

CIVICS AND GOVERNMENT - GRADE 4
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

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.

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PREFACE

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- **PCCG DEFINITIONS**

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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

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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>20. Explain the purpose of government.</p> <p>21. Describe the principles and ideals shaping government.</p> <p>22. Explain the basic principles and ideals within documents of Pennsylvania's government.</p> <p>23. Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare that to the Preamble of the Constitution of the United States.</p> <p>24. Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.</p>	<p>20. Students will identify the purposes of local governments in Pennsylvania.</p> <p>21. Have a class discussion of the principles and ideals that shape government. Students each write their own definitions of justice, diversity, patriotism, leadership, citizenship, equality, majority rule/minority rights in journals.</p> <p>22. Students will read parts of the Charter of 1681, The Great Law of 1682, Pennsylvania Constitution and the Declaration of Rights. They will explain one of the basic principles of each.</p> <p>23. Compare and contrast the Preamble of the United States Constitution and the Pennsylvania Constitution. List at least two (2) likes and two (2)</p>	<ul style="list-style-type: none"> • Rubrics • Journals • Writings • Decorations • Teacher Evaluation 	<ul style="list-style-type: none"> • Copies of Pennsylvania Documents • Copies of United States Government Documents • Internet • Books of Speeches and Writings of Pennsylvania People • Textbooks

<p>25. Describe the roles played by the framers of the basic documents of government of Pennsylvania.</p> <p>26. Describe the purpose of symbols and holidays.</p> <p>27. Explain the basic principles and ideals found in famous speeches and writings.</p>	<p>differences.</p> <p>24. Draw up a list of rules for patriotic activities.</p> <p>25. Research one of the framers of the Pennsylvania Constitution on the internet or in other sources. Write a biography of the person.</p> <p>26. Create decorations for holidays and events. Explain the significance of your symbol.</p> <p>27. Explain the basic principles and ideals found in the speeches and writings of famous Pennsylvanians.</p> <p><u>Correctives</u> - Small group instruction; individual instruction or one to one; work with a peer.</p> <p><u>Extensions</u> - Choose one (1) of the documents of Pennsylvania government. Read the entire document and explain or rewrite it so that everyone can understand it.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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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>12. Explain positions on issues related to rights and responsibilities of citizenship.</p> <p>13. Explain the relationship between rights and responsibilities.</p> <p>14. Describe the importance of political leadership and public service.</p> <p>15. Identify examples of the rights and responsibilities of citizenship.</p>	<p>12. Draw up a list of acceptable classroom behaviors and consequences for unacceptable behavior.</p> <p>13. Discuss how being responsible might help to earn more rights in school and at home.</p> <p>14. Brainstorm ways of serving the public.</p> <p>15. List rights of citizenship. Make another list of responsibilities that must be met in order to keep the right.</p> <p><u>Correctives:</u> Review rights and responsibilities.</p> <p><u>Extensions:</u> Create a set of rules to go</p>	<ul style="list-style-type: none"> • Rubrics • Journals • Class Discussions • Class Lists • Teacher Created Materials 	<ul style="list-style-type: none"> • Textbooks • Videos • Life Experiences

with a student-created activity.

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>17. Describe the structure, organization and operation of the local, state and national governments.</p> <p>18. Describe how local, state and national governments implement their services.</p> <p>19. Describe the voting process.</p> <p>20. Describe the issues of due process and judicial protection of individual rights.</p> <p>21. Identify individual interests and explain ways to influence others.</p> <p>22. Describe why and how government raises money to pay</p>	<p>17. The Mayor will present the structure and organization of local government.</p> <p>18. The Mayor will describe how local government implements its service at the same time he presents government structure.</p> <p>19. Hold a mock election in the classroom.</p> <p>20. Discuss and then make a list of ways individual rights are protected by laws.</p> <p>21. Write a paragraph to persuade classmates to vote for a specific candidate in a classroom election.</p>	<ul style="list-style-type: none"> • Rubrics • Teacher Observation • Discussion • Writing • Charts 	<ul style="list-style-type: none"> • Resource People • Internet • Textbook • Trade Books

<p>for its operations and services.</p> <p>23. Describe the influence of media in reporting issues.</p>	<p>22. Decide what kinds of taxes are paid by children. Brainstorm ways the money might be used.</p> <p>23. Bring current events articles. Decide how the media slants stories to get you to think in a certain way.</p> <p><u>Correctives</u> - Work with a peer to find out the workings of government.</p> <p><u>Extensions</u> - Use the internet or other research tools to look up the workings of government. Write a report that shows how government directly impacts fourth graders.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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

