

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Grade 4 Description:

In fourth grade, students will learn about the Regions of the United States and Pennsylvania. Units of study will include the geography, climate, history and people of each region. The students will explore the significance of immigration and research their own ancestry. The students will learn about the formation of the United States government, levels and branches of government, and the rights and responsibilities of American citizens. The role of economics within each region and its importance to the economy of the United States will be explored. Pennsylvania will be studied in greater depth focusing on the geography, climate, people, history and economy. Map skills will be reinforced throughout the year with regional maps.

Grade 4 Units:

- Unit 1: Geography and Climate of Regions of the United States
- Unit 2: History and People of Regions of the United States
- Unit 3: Government
- Unit 4: Economics
- Unit 5: Pennsylvania



Subject: Social Studies	Grade: 4	Suggested Timeline: Ongoing throughout the year
Unit Title: Geography and Climate of Regions of the United States		
Unit Overview/Essential Understanding: Students will learn about the diverse nature of the geography and climate of the regions of the United States. The students will identify different landforms and use various maps to examine the different features of the land. The students will learn the significance of the natural resources of each region. The students will differentiate between climate and weather as well as gain an understanding of regional differences. An understanding of the relationship between location and climate of a region will be developed. The students will learn how the geography and climate affect how people use the land and its economy. Activities may include: landform maps, identification of key places and physical features on regional maps, use of a compass rose and map key, and location of the United States in the world.		
Essential Questions: <ul style="list-style-type: none">• Where is the United States located on Earth?• What are the major landforms in the United States?• Why are there big differences in climate across the United States?• What are some important natural resources in the United States?• How does geography and climate affect a region's economy?		
Unit Objectives: <ul style="list-style-type: none">• Students will locate the United States on a world map.• Students will identify each region of the United States.• Students will identify landforms and natural resources of each region.• Students will differentiate between weather and climate.• Students will read a map using a compass rose and a map key.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.4.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment		

- 7.1.4.B - Describe and locate places and regions as defined by physical and human features
- 7.2.4.A - Identify the physical characteristics of places and regions
- 7.2.4.B - Identify the basic physical processes that affect the physical characteristics of places and regions
- 7.3.4.A - Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 8.1.4.A - Identify and describe how geography and climate have influenced continuity and change over time

Important Standards Addressed in this Unit:

- 7.4.4.A - Identify the effect of the physical systems on people within a community
- 7.4.4.B - Identify the effect of people on the physical systems within a community

Misconceptions:

- Students often do not realize the difference between a country and a state.
- Students may believe all areas of the world experience the same climate and weather patterns.
- Students believe climate and weather mean the same thing.
- Students may not realize the impact of a region's resources on industries in the area.

Concepts/Content:

- The United States is divided into five regions
- The world is made up of many different landforms which are constantly changing due to weathering/erosion
- Specific regional resources are valued throughout the country and world
- Oceans, rivers, and waterways have an impact on resources, transportation and industrialization

Competencies/Skills:

- Identify the five major regions of the United States
- Describe and identify the major landforms of each regions of the United States
- Analyze the difference in landforms around the world
- Explain the difference between weather and climate
- Describe the climate of each region of the United States

Description of Activities:

- District approved curriculum including workbook pages
- Regional maps
- Teacher created resources, for example: flash cards and study guides
- Projects, for example: scrapbook page, US map regional breakdown using map key, compass rose
- Online Resources-regional video clip overviews, different landforms, BrainPop, Edpuzzle

<ul style="list-style-type: none"> • Climate vs. Weather • Impact of regional climates to settlement/industries in area • The use of map keys in order to understand how to read a variety of maps 	<ul style="list-style-type: none"> • Describe the three main factors that affect the climate of an area • Explain how each region's resources shaped the industries in the area • Explain the difference between renewable/nonrenewable resources • Read and interpret different maps/map key 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out-the-Door • Assessments included in district-approved Social Studies series • Teacher Created Activities • Regional Maps • Group Projects 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading Comprehension • Vocabulary • Speaking and Listening • Science • Art • Writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources • District approved online resources • Teacher created resources • Regional United States maps • World Map/Globe 	



