

## Wilson Area School District Planned Course Guide

**Title of planned course:** Pennsylvania History Grade 4

**Subject Area:** Social Studies

**Grade Level:** 4th

**Course Description:** Pennsylvania History and Geography

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Robert Frankenfield, Pamela Mertz, Robert Reagan, Trudi Wilson

## Curriculum Map

**August / September:** PA Geography

**October:** Finish PA geography/begin PA Native Americans

**November:** Finish PA Native Americans

**December:** Begin PA colonial history

**January:** Finish PA colonial history

**February:** Begin 19<sup>th</sup> century PA history and birth of a nation

**March:** Continue 19<sup>th</sup> century PA history

**April:** Finish 19<sup>th</sup> century PA history

**May:** 20<sup>th</sup> century and PA today

**June:** PA Today

**Wilson Area School District  
Planned Course Materials**

**Course Title:** Pennsylvania History Grade 3

**Textbook:** Our Pennsylvania

**Supplemental Books:** Tales of the Towpath

**Teacher Resources:** Student newspapers/magazines, websites, district shared documents, Tales of the Towpath resources

## Curriculum Scope & Sequence

**Planned Course:** Pennsylvania History Grade 3

**Unit:** Pennsylvania Geography

**Time frame:** 4-6 weeks

**State Standards:** 5.1.4.F, 6.1.4.B, 7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B, 8.1.4.A; 8.2.4.B

**Essential content/objectives:** At end of the unit, students will be able to:

- Name and locate geographic regions of US and PA
- Name and describe landforms, regions, river systems and mountain ranges in Pennsylvania
- Describe and compare the climate of Pennsylvania to that of other regions
- Describe the natural resources found in Pennsylvania and the economic impact natural resources have on our state
- Utilize maps and other tools to understand the geography of Pennsylvania (landforms, river systems, cities and counties)
- Identify state symbols for PA

**Core Activities:** Students will complete/participate in the following:

- Reading and discussion of text(s)
- Worksheets/outlines/study guides
- Map activity

**Remediation:** Assign peer helpers

**Instructional Methods:**

- Whole class lessons
- Small group activities
- Independent practice

**Materials & Resources:**

- Texts
- Activity guides
- Teacher-made materials (assessments, outlines, etc.)

**Assessments:**

- Quizzes
- Tests
- Reports
- Projects
- Observation

## Curriculum Scope & Sequence

**Planned Course:** Pennsylvania History Grade 3

**Unit:** Pennsylvania Native Americans

**Time frame:** 4-6 weeks

**State Standards:** 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe the first Native Americans
- Identify, describe, compare and contrast PA native cultures

**Core Activities:** Students will complete/participate in the following:

- Reading and discussion of text(s)
- Worksheets/outlines/study guides

**Extensions:**

- Independent research/projects
- Publisher website
- Webquest

**Remediation:** Assign peer helpers

**Instructional Methods:**

- Whole class lessons
- Small group activities
- Independent practice

**Materials & Resources:**

- Texts
- Activity guides
- Teacher-made materials (assessments, outlines, etc.)

**Assessments:**

- Quizzes
- Tests
- Reports
- Projects
- Observation

## Curriculum Scope & Sequence

**Planned Course:** Pennsylvania History Grade 3

**Unit:** Pennsylvania Colonial History

**Time frame:** 4-6 weeks

**State Standards:** 5.1.4.D, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D, 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify European exploration and settlement in PA/Delaware Bay area
- Describe Quaker beliefs and William Penn's plan for the PA colony
- Describe colonial life in PA (i.e. industry, immigrants, famous colonial Pennsylvanians, and the significance of Philadelphia in colonial history)
- Summarize PA's role through the Revolutionary War era. (political, economic, and cultural)

**Core Activities:** Students will complete/participate in the following:

- Reading and discussion of text(s)
- Worksheets/outlines/study guides

**Extensions:**

- Independent research/projects
- Publisher website
- Webquest

**Remediation:** Assign peer helpers

**Instructional Methods:**

- Whole class lessons
- Small group activities
- Independent practice

**Materials & Resources:**

- Texts
- Activity guides
- Teacher-made materials (assessments, outlines, etc.)

**Assessments:**

- Quizzes
- Tests
- Reports
- Projects
- Observation

## Curriculum Scope & Sequence

**Planned Course:** Pennsylvania History Grade 3

**Unit:** Nineteenth Century PA History and Birth of a Nation

**Time frame:** 9 weeks

**State Standards:** 6.2.4.G, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B, 8.1.4.A, 8.1.4.B, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D, 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe the key role Philadelphia played in our country's early history
- Draw conclusions on advances in transportation focusing on the significance of canals as related to local history
- Relate and describe the growth of PA's industries with population growth
- Differentiate life on PA's farms to that in PA industrialized cities
- Describe PA's role in the Civil War era

**Core Activities:** Students will complete/participate in the following:

- Reading and discussion of text(s)
- Exploring materials contained in *Tales of the Towpath* curriculum
- Worksheets/outlines/study guides
- Field trips

**Extensions:**

- Independent research/projects
- Publisher website
- Webquests

**Remediation:** Assign peer helpers

**Instructional Methods:**

- Whole class lessons
- Small group activities
- Independent practice

**Materials & Resources:**

- Texts
- Activity guides
- Teacher-made materials (assessments, outlines, etc.)
- *Tales of the Towpath* materials

**Assessments:**

- Quizzes
- Tests
- Reports

- Projects
- Observation

## **Curriculum Scope & Sequence**

**Planned Course:** Pennsylvania History Grade 3

**Unit:** Twentieth Century and PA Today

**Time frame:** 4-6 weeks

### **State Standards**

**Essential content/objectives:** At end of the unit, students will be able to:

- Discuss PA's role in WWI and WWII
- Describe important events in PA during the late 20<sup>th</sup> and early 21<sup>st</sup> centuries
- Explore the economy of PA (identify key products and businesses)
- Identify and describe the three branches of government at the state and national levels
- Differentiate the types of local governments
- Discuss blend of cultures and recreational activities available in PA today

**Core Activities:** Students will complete/participate in the following:

- Reading and discussion of text(s)
- Exploring materials contained in *Tales of the Towpath* curriculum
- Worksheets/outlines/study guides
- Field trips

### **Extensions:**

- Independent research/projects
- Publisher website
- Webquest

**Remediation:** Assign peer helpers

### **Instructional Methods:**

- Whole class lessons
- Small group activities
- Independent practice

### **Materials & Resources:**

- Texts
- Activity guides
- Teacher-made materials (assessments, outlines, etc.)
- *Tales of the Towpath* materials

### **Assessments:**

- Quizzes



- Tests
- Reports
- Projects
- Observation