify how conflict and cooperation among social groups and organizations affected

world history.

- A. Domestic Instability
(e.g., political,
economic and
geographic impact
on normal activities)
- B. Labor Relations
(e.g., working
conditions over
time)
- C. Racial and Ethnic
Relations (e.g.,
treatment of various
ethnic and racial
groups in history)
- D. Immigration and
migration (e.g.,
diverse groups
inhabiting a
territory)
- E. Military Conflicts
(e.g., impact of
wars)