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<p>STANDARD CG-4</p> <p>6. Describe the process that results in a treaty or agreement between the United States and another nation state.</p>	<p>6. Read the story of William Penn and the Indians. Brainstorm things that can be gained or lost through a treaty.</p> <p><u>Correctives</u> - Work in smaller groups.</p> <p><u>Extensions</u> - Use the internet or other research tool. List items gained or lost by the Treaty of Paris following the revolution.</p>	<ul style="list-style-type: none"> • Discussion • Tests 	<ul style="list-style-type: none"> • Trade Books • Internet

ECONOMICS - GRADE 4

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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 6. Describe geographic patterns of economic activities in Pennsylvania.	6. Brainstorm reasons why industries grow up along the fall line. <u>Correctives:</u> Work in small groups. <u>Extensions:</u> List reasons why cities grew up with industries.	<ul style="list-style-type: none"> • Rubrics • Discussions 	<ul style="list-style-type: none"> • Textbook • Maps • Reference Material

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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>11. Describe goods, services, consumers and producers in a given market transaction.</p> <p>12. Describe the benefits of competition in a market.</p> <p>13. Describe the Pennsylvania and United States government's role in monitoring economic activities.</p>	<p>11. Read about producers and service workers.</p> <p>12. Set up two (2) classroom stores. Notice and keep a log about what happens when prices are lowered.</p> <p>13. Use current events or look up monopoly trials on the internet. Brainstorm why monopolies are bad business practices.</p> <p><u>Correctives:</u> Write a paragraph telling how goods, services, consumers and producers are interrelated.</p> <p><u>Extensions:</u> Work with the teacher one on one.</p>	<ul style="list-style-type: none"> • Discussions • Models • Paragraphs • Rubrics • Logs 	<ul style="list-style-type: none"> • Textbooks • Artificial Goods • Internet • Dictionaries

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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>8. Define opportunity cost and describe the opportunity cost of a choice.</p>	<p>8. Read a trade book on making choices. List things that will be lost because of the choice that is made.</p> <p><u>Correctives:</u> Review the concept of opportunity choice.</p> <p><u>Extensions:</u> Do a project to show the cost of a choice. Keep a log to show where the money or goods have gone.</p>	<ul style="list-style-type: none"> • Lists • Discussions • Teacher-Created Materials • Logs 	<ul style="list-style-type: none"> • Trade Books

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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>9. Describe how specialization leads to more trade between people and nations.</p> <p>10. Explain how the location of resources, transportation and communication networks and how technology have affected Pennsylvania economic patterns.</p> <p>11. Explain how opportunity costs differ from person to person, region to region and nation to nation.</p>	<p>9. Read about specialization. Describe how this leads to more trade between people.</p> <p>10. Fit Pittsburgh on a map. Locate bituminous coal fields, limestone quarries and out-of-state iron ore mines. Make a generalization about why Pittsburgh has become a large manufacturing city.</p> <p>11. Look at economic opportunities open to all people in an area (as gathered from on-line data). Create graphs to show opportunity cost differences of at least two (2) occupations.</p> <p><u>Correctives:</u> Work in small group with a peer.</p>	<ul style="list-style-type: none"> • Writings • Teacher Observation • Rubrics • Internet Search 	<ul style="list-style-type: none"> • Textbook • Maps • Internet • Reference Sources • Charts • Graphs

<p><u>Extensions:</u> Choose an occupation. Compare the opportunity cost with any other occupation. Make a chart to show differences.</p>		
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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>10. Describe businesses that provide goods and businesses that provide services.</p> <p>11. Identify entrepreneurs in Pennsylvania.</p>	<p>10. Read about producers and service workers. Make list of producers and service workers.</p> <p>11. Do a report on Pennsylvania entrepreneurs, past or present. Make a chart to show his/her life and accomplishments.</p> <p><u>Correctives:</u> Review vocabulary. Keep a notebook.</p> <p><u>Extensions:</u> Tell how the accomplishment of a Pennsylvania entrepreneur has impacted the economy of the state.</p>	<ul style="list-style-type: none"> • Lists • Discussion • Teacher-Created Materials • Reports • Notebooks • Publication 	<ul style="list-style-type: none"> • Textbooks • Reference Materials • Teacher-Generated Materials • Internet

