

Social Studies / Grade 4

Unit 1: Geography of Pennsylvania

Subject
Social Studies

Grade
4

Unit
Geography of Pennsylvania

Suggested Timeline
September and October

Grade Level Summary

The fourth grade Pennsylvania History Curriculum focuses on students achieving a better understanding of the geography, history, farming and industries, and government of Pennsylvania. An additional area of study will include knowledge of names and locations of the 50 United States and their capital cities. The curriculum is aligned with the Pennsylvania Standards for Geography, History, Civics, Government, and Economics.

Grade Level Units

Unit 1- Geography of Pennsylvania

Review of Geography Skills

Chapter 1- A Place Called Pennsylvania

Chapter 2- The Regions of the United States and Pennsylvania

Unit 2- Early Pennsylvania

Chapter 3- The First Pennsylvanians

Chapter 4- Colonial Pennsylvania

Unit 3- Forming a New Country

Chapter 5- Birthplace of Independence

Chapter 6- Pennsylvania and the New Country

Unit 4- Challenge and Growth

Chapter 7- The Civil War Era

Chapter 8- A New Century

Unit 5- Pennsylvania Today

Chapter 9- Economic Growth

Chapter 10- Pennsylvania Government and You

Unit Title

The Geography of Pennsylvania

Unit Summary

Pennsylvania is part of the Northeast region of the United States and has five regions of its own. Each region contributes richly to Pennsylvania's diverse landforms, climates, resources, and people. Throughout our state's history, people of different heritages have shared a unique blend of customs and traditions.

Unit Essential Questions

1. What kind of land and water does Pennsylvania have?
2. Why do different parts of our state have different climates?
3. In what ways are natural resources important to Pennsylvanians?

Key Understandings

1. Locate and identify major landforms on map of the United
2. States including states, state capitals, bodies of water, mountain ranges, etc.
3. Understand common features of five regions.
4. Understand heritage of a particular region.

4. What geographical tools help us organize and interpret information about people, places, and environment? 5. How have humans impacted the places and regions in which we live? 6. What is special about each region of the United States? 7. What common features define the region of PA? 8. How have the physical features of the environment affected humans? 9. What are the five regions of the United States? 10. What are the regions of Pennsylvania?	
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Focus Standards Addressed in the Unit

7.1.4A	Describe how common geographic tools are used to organize and interpret information about people, places , and environment .
7.1.4B	Describe and locate places and regions as defined by physical and human features .
7.2.4A	Identify the physical characteristics of places and regions .
7.2.4B	Identify the basic physical processes that affect the physical characteristics of places and regions .
7.3.4A	Identify the human characteristics of places and regions .
7.4.4A	Identify the effect of the physical systems on people within a community.
7.4.4B	Identify the effect of people on the physical systems within a community.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> The difference between climate and weather. Students may confuse renewable and nonrenewable resources. How to use latitude and longitude. 	<ul style="list-style-type: none"> Weather affects how you live day to day. Climate affects long-range plans. Renewable resources can be renewed or replaced. Nonrenewable resources are in limited supply. When they are used up, they are gone forever. Latitude is a measure of how far north or south a place is from the equator. Longitude measures distance east to west.

Concepts geography (movement, location, place, region, and human-environment interaction), landforms, major river systems, elevation, climate, latitude and longitude, renewable resources, nonrenewable resources, conservation and pollution, 5 main regions, region's heritage, types of regions, lake effect and growing season	Competencies Students will be able to: <ul style="list-style-type: none"> Examine maps, globes, diagrams, and photos Create a map using a key, compass rose, and scale Locate the seven continents and four oceans of the world Use latitude and longitude to locate places on a map Identify, locate, and describe the five major geographical regions of the United States based on 	Vocabulary: border, geography, landform, plain, valley, ridge, plateau, river system, bay, tributary, weather, climate, temperature, precipitation, hurricane, tornado, environment, natural resources, renewable resource, nonrenewable resource, fuel, mineral, economy, pollution, conservation, recycle, latitude, longitude, elevation, region, source, mouth, desert, rain shadow, urban, rural, history, heritage, ancestor, ethnic group, custom, lake effect, growing season
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	physical and human characteristics <ul style="list-style-type: none"> • Identify, locate, and describe the Pennsylvania regions based on physical and human features • Identify and locate the 50 states and capitals of the United States 	
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Compare and contrast renewable and nonrenewable resources (Coat of Arms graphic organizer)
 Think-pair-share effect of climate and where people live
 Lesson outlines - graphic organizers
 Create a physical map of PA with a template.
 Graphic organizer to differentiate kinds of landforms

