

**4th Grade Social Studies Scope and Sequence  
Palisades School District**

**Unit Title: Pennsylvania Then**

**Length of Unit: 9 weeks**

<b>PA Academic Standards</b> <a href="#">See full description below</a>	<b>Essential Understandings</b>	<b>Guiding Questions</b>	<b>Critical Content</b>  Students will know...	<b>Key Skills</b>  Students will be able to...
5.1   5.1   5.3   5.3	<u>Civics and Government</u> Chapter 5 - Pennsylvania Text Book	<ul style="list-style-type: none"> <li>● What was the leadership of Pennsylvania Colony when founded by William Penn?</li>   <li>● How did Pennsylvania's government change when it became a state?</li>   <li>● What are the basic purposes of government?</li>   <li>● What are the 3 branches of government? (p 286)</li> </ul>	<ul style="list-style-type: none"> <li>● William Penn's Quaker influence with colonists and Native Americans</li>   <li>● Declaration of Independence, Constitution, Bill of Rights</li>   <li>● Basic purpose of government</li>   <li>● Judicial, Legislative and Executive Branches</li> </ul>	<ul style="list-style-type: none"> <li>● Identify William Penn's ideals and principles (His constitution p105)</li>   <li>● Identify patterns of continuity and change in Declaration, Constitution, and Bill of Rights</li>   <li>● Identify importance of government</li> </ul>

6.3	<u>Economics</u>	<ul style="list-style-type: none"> <li>• How did people adapt and modify the physical environment to suit their needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Life of a settler (Chapter 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how city and frontier life were different</li> </ul>
7.2  7.2  7.3	<u>Geography</u>	<ul style="list-style-type: none"> <li>• Where did people first settle and how did they adapt?</li> <li>• What are the physical characteristics of places and regions?</li> <li>• What are the human characteristics of places and regions based upon: Population, Culture, Settlement, and Economic activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Walking Purchase (p 118)</li> <li>• Regions of PA (chapter 2)</li> <li>• How a location affects economic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Pennsylvanian boundaries (p 118)</li> <li>• Identify the PA regions, waterways, cities, natural resources, ecosystems</li> <li>• Identify economic patterns within PA</li> </ul>
8.2  8.2  8.2  8.2	<u>History</u>	<ul style="list-style-type: none"> <li>• Who founded PA?</li> <li>• How did PA become a state?</li> <li>• What are characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA?</li> </ul>	<ul style="list-style-type: none"> <li>• William Penn</li> <li>• Declaration of Independence, Revolutionary War</li> <li>• Historical figures/groups who had impact on PA</li> <li>• Historical documents,</li> </ul>	<ul style="list-style-type: none"> <li>• William Penn</li> <li>• Identify how PA became a state</li> <li>• Identify certain historical figures/groups and their impact on PA</li> <li>• Identify historical documents, artifacts</li> </ul>

		<ul style="list-style-type: none"> <li>• Locate historical documents, artifacts and places critical to PA history.</li> </ul>	artifacts, and places	and places
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<b>Culminating Performance Task</b>	
<p><b>Purpose/Description: What will we assess? Why?</b></p> <ul style="list-style-type: none"> <li>• William Penn’s acquisition of PA colony.</li> <li>• Colonial Life in PA and how colonists adapted to their environment</li> <li>• PA becoming a state</li> <li>• Declaration of Independence and Revolutionary War</li> <li>• Constitution and Bill of Rights</li> <li>• Contributions of individual/groups</li> </ul> <p style="text-align: center;">Students will understand the birth of PA from the Walking Purchase to becoming a state.</p>	
<p><b>Engaging Scenario:</b></p> <p>You are William Penn in the year 1682 . Your father sent you to the Americas to claim land in his name. You need to claim as much land as you can and be respectful of the Native Americans. He expects you to establish a Quaker Community. As time moves on, you witness the colonization of PA which eventually becomes a state.</p>	
<p><b>Procedures:</b></p> <p>Students may choose to create a Google Slideshow or a History book with a timeline citing important events in the development of PA including the bullets of what we assess.</p> <p>Students may work individually or with a partner.</p> <p><b>Optional:</b>  <b>Cross Curricular Activity: Write an informational essay to practice for the 3rd quarter writing prompt.</b></p>	
<p><b>Materials Needed:</b>  Pennsylvania Our Home text  Library/Classroom Books</p>	