GEOGRAPHY - GRADE 4

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<p>STANDARD G-1</p> <p>5. Describe geographic tools and their uses.</p> <p>6. Describe and locate places and regions.</p>	<p>5. Work in groups. Plan speeches to describe the use of aerial and other photographs, reference works, field observations and surveys.</p> <p>6. Make maps showing the five (5) physical regions of Pennsylvania: the location of Pennsylvania in the United States; Schuylkill County, Pine Grove; Washington, Tremont and Frailey Townships; Philadelphia; Pittsburgh and Erie.</p> <p><u>Correctives</u> - Modify above activities by receiving additional help pertaining to the concepts.</p> <p><u>Extensions</u> - Create a map of the local area showing at least three (3) features.</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Teacher Created Activities • Tests and Quizzes • Rubrics 	<ul style="list-style-type: none"> • Textbook Resources • Maps • Charts • Diagrams • Overheads • Teacher Generated Resources

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<p>STANDARD G-2</p> <p>5. Describe the physical characteristics of places and regions.</p> <p>6. Describe the physical processes that shape patterns on Earth's surface.</p>	<p>5. Read climate, vegetation, elevation and topographic maps. Read the map keys. Compare regions within Pennsylvania.</p> <p>6. Use a globe and light bulb. Demonstrate equinox and solstice by walking the globe around the bulb.</p> <p><u>Correctives</u> - Work with a peer. Review different types of maps.</p> <p><u>Extensions</u> - Get information from the internet or other sources. Describe and give examples of the way patterns on the Earth's surface change due to plate tectonics.</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Teacher Created Activities • Tests and Quizzes • Rubrics 	<ul style="list-style-type: none"> • Internet • Textbook Resources • Maps • Charts • Diagrams • Overheads • Teacher Generated Resources

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Academic Content Standard #3:

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 G-3</p> <p>8. Describe the human characteristics of places and regions by their population characteristics.</p> <p>9. Describe the human characteristics of places and regions by their cultural characteristics.</p> <p>10. Describe the human characteristics of places and regions by their settlement characteristics.</p> <p>11. Describe the human characteristics of places and regions by their economic activities.</p>	<p>8. Build a model. Show where the people live and the factors that might cause them to move.</p> <p>9. Interview family members; look at newspapers and photos. Tell how German, Polish and other ethnic groups have impacted this area.</p> <p>10. Read textbook resources to locate information in Schuylkill County settlements.</p> <p>11. Students will compare and contrast historical settlement patterns based on economic activities.</p> <p><u>Correctives</u> - Make study cards explaining the characteristics, places and regions by their settlement</p>	<ul style="list-style-type: none"> • Projects • Written Interviews • Graphs • Charts • Maps 	<ul style="list-style-type: none"> • Textbook Resources • Maps • Charts • Diagrams • Overheads • Teacher Generated Resources

characteristics.

Extensions - Design a graph showing changes in trends in a specific city over a period of time.

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:

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 G-4</p> <p>5. Describe the impacts of people on physical systems.</p>	<p>5. Students will do research on the regions and reasons why state parks have been created in Pennsylvania.</p> <p><u>Correctives</u> - Find definitions of and make vocabulary cards on "wetlands", "endangered animals", "replanting", and other appropriate environmental words.</p> <p><u>Extensions</u> - Students will find information on the creation/non-creation of Swatara Park.</p>	<ul style="list-style-type: none"> • Rubrics • Projects • Maps 	<ul style="list-style-type: none"> • Internet • Pamphlets • Textbook Resources

HISTORY STANDARDS – GRADE FOUR
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

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. People and events in time D. Patterns of continuity and change E. Sequential order F. Context for events</p> <p>2. Explain and analyze historical sources.</p>	<p>H1.1-4</p> <p>A. Write the month, day, and year using numerals. B. Use a time line to put events into chronological order. C. Match people with their times. E.g. William Penn, 1600's. D. Show how life has changed from the time of the colonies until now. E. List events in sequential order. F. Understand how events are influenced by time and place.</p> <p>H1.2-4</p>	<p>Daily journals Class discussion Projects Notebooks Test/Quiz Rubrics</p>	<p>Calendar Textbook Teacher generated resources Trade Books (historical fiction) Computer Overheads Newspaper</p>

- A. Literal meaning of a historical passage
 - B. Data in historical and contemporary maps, graphs and tables
 - C. Author or historical source
 - D. Multiple historical perspectives
 - E. Visual evidence
 - F. Mathematical data from graphs and tables.
3. Explain the fundamental s of historical interpretation.
- A. Difference between fact and opinion
 - B. Multiple points of view
 - C. Illustrations in historical stories
 - D. Cause and result
 - E. Author or source of historical narratives
4. Describe and explain historical research.
- A. Historical events (time and place)
 - B. Facts, folklore and fiction
 - C. Historical

- B. Differentiate union from confederate states at the time of the civil war.
- D. Compare/contrast a piece of historical fiction to an actual history text.
- E. Interpret visual evidence in paintings and photographs.
- F. Use data from graphs and charts to answer questions about immigrants.