Differentiation:

Extending Activity- PA History book pg. T5- Create a Pennsylvania Magazine
 Enriching with Multimedia- <http://www.mmhschool.com>

Interdisciplinary Connections- Enrichment writing activity T7

Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Additional Resources:

Google Earth, Brainpop, Landform kits, nonfiction titles, and desk maps

Assessments: Tests, teacher-made worksheets, textbook resources, student generated maps, study guides, internet resources

Created By:

Social Studies Curriculum team



Social Studies / Grade 4

Unit 2: Early Pennsylvania

Subject Social Studies	Grade 4	Unit Early Pennsylvania	Suggested Timeline November, December, January
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Grade Level Summary

The fourth grade Pennsylvania History Curriculum focuses on students achieving a better understanding of the geography, history, farming and industries, and government of Pennsylvania. An additional area of study will include knowledge of names and locations of the 50 United States and their capital cities. The curriculum is aligned with the Pennsylvania Standards for Geography, History, Civics, Government, and Economics.

Grade Level Units

Unit 1- Geography of Pennsylvania

Review of Geography Skills

Chapter 1- A Place Called Pennsylvania

Chapter 2- The Regions of the United States and Pennsylvania

Unit 2- Early Pennsylvania

Chapter 3- The First Pennsylvanians

Chapter 4- Colonial Pennsylvania

Unit 3- Forming a New Country

Chapter 5- Birthplace of Independence

Chapter 6- Pennsylvania and the New Country

Unit 4- Challenge and Growth

Chapter 7- The Civil War Era

Chapter 8- A New Century

Unit 5- Pennsylvania Today

Chapter 9- Economic Growth

Chapter 10- Pennsylvania Government and You

Unit Title

Early Pennsylvania

Unit Summary

Historians believe that the first people in the Western Hemisphere walked over a land bridge from Asia. These first Americans continued across North America to Pennsylvania. Later, Europeans from the Netherlands, Sweden, England, Ireland, and other countries moved to the Pennsylvania region to find land and economic opportunity. William Penn and his fellow Quakers founded Philadelphia and the colony of Pennsylvania, which became a center for religious freedom.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How have the contributions and influences of the PA Native Americans impacted Pennsylvania? 2. What artifacts and historical documents have shaped our way of life? 3. When and how did people first come to Pennsylvania? 4. What was life like for Pennsylvania's Native Americans in the 1600's? 5. Which Europeans explored and settled in what is now Pennsylvania? 6. How did William Penn build the colony of Pennsylvania? 7. What was life like in colonial Pennsylvania? 8. What was life like on the Pennsylvania frontier? 	<ol style="list-style-type: none"> 1. Pennsylvania has been influenced by its early Native American inhabitants. 2. Understand chronological thinking and distinguishing between past, present and future. 3. Explain and analyze historical sources and research within PA. 4. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania- Iroquois, Algonquin. 5. Understand Europeans explored and settled in what is now Pennsylvania. 6. Understand William Penn is responsible for building the colony of PA. 7. Understand what life was like in colonial Pennsylvania. 8. Understand beliefs and philosophy of William Penn.