Subject: Social Studies	Grade: 4	Suggested Timeline: Ongoing throughout the year
Unit Title: History and People of Regions of the United States		
Unit Overview/Essential Understanding: Students will learn about the people and history of the United States. The significance of Native American groups and early explorers of the land will be used as a basis for an understanding of early settlement. Students will research their own ancestry as they learn the importance of immigration in our nation. The impact of the American Revolution and the writing of the Declaration of Independence to the birth of our nation will provide students with a background to the development of the United States. Other major historical events, including the causes and effects of the Civil War, will be taught as key events played an important role on the development and expansion that took place in American history. Activities may include: ancestor projects and activities, identification of primary and secondary resources, reading and creation of timelines. Essential Questions: <ul style="list-style-type: none">• How did the immigration shape America?• What important role did the Northeast have in the early history of the United States?• What important events took place in United States early history to shape our nation?• How did the environment of each region affect the early people who settled in an area?• How did the early people live?• What role did the natural resources play in the early settlement of an area?• How did the Declaration of Independence affect American life?		
Unit Objectives: <ul style="list-style-type: none">• Students will identify the early settlers of each region.• Students will describe the impact of the American Revolution and the Declaraion of Independence in the formation of the United States.• Students will explain how settlement expanded across the United States.• Students will identify the causes and effects of the Civil War.• Students will be able to read a time line with key events in United States history.• Students will differentiate between primary and secondary sources.		

Focus Standards Addressed in this Unit:

- 8.1.4.B - Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events
- 8.3.4.A - Differentiate common characteristics of the social, political, cultural and economic groups in United States history
- 8.3.4.B - Locate historical documents, artifacts, and places critical to United States history
- 8.3.4.C - Explain how continuity and change in U.S. history have influenced personal development and identity. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

Important Standards Addressed in this Unit:

- 7.3.4.A - Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 8.1.4.C - Identify a specific research topic and develop questions relating to the research topic (Reference RWSL Standard 1.8.3 Research)
- 8.3.4.D - Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.4.4.A - Differentiate common characteristics of the social, political, cultural, and economic groups in world history
- 8.4.4.B - Locate historical documents, artifacts, and sites, which are critical to World history
- 8.4.4.C - Explain how continuity and change in world history have influenced personal development and identity. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.4.4.D - Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world
- W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Misconceptions:

- Students often do not realize how the immigration of their ancestors has led to the cultural diversity of the United States.
- Students may not realize the significance of the American Revolution and the Declaration of Independence in the birth of our nation.
- Students may not understand the settlement of the United States happened over time.
- Students may confuse primary and secondary sources.

Concepts/Content:

- Native Americans lived on the lands before European settlers arrived in North America
- The Northeast was home to the colonists who won independence from Britain
- The Declaration of Independence is a symbol of our nation's history and liberty
- European settlers built their first settlements along the coast gradually moving inland
- The Civil War was fought between the North and South due to regional differences and conflicts over slavery
- Enslaved people were free after the Civil War but did not gain equal rights
- Lewis and Clark led the first major expedition to explore the West
- European settlers brought the Spanish culture to the Southwest region
- South Pass provided a route to the West
- Gold rushes in the West brought thousands of settlers to the region

Competencies/Skills:

- Explain why explorers and settlers came to North America
- Describe what goods were traded between the Europeans and National Americans
- Identify events leading from colonization to the founding of the United States
- Identify the Northeastern city where most European immigrants arrived in the 1800s
- Explain why immigrants came to the United States
- Explain why Northeastern cities developed where they did
- Explain why Americans moved westward
- Analyze the causes and effects of the Civil War
- Analyze the historical basis of the Southwest culture
- Explain how the Southwest region became a part of the United States
- Identify the impact of the gold rush to settlement in the Western region
- Identify and define the role of historical figures

Description of Activities:

- District approved curriculum including workbook pages
- Teacher created resources, for example: flash cards and study guides
- Projects, for example: ancestor project and activities, primary and secondary source identification, timelines
- Online Resources-video clips, Google slides, BrainPop, Edpuzzle, Virtual field trip to Ellis Island (Scholastic.com)
- Research and Inquiry Activities (Wonders)

- analyze the difference between primary and secondary sources.
- read and create a timeline.