H1.3-4

- C. Discuss illustrations as they are related to the story.
- D. List two causes of an event. Tell the result.

H1.4-4

- G. Describe the setting of an event that happened during W.W. I
- H. Describe how fictional stories give clues to how life was lived in times past.

Journals
 Projects
 Tests/quizzes
 Rubrics
 Teacher-created activities

Maps
 Historical Fiction
 Textbooks
 Videos
 Internet

- questions
- D. Primary sources
 - E. Secondary sources
 - F. Conclusions (e.g., simulations, group projects, skits and plays)

F. Explain the understanding of historical research by retelling the story or by creating a skit.

Extensions: Make a video, drawings, presentations to the rest of the class, extended computer research, art and music activities.

Correctives: Additional time, teacher assistance, extra types of media, peer help, and/or computer.

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 from Beginnings to 1824.</p> <p>A. Inhabitants (e.g., Native Americans, Europeans, Africans)</p> <p>B. Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</p> <p>C. Political Leaders (e.g., William Penn, Hannah Penn, Benjamin</p>	<p>H.2.1-4</p> <p>F. Describe the tribal system of the Iroquois.</p> <p>G. Describe the impact of the words of Ben Franklin and William Penn on PA History.</p> <p>H. Research a famous Pennsylvania military leader, political leader, cultural leader, reformer, or entertainer. Write a biography and make a model of the person.</p>	<p>Projects</p> <p>Tests/quizzes</p> <p>Discussion</p> <p>Teacher Observation</p>	<p>Textbooks</p> <p>Internet</p> <p>Teacher generated materials</p> <p>Historical accounts</p> <p>Encyclopedias</p>

- Franklin)
- D. Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)
- E. Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)

- 2. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.
 - A. Documents, Writings and Oral Traditions (e.g., charter of Privileges, The Gradual Abolition of Slavery Act of 1780, *Letters from a Pennsylvania Farmer*)
 - B. Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)

H2.2-4

- A. Describe the impact of "*Letters from a PA Farmer*" on PA History.
- B. Describe how trade and travel were impacted and changed by the invention and use of the Conestoga Wagon.
- C. Describe how PA's history is preserved in museums such as the State Museum of PA.

Participation in class discussion.
 Tests/quizzes
 Notebooks
 Rubrics

Textbooks
 Internet
 Field Trip

3. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.
- A. Belief Systems and Religions (e.g., Native Americans, Quakers)
 - B. Commerce and Industry (e.g., iron production, sailing, fur trade)
 - C. Innovations (e.g., steam boat, Conestoga Wagon)
 - D. Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)
 - E. Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)

H2.3-4

- B. Describe how the production of iron changed the way of life in Pittsburgh.
- C. Describe way steamboats changed commerce in PA.
- D. Introduce PA government.
- E. Describe places where settlements were likely to start and give reasons for each place.
- F. Describe PA's first schools.
- G. Describe how trade and travel were influenced and changed by the Philadelphia/Lancaster turnpike road.
- H. Describe how the Seneca Falls convention got things started for women's rights.

Participation in class discussions.
 Tests/quizzes
 Notebooks
 Rubrics

Textbooks
 Internet
 Resource people
 Videos

- F. Social Organization (e.g., trade and development of cash economy, AME church founded, schools in the colony)
- G. Transportation (e.g., trade routes, turnpikes, post roads)
- H. Women's Movement (e.g., voting qualifications, role models)

4. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.

- A. Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)
- B. Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of

H2.4-4

- A. Describe the Mollie Maguires.
- B. Locate and describe stations on the underground railroad.
- C. Describe how labor unions changed the ways of life over time.
- D. Describe how groups of immigrants have changed over time.
- E. Describe how the whiskey rebellion was settled by the new U.S. government.

Correctives: Extra time to finish, teacher assistance, peer help, Internet.