Focus Standards Addressed in the Unit	
8.1.4A	Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4B	Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
8.1.4C	Identify a specific research topic and develop questions relating to the research topic.
8.2.4A	Differentiate common characteristics of the social, political, cultural, and economical groups from PA
8.2.4B	Locate historical documents, artifacts, and places critical to Pennsylvania History
8.2.4C	Explain how continuity and change in PA history have influenced personal development and identity
8.2.4D	Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA

Important Standards Addressed in the Unit

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Difference between indentured servants and slaves • Students may get William Penn and Benjamin Franklin confused. • Differentiating between hunter gatherers and Woodland Indians. • All Native Americans lived in teepees. 	<ul style="list-style-type: none"> • An indentured servant is a person who agreed to work for someone for a fixed amount of time to pay for their trip. Slaves were the property of another person. • Hunter gatherers were nomadic and lived more simply than Woodland Indians who became PA's first farmers. • Compare & contrast Penn and Franklin to eliminate confusion with a graphic organizer. • Native Americans in PA lived mostly in wigwams or longhouses.

<p>Concepts Northwest Passage, colony, explorer, Walking Purchase, reading time lines, William Penn, Holy Experiment, Colonial Philadelphia, slavery, indentured servants, Benjamin Franklin, manufacturing, frontier and pioneer, Daniel Boone, subsistence farming, Conestoga wagons</p>	<p>Competencies Students will be able to: -develop a timeline to understand historical changes . -describe and compare aspects of Native Americans in PA such as food gathering techniques. -compare and contrast farming rather than hunting and gathering and how it changed Native American culture. -identify reasons European explorers and early settlers came to the northeastern area of North America. -analyze why many immigrants came to PA. -describe and discuss how the frontier of PA was settled. -research the life of William Penn and the Quaker influence.</p>	<p>Vocabulary explore, Northwest Passage, trading post, colony, Great Law, treaty, Great Treaty, Walking Purchase, timeline, immigrant, indentured servant, slavery, manufacture, port, frontier, pioneer, Conestoga wagon, subsistence farming</p>
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Assessments:

Teacher made worksheets, textbook and resources, reports, teacher observation, graphic organizers, timelines, cooperative learning groups, rubrics

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Create a table or chart of explorer names, settlements, and country represented.

Draw and label a Conestoga wagon.

Compare and contrast the earliest people of PA with the Woodland Indians.

Create a timeline of William Penn or Benjamin Franklin's life.

Write a historical diary from of the following perspectives:

-a Lenape in the 1600's

-an English explorer in early Pennsylvania

-an early PA settler from Europe.

Compare and contrast indentured servants with enslaved persons.

Differentiation:

Write an advertisement telling people why they should move to Penn's colony.

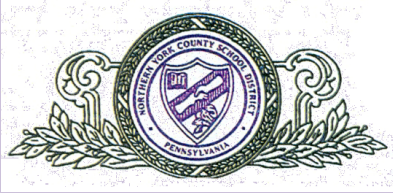
Interdisciplinary Connections:

Standard- Research- E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Standard - CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

Additional Resources:

Created By: Social Studies Curriculum Team



Social Studies / Grade 4

Unit 3: Forming a New Country

Subject
Social Studies

Grade
4

Unit
Forming a New Country

Suggested Timeline
February/March/
April

Grade Level Summary

The fourth grade Pennsylvania History Curriculum focuses on students achieving a better understanding of the geography, history, farming and industries, and government of Pennsylvania. An additional area of study will include knowledge of names and locations of the 50 United States and their capital cities. The curriculum is aligned with the Pennsylvania Standards for Geography, History, Civics, Government, and Economics.