Assessments:

- Ticket Out-the-Door
- Assessments included in district-approved Social Studies series
- Teacher Created Activities
- Ancestor Project and Activities

Interdisciplinary Connections:

- Reading Comprehension
- Vocabulary
- Speaking and Listening
- ELA Correlation-Wonders
- Art
- Writing

Additional Resources:

- District approved textbooks
- District approved supplemental resources
- District approved online resources
- Teacher created resources
- Teacher read aloud book, for example - The Orphan of Ellis Island

Subject: Social Studies	Grade: 4	Suggested Timeline: Ongoing throughout the year
Unit Title: United States Government		
Unit Overview/Essential Understanding: Students will gain an understanding of the cultural diversity in the United States and describe ways in which Americans are united. Students will learn the significance of the United States Constitution and its impact on the organization of the government. The students will identify the different levels of government. The students will learn about the role and power of each branch of government. Students will gain an understanding of the rights and responsibilities of United States citizenship. Activities may include: branches of government poster, government tree and song creation including key facts regarding each branch and level of government.		
Essential Questions: <ul style="list-style-type: none"> • What unites Americans? • What was the purpose in writing the United States Constitution? • How is the United States government organized? • What are the rights and responsibilities of American citizens? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will identify ideals that unite Americans. • Students will describe the purpose of the writing of the United States Constitution. • Students will identify the members and duties of each branch of government. • Students will differentiate between the rights and responsibilities of United States citizens. • Students will identify the three levels of government. • Students will analyze symbols that represent ideas, people and events in United States history. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 5.1.4.C - Explain the principles and ideals shaping local and state government. Liberty / Freedom, Democracy, Justice, Equality • 5.1.4.D - Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution • 5.1.4.F - Identify state symbols, national symbols, and national holidays 		

- 5.2.4.C - Describe the roles of leadership and public service in school, community, state, and nation
- 5.3.4.A - Identify the roles of the three branches of government
- 5.3.4.B - Describe how the elected representative bodies function in making local and state laws
- 5.3.4.C - Identify the services performed by local and state governments
- 5.3.4.D - Identify positions of authority at the local and state, and national level

Important Standards Addressed in this Unit:

- 5.1.4.A - Examine school rules and consequences
- 5.1.4.B - Explain rules and laws for the classroom, school, community, and state
- 5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community
- 5.2.4.B - Describe the sources of conflict and disagreement and different ways conflict can be resolved
- 5.2.4.D - Describe how citizens participate in school and community activities
- 5.3.4.E - Explain the voting process
- 5.3.4.F - Explain how different perspectives can lead to conflict
- 5.3.4.G - Identify individual interests and explain ways to influence others
- 6.3.4.A - Explain how government responds to social needs by providing public goods and services
- 6.3.4.B - Describe the impact of government involvement in state and national economic activities
- 6.3.4.C - Explore ways in which tax revenues are used in local community

Misconceptions:

- Students often do not realize how their ancestry plays a role in the different cultures in the United States.
- Students may not understand the relationship between the different branches of government and how the system of checks and balances is described in the United States Constitution.
- Students often confuse the different levels and branches of government.
- Students may think rights and responsibilities of United States citizens are the same thing.