Extensions: Internet, trade

Trade books

- slavery)
- C. Labor Relations
(e.g., indentured
servants, working
conditions)
- D. Immigration (e.g.,
Germans, Irish)
- E. Military Conflicts
(e.g., Dutch,
Swedish and
English struggle
for control of land,
Wyoming
Massacre, The
Whiskey
Rebellion)

books, class presentations.

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 and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815.</p> <p>A. Native Americans, Africans and Europeans</p> <p>B. Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</p> <p>C. Military Leaders (e.g., George Washington, Meriwether Lewis, Henry Knox)</p> <p>D. Cultural and</p>	<p>H3.1-4</p> <p>A. Read about and discuss contributions of Martin Luther King, Jr.</p> <p>B. Discuss contributions of George Washington.</p> <p>D. Describe the contributions of Paul Revere to the Revolutionary War Cause.</p>	<p>Test/quizzes Project Notebooks Rubrics Class Discussion</p>	<p>Textbook Trade Books Internet Teacher-generated resources</p>

Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)

E. Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)

2. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.

A. Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)

B. 18th Century Writing and Communications (e.g., Paine's *Common Sense*; Franklin's "Join, or DIE," Henry's "Give me liberty or give me death")

C. Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)

H.3.2-4

A. Discuss the bill of rights and decide how life would be different without them.

3. Explain how continuity and change has influenced United States history from Beginnings to 1824.
- A. Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)
 - B. Commerce and Industry (e.g., fur trade, development of cash crops)
 - C. Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)
 - D. Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marburv v. Madison)
 - E. Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)
 - F. Social

H3.3-4

- E. Explain why so many capital cities grew up along major transportation routes, along the fall line or near generous supplies of fresh water.

Organization (e.g., community structure on the frontier, cultural and language barriers)

G. Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)

H. Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)

4. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

A. Domestic Instability (e.g., Salem Witch Trails, Shays Rebellion, religious persecution)

B. Ethnic and Racial Relations (e.g.,

C. Describe the ways working conditions changed after labor laws were passed in the 20th century.

Correctives: Extra time, teacher assistance, Internet, peer help, study guides.

Extensions: Internet, trade books, class presentations.

cooperation
between and
among Native
Americans and
European settlers,
slave uprisings,
“Colored” troops
in the Revolution)

C. Labor Relations
(e.g., early union
efforts, 10-hour
day, women’s
role)

D. Immigration and
Migration (e.g.,
western
settlements,
Louisiana
Purchase,
European
immigration)

E. Military Conflicts
(e.g., French and
Indian War,
American
Revolutionary
War, War of 1812)

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 and explain how individuals and groups made significant political and cultural contributions to world history.</p> <p>A. Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. deKlerk, Pieter Botha, African National Congress)</p> <p>B. Americas (e.g. Pizarro, Atahaulpa, Aztecs, Incas, Montequma, Cortez)</p> <p>C. Asia (e.g., Tokugawa Ieyasu, Toyotomi clan,</p>	<p>C. Discuss the Great Wall and Chinese culture.</p> <p><u>Correctives:</u> Extra time.</p> <p><u>Extensions:</u> Trade books, make a video tape.</p>	<p>Project</p>	<p>Video Resource people Internet</p>

shogun Iemitsu,
Commodore Perry,
daimyo)

D. Europe (e.g., Pope
Leo X, John Calvin,
John Wesley,
Martin Luther,
Ignatius of Loyola)

2. Identify and explain
important documents,
material artifacts and
historic sites in world
history.

A. Africa (e.g.,
Prohibition of
Marriages Act,
prison on Robben
Island)

B. Americas (e.g.,
Tenochtitlan, Aztec
masks)

C. Asia (e.g., samurai
sword, Commodore
Perry's Black Ships)

D. Europe (e.g.,
Luther's Ninety-Five
Theses, Wittenberg
Castle Church)

3. Identify and explain
how continuity and
change has affected
belief systems,
commerce and
industry, innovations,
settlement patterns,
social organizations,
transportation and

women's roles in world history.

- A. Africa (e.g., Apartheid)
- B. Americas (e.g., European conquest)
- C. Asia (e.g., Japanese society prior to the Meiji Restoration)
- D. Europe (e.g., Impact of the Great Schism and Reformation)

4. Explain how conflict and cooperation among social groups and organizations affected world history.

- A. Africa (e.g., imperialism)
- B. Americas (e.g., European diseases)
- C. Asia (e.g., trade routes)
- D. Europe (e.g., Counter reformation)