Grade Level Units

Unit 1- Geography of Pennsylvania

Review of Geography Skills

Chapter 1- A Place Called Pennsylvania

Chapter 2- The Regions of the United States and Pennsylvania

Unit 2- Early Pennsylvania

Chapter 3- The First Pennsylvanians

Chapter 4- Colonial Pennsylvania

Unit 3- Forming a New Country

Chapter 5- Birthplace of Independence

Chapter 6- Pennsylvania and the New Country

Unit 4- Challenge and Growth

Chapter 7- The Civil War Era

Chapter 8- A New Century

Unit 5- Pennsylvania Today

Chapter 9- Economic Growth

Chapter 10- Pennsylvania Government and You

Unit Title

Forming a New Country

Unit Summary

As more and more Europeans came to Pennsylvania, settlers pushed even further west into the colony. Conflict then arose between the British settlers and the Native Americans and French who also claimed the western lands. When this conflict was finally settled, American colonists began to argue with Great Britain about their rights and freedoms. The American Revolution ends and the 13 states had to create a plan for their new government which would run the country. Pennsylvania plays an important role in forming our country's government. The early growth of our state's industry, farming, and transportation occur.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How did the French and Indian War affect Pennsylvania? 2. What led the colonies to separate from Great Britain? 3. What role did Pennsylvania play in the American Revolution? 4. How was Pennsylvania important in the creation of the Constitution of the United States? 5. How did new forms of transportation change life in Pennsylvania? 6. What industries grew in Pennsylvania after the American Revolution? 7. How did farming in Pennsylvania change after the American Revolution? 	<ol style="list-style-type: none"> 1. The French and Indian War ended French claims to lands in western Pennsylvania. 2. After the battles in Pennsylvania, much of the fighting of the American Revolution moved to the southern colonies. 3. Pennsylvania became part of the new country - the United States of America. 4. The Constitutional Convention was held in Philadelphia in 1787. The Constitution is still our plan of government for our country. 5. The invention of steamboats in the late 1700s aided water travel on some Pennsylvania rivers. 6. The Philadelphia and Lancaster Turnpike and the Pennsylvania Road improved travel by road. 7. The Pennsylvania Main Line Canal shipped goods cheaper and faster than overland. 8. During the early 1800s, coal helped industry in our state to grow rapidly. 9. By 1860, Pennsylvania led the nation in the production of textiles, iron, and leather. The oil industry in our state also boomed. 10. In the early 1800s, Pennsylvania changed from subsistence farming to growing cash crops. 11. New farming methods, such as crop rotation, and new machinery, such as the iron plow and McCormick reaper, helped farmers grow more crops.

Focus Standards Addressed in the Unit	
5.2.4.C:	Describe the roles of leadership and public service in school, community, state, and nation.
5.1.4.D:	Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Pennsylvania Constitution
5.3.4.F:	Explain how different perspectives can lead to conflict.

Important Standards Addressed in the Unit	
1.5.4.B:	Develop content: <ul style="list-style-type: none"> ● Gather, organize, and select the most effective information appropriate for the topic, task, and audience. ● Write one or more paragraphs that connect to one central idea.
1.5.4.D:	Write with an understanding of style, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.
1.4.4.B:	Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions) <ul style="list-style-type: none"> ● Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Confusing the Declaration of Independence and U.S. Constitution • French and Indian War - Students assume it's the French fighting the Native Americans 	<ul style="list-style-type: none"> • The Declaration of Independence was written as a statement declaring independence from Britain whereas the Constitution is our country's plan of government. • The French and Indians fought the British.

Concepts French and Indian War Declaration of Independence American Revolution U.S. Constitution Structure of Government	Competencies Students will be able to: -understand how the French and Indian War affected PA. -understand what led the colonies to separate from Great Britain. -understand the role PA played in the American Revolution. -understand the basic purpose and principles of PA government. -understand the key ideas about government found in significant documents. -understand the importance of law for the protection of individual rights and the common good in the community, state, nation and the world.	Vocabulary French and Indian War, ally, Treaty of Paris, tax, Stamp Act, boycott, First Continental Congress, minuteman, American Revolution, Second Continental Congress, Continental Army, Declaration of Independence, Battle of Trenton, Battle of Brandywine, Battle of Germantown, Great Runaway, delegate, Constitution, Constitutional Convention, transportation, steamboat, canal, turnpike, Stourbridge Lion, industry, bituminous coal, coke, anthracite coal, boom town, textile, population, cash crop, crop rotation, reaper
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Assessments:

Tests, teacher-made worksheets, textbook resources, student generated maps, study guides, internet resources

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Compare and contrast the Declaration of Independence and the Constitution.

Lesson outlines - graphic organizers

Locate forts for French & Indian War on a map of PA with a template.