Concepts/Content:

- Americans come from many different cultures
- There are different symbols of patriotism

Competencies/Skills:

- Describe ideals that unite Americans
- Understand cultural diversity in the United States

Description of Activities:

- District approved curriculum including workbook pages
- Teacher created resources, for example: flash cards and study guides

<ul style="list-style-type: none"> • The United States Constitution is our plan of government and describes how the government is organized • In a democracy, people can elect leaders to represent them • The three branches of the United States government are Executive, Legislative and Judicial • Each branch of government has its own members and duties • There are three levels of government: Federal, State and Local • American citizens have different rights and responsibilities 	<ul style="list-style-type: none"> • Explain the purpose of the Constitution, its importance and how it can be changed • Identify the three branches of the federal government • Describe the responsibilities of the three branches of government • Identify the three levels of government • Describe the responsibilities of the three levels of government. • Understand rights and responsibilities of United States citizenship • Explain why voting is an important responsibility in the United States 	<ul style="list-style-type: none"> • Projects, for example: branches of government poster, song creation for key parts of government • Online resources-video clips on government, Google slides, BrainPop, Edpuzzle • Research and Inquiry Activities (Wonders)
<p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out-the-Door • Assessments included in district-approved Social Studies series • Teacher Created Activities • Projects 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading Comprehension • Vocabulary • Speaking and Listening • ELA Correlation - Wonders • Art 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources • District approved online resources • Teacher created resources 	

- Writing

- Sample documents: Constitution, Declaration of Independence, Bill of Rights



Subject: Social Studies

Grade: 4

Suggested Timeline: Ongoing throughout the year

Unit Title:
Economics

Unit Overview/Essential Understanding:

Students will learn how the economy of the United States has changed over time. Settlement and expansion of regions over time, including progress in the areas of transportation, communication and industrialization, has made it possible for interdependence and globalization. The students will learn about the free market economy in the United States and the factors of production. A shift from agricultural to manufacturing to service industries of the United States economy will be studied. Students will learn how supply and demand along with profit and loss impacts the cost of an item. Activities may include: supply/demand games, determination of cost based on supply/demand activities and development of a make-believe business to run focusing on expenses/profit/loss/supply/demand.

Essential Questions:

- How does the United States economy work?
- What are the factors of production?
- What is the relationship between supply and demand and the cost of an item?
- How is the economy of the United States different now than it was in the past?
- How are workers part of a global economy?

Unit Objectives:

- Students will explain how the United States economy works and has changed over time.
- Students will identify the factors of production.
- Students will define a free market economy.
- Students will differentiate between supply and demand.
- Students will explain profit and loss.
- Students will be able to give examples of agriculture, manufacturing and service industries.
- Students will be able to explain how the United States is part of a global economy.
- Students will be able to describe how the natural resources of a region are important to the region's economy.

Focus Standards Addressed in this Unit:

- 6.1.4.A - Identify scarcity of resources in a local community
- 6.1.4.B - Recognize the difference between basic needs and wants; Explain the role of producers in making goods and providing services
- 6.1.4.C - Illustrate what individuals or organizations give up when making a choice
- 6.1.4.D - Explain what influences the choices people make
- 6.2.4.A - Explain how a product moves from production to consumption
- 6.2.4.D - Explain the role of buyers and sellers in determining prices of products

Important Standards Addressed in this Unit:

- 6.2.4.B - Determine how sellers compete with one another
- 6.2.4.C - Differentiate between monetary and non-monetary incentives in advertising
- 6.2.4.E - Explain why local businesses open and close
- 6.2.4.F - Describe the role of a private economic institution in the local community
- 6.2.4.G - Explain the three basic questions all economic systems must answer: What to produce? How? For whom?
- 6.4.4.A - List and explain factors that promote specialization and division of labor
- 6.4.4.B - Explain why nations trade
- 6.5.4.B - Identify the requirements for different careers and occupations
- 6.5.4.G - Compare different ways people save
- 6.5.4.H - Examine the basic operation of the banking system

Misconceptions:

- Students may not realize how the production of an item includes a global economy.
- Students often do not realize there are costs related to the production of an item and only see the sale of a good as total profit.
- Students may not realize the relationship between supply and demand to the price of an item.
- Students may not understand how improved transportation and communication over the years has had an impact on the economy.

Concepts/Content:

- People trade for the goods and services they need and want

Competencies/Skills:

- Describe how goods and services were traded by barter

Description of Activities:

- District approved curriculum including workbook pages

<ul style="list-style-type: none"> • The United States economy has changed over time • The United States has a free market economy • The goal of most businesses is to make a profit, which depends on supply and demand • A personal choice includes trade-offs and opportunity costs • The regions of the United States and nations of the world depend on one another in a global economy • Regional resources are used in different industries throughout the world 	<ul style="list-style-type: none"> • Explain how a business makes a profit • Differentiate between consumer and producer • Explain the difference between supply and demand • Explain what it means for regions to be economically interdependent • Describe how regional resources are a part of large part of a region's economy • Describe what globalization is and why countries of the world depend on one another • Describe how progress in transportation and communication have made world trade possible • Identify the trade-offs and opportunity costs in a personal choice 	<ul style="list-style-type: none"> • Teacher created resources, for example: flash cards and study guides • Activities, for example: profit/loss and supply demand activities, Itty Bitty Burger Assembly Line • Online Resources-video clips, educational games, BrainPop, CoolMathGames (Lemonade Stand), Edpuzzle • Research and Inquiry Activities (Wonders)
<p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out-the-Door • Assessments included in district-approved Social Studies series • Teacher Created Activities 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading Comprehension • Vocabulary 	<p>Additional Resources</p> <ul style="list-style-type: none"> • District approved textbooks • District approved supplemental resources 	



pennsylvania
DEPARTMENT OF EDUCATION



- Speaking and Listening
- ELA Correlation-Wonders
- Art
- Writing

- District approved online resources
- Teacher created resources
- Assembly line items



Subject: Social Studies

Grade: 4

Suggested Timeline: Ongoing throughout the year

Unit Title:
Pennsylvania

Unit Overview/Essential Understanding:

Students will learn about the geography, climate, people, history and economy of Pennsylvania. Students will identify the landforms found within the state on a map as well as the bordering states. The students will learn the significance of the resources in Pennsylvania to state's economy. The students will learn which Native American groups settled in the area and how Pennsylvania became a colony. The achievements and accomplishments of George Washington, William Penn and Benjamin Franklin, as well as other historical figures, will be explored as to their impact on Pennsylvania. Activities may include: Pennsylvania map, Pennsylvania symbols, Pennsylvania A-Z book, and/or research of a Pennsylvania business or leader.

Essential Questions:

- What is the geography of Pennsylvania?
- What resources are found in Pennsylvania?
- What is the climate of Pennsylvania?
- Who were the early settlers of Pennsylvania and how did it become a colony?
- What are the characteristics of the social, political and economic groups from Pennsylvania?
- What services are performed at the local and state government level?

Unit Objectives:

- Students will be able to locate and identify Pennsylvania with its landforms and regions on a map.
- Students will be able to identify the state symbols.
- Students will be able to describe the geography and climate of Pennsylvania.
- Students will be able to name the resources found in Pennsylvania.
- Students will be able to identify the groups of early settlers to Pennsylvania.
- Students will be able to describe William Penn's role in the formation of Pennsylvania.
- Students will be able to name different tourist attractions and businesses in Pennsylvania.
- Students will learn the significance of historical figures in the development of Pennsylvania.