Create a timeline of events leading to the American Revolution.

Differentiation:

Enriching with Multimedia- <http://www.mmhschool.com>

Interdisciplinary Connections:

Writing - Students will rewrite the Declaration of Independence following a checklist.

Writing Activity: Suppose you are on the British ship Polly. Write about what happened when you tried to deliver tea to Philadelphia.

Persuasive Writing - Design a poster to get people to join the Continental Army.

Unit Project - Write a historical newspaper with three news items from the following choices: the French and Indian War, Revolutionary War, winter at Valley Forge, or Philadelphia landmarks

Conduct research and write a report on a Pennsylvania Patriot.

Additional Resources:

Teacher made worksheets & graphic organizers, historical maps, internet resources, videos/BrainPops, Field Trip to Historic Philadelphia, expert guest speakers, PA Studies Weekly newspaper

Created By:

Social Studies Curriculum Team



Social Studies / Grade 4

Unit 4: Challenge & Growth

Subject Social Studies	Grade 4	Unit Challenge & Growth	Suggested Timeline April/May
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Grade Level Summary

The fourth grade Pennsylvania History Curriculum focuses on students achieving a better understanding of the geography, history, farming and industries, and government of Pennsylvania. An additional area of study will include knowledge of names and locations of the 50 United States and their capital cities. The curriculum is aligned with the Pennsylvania Standards for Geography, History, Civics, Government, and Economics.

Grade Level Units

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Chapter 5- Birthplace of Independence

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Unit 4- Challenge and Growth

Chapter 7- The Civil War Era

Chapter 8- A New Century

Unit 5- Pennsylvania Today

Chapter 9- Economic Growth

Chapter 10- Pennsylvania Government and You

Unit Title

Challenge and Growth

Unit Summary

In the 1840s, many Pennsylvanians sought equal rights for all Americans. Twenty years later the Civil War would split the United States apart. Women and African Americans struggled to gain their rights as Americans. Pennsylvania's industry and economy grew greatly. The steel industry brought new wealth and new jobs. New inventions such as the radio and automobile made staying in touch and transportation easier. As proud citizens of the United States, Pennsylvanians fought alongside other Americans in two world wars.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. What led the struggle for the rights of women and abolition in Pennsylvania? 2. What role did Pennsylvania play in the Civil War? 3. What changes took place in Pennsylvania after the Civil War? 4. How did Pennsylvania change in the early 1900's? 5. How did the Great Depression and World War II affect Pennsylvanians? 6. What changes took place in Pennsylvania after World War II? 	<ol style="list-style-type: none"> 1. Understand the struggle for the rights of women and abolition in Pennsylvania. 2. Understand PA's role in the Civil War. 3. Understand the changes took place in PA after the Civil War. 4. Understand how Pennsylvania changed in the early 1900's. 5. Understand the role of PA in World War I and World War II.

Focus Standards Addressed in the Unit	
5.2.4.B:	Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.A:	Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.3.4.F:	Explain how different perspectives can lead to conflict.
S4.B.3.3.1:	Identify everyday human activities (e.g., driving, washing, eating, manufacturing, farming) within a community that depend on the natural environment.

Important Standards Addressed in the Unit	
1.5.4.D:	Write with an understanding of style, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.
1.5.4.B:	Develop content: <ul style="list-style-type: none"> ● Gather, organize, and select the most effective information appropriate for the topic, task, and audience. ● Write one or more paragraphs that connect to one central idea.
1.4.4.B:	Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions) <ul style="list-style-type: none"> ● Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Underground Railroad is an actual railroad. 	<ul style="list-style-type: none"> The Underground Railroad was a system of secret routes that those escaping slavery followed to freedom.

Concepts Civil War Battle of Gettysburg Underground Railroad World War I World War II Economic Growth	Competencies Students will be able to: -identify & discuss the meaning of abolition, abolition movement, and the Underground Railroad in PA. -compare and contrast the Northern and Southern viewpoints on slavery. -read and discuss about Harriet Tubman and her role in the Underground Railroad. -describe the life of a slave. -evaluate the significance of the Battle of Gettysburg. -read and discuss Abraham Lincoln's Gettysburg Address. -discuss the meaning of the Emancipation Proclamation and its effect on post Civil War life. -understand how Pennsylvania changed in the early 1900's. -understand how new forms of transportation change life in Pennsylvania. -understand how industries grew in PA after the American Revolution. -understand how farming in Pennsylvania changed after the American Revolution.	Vocabulary abolition, Underground Railroad, states' rights, secede, Union, Confederacy, Civil War, regiment, Battle of Gettysburg, Gettysburg Address, Emancipation Proclamation, food processing, technology, invention, union, strike, Johnstown Flood, dam, World War I, Allied Powers, Central Powers, Great Migration, war bond, Roaring Twenties, suffrage, amendment, stock, Great Depression, New Deal, Little New Deal, World War II, Axis Powers, Allies, suburb, metropolitan area, commute, highway, discrimination, segregation, and civil rights.
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Assessments:

Tests, teacher-made worksheets, textbook resources, student generated maps, study guides, internet resources

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Write about the pros and cons of slavery.

List cause and effect for Civil War.

Describe the life of a slave.

Compare and contrast the Northern and Southern viewpoints on slavery.

Read and discuss Abraham Lincoln's Gettysburg Address.

Discuss the meaning of Emancipation Proclamation and its effect on post Civil War life.

Create a timeline based on important dates highlighting the development of PA's early transportation.

Use computer software to create a web showing early transportation.

Differentiation: Enriching with Multimedia- <http://www.mmhschool.com>, related trade books

Interdisciplinary Connections:

Writing a Speech - Suppose you are an abolitionist in Pennsylvania in the early 1800s. Write a speech saying why you think slavery should be abolished.

Write a Poem - Write a poem describing the events and importance of the Battle of Gettysburg.

Write a Letter - Suppose you are a conductor on the Underground Railroad. Write a letter to William Still telling him how you helped a family of runaways escape to Canada.

Make a Pennsylvania History Mural. Students will pick an event or time period in Pennsylvania history between the Civil War and the present to illustrate.

Additional Resources:

Teacher made worksheets & graphic organizers, historical maps, internet resources, videos/BrainPops, expert guest speakers, PA Studies Weekly newspaper

Created By:

Social Studies Curriculum Team



Social Studies / Grade 4

Unit 5: Pennsylvania Today

Subject
Social Studies

Grade
4

Unit
Pennsylvania Today

Suggested Timeline
May and June

Grade Level Summary

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Unit 4- Challenge and Growth

Chapter 7- The Civil War Era

Chapter 8- A New Century

Unit 5- Pennsylvania Today

Chapter 9- Economic Growth

Chapter 10- Pennsylvania Government and You

Unit Title

Pennsylvania Today

Unit Summary

Pennsylvania's economy, based on free enterprise, is strong because of its many manufacturing, service, and farming industries. Pennsylvanians have individual rights and responsibilities. Our local, state, and national governments also have responsibilities.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How does the free-enterprise economy work in Pennsylvania? 2. How have manufacturing and services changed in Pennsylvania? 3. How has modern technology changed farming in Pennsylvania? 4. What role do citizens play in our local governments? 5. What are the jobs of the three branches of state government? 6. What are the rights and responsibilities we have as Americans? 	<ol style="list-style-type: none"> 1. In a free enterprise system, people can start their own businesses. 2. Whenever you spend or earn money, you are taking part in the economy. 3. Services, such as selling things to people, are an important part of our economy. 4. Major industries in our state include service, tourist, food processing, and high-tech. 5. Major Pennsylvania farm products include mushrooms, apples, grapes, peaches, and milk. 6. By using new technology, farmers are finding better ways of raising crops and dairy cows. 7. Every community has some kind of local government. 8. Government leaders make decisions that affect our health, safety, and education. 9. Our state government provides services to Pennsylvanians. 10. The state government is made up of the executive, legislative, and judicial branches. 11. The checks and balances system makes sure that no one branch of government has too much power. 12. The United States is a democratic republic. 13. The three branches of our national government are headed by Congress, the President, and the Supreme Court. 14. The US government uses taxes to pay for services such as defense and disaster relief.