Focus Standards Addressed in this Unit:

- 5.1.4.C - Explain the principles and ideals shaping local and state government
- 5.1.4.F - Identify state symbols, national symbols, and national holidays
- 5.3.4.A - Identify the roles of the three branches of government
- 7.1.4.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.4.B - Describe and locate places and regions as defined by physical and human features
- 7.2.4.A - Identify the physical characteristics of places and regions
- 7.2.4.B - Identify the basic physical processes that affect the physical characteristics of places and regions
- 7.3.4.A - Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 8.2.4.A - Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania
- 8.2.4.B - Locate historical documents, artifacts, and places critical to Pennsylvania history
- 8.2.4.D - Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

Important Standards Addressed in this Unit:

- 7.4.4.A - Identify the effect of the physical systems on people within a community
- 7.4.4.B - Identify the effect of people on the physical systems within a community
- 8.2.4.C - Explain how continuity and change in Pennsylvania history have influenced personal development and identity; Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- W.4.7 - Conduct short research project that build knowledge through investigation of different aspects of a topic

Misconceptions:

- Students often do not realize the significance of Pennsylvania's history to the development of our nation.
- Students may not understand the Pennsylvania also has levels of government.
- Students often confuse the state capital with the nation's capital.
- Students may not realize the importance of Pennsylvania's industries to the economy.

Concepts/Content:	Competencies/Skills:	Description of Activities:
<ul style="list-style-type: none"> • Pennsylvania is located in the Northeast region of the United States • Harrisburg is the capital of Pennsylvania • Major cities include Philadelphia, Pittsburgh, Allentown and Erie • Pennsylvania has many different state symbols: flag, seal, tree, bird, flower, animal • Resources in Pennsylvania include coal, oil, natural gas and metals • Agriculture is a major industry in Pennsylvania • Native American tribes in Pennsylvania included the Delaware, Susquehannock, Shawnee and Iroquois • The first settlers included Dutch, Swedish, Irish and Welsh • George Washington, William Penn, Ben Franklin are historical figures whose achievements had a significant impact on Pennsylvania • The Gettysburg Address was written by Abraham Lincoln 	<ul style="list-style-type: none"> • Describe the location of our state in the US and world • Identify, locate and label states bordering Pennsylvania • Identify Pennsylvania's four largest cities • Locate and label major water forms of Pennsylvania • Identify and locate geographic regions of Pennsylvania • Describe the five geographic regions of Pennsylvania • Identify the state flag of Pennsylvania • Explain the meaning of the colors and objects in Pennsylvania's state flag • Identify state symbols • Explain how Pennsylvania was named • Identify natural resources, minerals and wildlife of Pennsylvania • Discuss the importance of soil and farming • Identify different types of farms in Pennsylvania • Differentiate climatic conditions for different parts of Pennsylvania 	<ul style="list-style-type: none"> • District approved curriculum including workbook pages • Teacher created resources, for example: flash cards and study guides • Projects, for example: Pennsylvania map identifying major cities and landforms, Pennsylvania A-Z book, Pennsylvania's symbols, Pennsylvania business or leader research • Online Resources-video clips, Google slides, BrainPop, Edpuzzle • Research and Inquiry Activities (Wonders)

<ul style="list-style-type: none"> • Tourist Attractions include historical sites in Philadelphia, Gettysburg, Hershey Park, and the Pocono Mountains • Pennsylvania's industries provide economic stability for the state 	<ul style="list-style-type: none"> • Identify Native American groups in Pennsylvania • Describe the role of William Penn in Pennsylvania's history • Identify religious, ethnic and cultural groups who settled in Pennsylvania • Identify local influences of early settlers • List accomplishments of Benjamin Franklin • Describe the qualities that made George Washington a great leader • Describe the winter encampment at Valley Forge • Explain the meaning of the Gettysburg Address • Describe the impact of the Industrial Revolution 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Ticket Out-the-Door • Assessments included in district-approved Social Studies series • Teacher Created Activities • Pennsylvania Outline Map • Pennsylvania Symbols Activity • Pennsylvania A-Z Book 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading Comprehension 	<p>Additional Resources</p> <ul style="list-style-type: none"> • District approved textbooks 	



- Vocabulary
- Speaking and Listening
- ELA Correlation-Wonders
- Art
- Writing

- District approved supplemental resources
- District approved online resources
- Teacher created resources
- Resources from State Representatives and Senators
- Pennsylvania outline map
- Teacher Read Aloud Books, for example-Ben and Me, Saving the Liberty Bell, K is for Keystone