Focus Standards Addressed in the Unit	
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.D:	Identify the services performed by local and state governments.
5.3.4.C:	Identify positions of authority at the local and state, and national level
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

Important Standards Addressed in the Unit	
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.
5.3.4.D	Identify the services performed by local and state governments.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Agriculture and manufacturing are small, insignificant businesses that support Pennsylvania's economy. Voting and participation in local communities is not important. 	<ul style="list-style-type: none"> People in Pennsylvania have jobs in many fields-from high-tech industries to service industries. Pennsylvania is among the leading states in the agriculture and manufacturing industries. A government works well when its citizens take an interest in what is happening. Elected officials need to hear from citizens in order to represent their view.

Concepts -free-enterprise system -economy and services -major industries -factories -assembly lines -farm products -technology -government -checks and balances -branches of government	Competencies In a free enterprise system, people can start their own businesses. Whenever you spend or earn money, you are taking part in the economy. Services, such as selling things to people, are an important part of our economy. Major industries in our state include service, tourist, food processing, and high-tech. In many PA factories, people work along an assembly line. Pennsylvania cities have grown because of new businesses and industries. Major PA farm products include mushrooms, apples, grapes, peaches and milk. By using new technology, farmers are finding better ways of raising crops and dairy cows. Every community has some kind of local government. The checks and balances system makes sure that no one branch of government has too much power. Our state government provides services to Pennsylvanians. The state government is made up of the executive, legislative, and judicial branches. The United States is a democratic republic. The three branches of our national government are headed by Congress, the President, and the Supreme Court.	Vocabulary free-enterprise economy, entrepreneur, profit, investor, consumer, high-tech industry, assembly line, service industry, tourist, agribusiness, agriculture, organic farming, citizen, elect, borough, township, municipal, commission, council, mayor, manager, home rule, county, county commissioner, checks and balances, executive branch, governor, budget, legislative branch, General Assembly, bill, veto, judicial branch, democratic republic, candidate, political party, United States Congress, United States Supreme Court, and jury
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Tests, teacher-made worksheets, textbook resources, student generated maps, study guides, internet resources

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Compare and contrast a modern Pennsylvania farmer with one from the 1800's.

Make a poster - Write a poster showing the three branches of our state government. Label the responsibilities of each branch.

Writing a Bill - Suppose you are a senator from PA. Write a bill proposing something that would make our state a better place to live.

Differentiation:

Reteaching-

(Chapter 9)- Discuss a typical lunch menu with students. Identify ingredients that might have been produced on PA farms.

(Chapter 10)-Make a booklet titled We Can Make a Difference. Have students draw pictures and create paragraphs describing something they could do or something they have done to make a difference in their communities.

Enrichment-

(Chapter 9)- Have students research one or more of Pennsylvania's industries. For example in agriculture, a student could report to the class information about crop value, growing methods and uses, and locate growing areas on a PA map.

(Chapter 10)- Have students work in groups to draft bills they would like to put before the state legislature. Have each group present its bill to the class.

Interdisciplinary Connections:

Language Development- Prefixes and Suffixes- Tell students that the word agriculture comes from the Latin *agri* meaning "field," and *cultra* meaning "cultivation."

Words with Multiple Meanings- Define the words *heavy* and *light*. Discuss with the students which Pennsylvania industries would be considered heavy and light.

Links to Mathematics- (Describing how a free-enterprise system works) Have students design and create a muffin business. Have the students define their food costs, advertising costs, and profits. Have the students determine if the business made a profit or a loss.

Links to Science- Ask the students to research some official symbols of Pennsylvania. (State animal, flower, tree, dog, bird, etc.)

Additional Resources:

Department of Agriculture- General Information- 717-787-4737

Junior Achievement Program

Internet- www.pacapitol.com

www.rightsofthepeople.com

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