## Internet Resources

### Scoring Rubric

#### **Standards:**

- Differentiate common characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA, locate historical documents, artifacts and places critical to PA history. (8.2)
- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities. (7.3)
- Public goods and services, impact of government in state and national economics, how tax revenues are used in the local community. (6.3)
- Examine the rules/purposes of rules, laws, and consequences for the classroom, school, community, and state. basic purposes of government found in significant documents: Declaration of Independence, Constitution, Bill of Rights. Identify state symbols, national symbols, and national holidays. (5.1)
- Identify the roles of the three branches of government, how the elected representative bodies function in making local and state laws, identify services performed by local governments and positions of authority at the local, state, and national level. Explain the voting process, how different perspectives can lead to conflict, and, identify individual interests and explain ways to influence others. (5.3)

**Unit Title: Pennsylvania Now**

**Length of Unit: 9 weeks**

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Guiding Questions</b>	<b>Critical Content</b> Students will know...	<b>Key Skills</b> Students will be able to...
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5.1	<u>Civics and Government</u>	<ul style="list-style-type: none"> <li>• What are the basic purposes of government?</li> </ul>	<ul style="list-style-type: none"> <li>• Basic purpose of government</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key members of current government, including President, Governor, Rep/Senate</li> </ul>
5.3		<ul style="list-style-type: none"> <li>• What are the 3 branches of government?</li> </ul>	<ul style="list-style-type: none"> <li>• Judicial, Legislative and Executive Branches</li> </ul>	
5.1		<ul style="list-style-type: none"> <li>• Identify state symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Keystone State Symbols: Flag, State Flower, Bird, Animal, Fish, Tree, Dollar Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key state symbols</li> </ul>
5.3		<ul style="list-style-type: none"> <li>• What services are performed by local governments and positions of authority at the local, state, and national level?</li> </ul>	<ul style="list-style-type: none"> <li>• What services are provided by the government</li> </ul>	<ul style="list-style-type: none"> <li>• Identify services provided by the government</li> </ul>
5.3		<ul style="list-style-type: none"> <li>• What is our voting process, and how do different perspectives lead to conflict, and how do individual interests influence others?</li> </ul>		

<p>6.3</p>	<p><u>Economics</u></p>	<ul style="list-style-type: none"> <li>• What are some public goods and services, how do they impact the government in state and national economics, how tax revenues are used in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• (p282) How are taxes used?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify necessary services paid for with tax dollars</li> </ul>
<p>6.4</p>		<ul style="list-style-type: none"> <li>• How has Pennsylvanian agriculture and industry changed?</li> </ul>	<ul style="list-style-type: none"> <li>• How Pennsylvanians make a living</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common trades in PA</li> </ul>
<p>7.2</p>	<p><u>Geography</u></p>	<ul style="list-style-type: none"> <li>• What are the physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place?</li> </ul>	<ul style="list-style-type: none"> <li>• Regions of Pennsylvania that have been industrialized (Chapter 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key features of modern PA industries</li> </ul>
<p>7.3</p>		<ul style="list-style-type: none"> <li>• Identify human characteristics of places and regions based upon: Population, Culture, Settlement, and Economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• How a location affects economic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify economic patterns within PA</li> </ul>
<p>8.2</p>	<p><u>History</u></p>	<ul style="list-style-type: none"> <li>• What are characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know recent characteristics of social, political, cultural, and economic contributions of individuals/groups from PA</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know recent characteristics of social, political, cultural, and economic contributions of individuals/groups from PA</li> </ul>

## Culminating Performance Task

**Purpose/Description: What will we assess? Why?**

- Modern Day PA
- Purpose of government: President, Governor, Representatives/Senators, local government
- 3 Branches of Government
- State Symbols
- Voting Process
- Public Good and Services
- Agriculture and Industry
- Regions of PA
- Contributions of individual/groups

**Engaging Scenario:**

You are William Penn in the year 2021 . Your father sent you back to the Americas to revisit PA to see how your land is faring almost 340 years later. He wants an update on modern day PA specifically explaining the government now, the state symbols, voting process, public goods and services and agriculture and industry in 2021.

**Procedures:**

Students may choose to create a Google Slideshow or a History book with a timeline citing important events in the development of PA including the bullets of what we assess.

Students may work individually or with a partner.

**Materials Needed:**

Pennsylvania Our Home text  
Library/Classroom Books  
Internet Resources

## [Scoring Rubric](#)

**Standards:**

- Differentiate common characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA, locate



historical documents, artifacts and places critical to PA history. (8.2)

- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities. (7.3)
- Public goods and services, impact of government in state and national economics, how tax revenues are used in the local community. (6.3)
- Factors that promote specialization and division of labor, explain why nations trade. (6.4)
- Examine the rules/purposes of rules, laws, and consequences for the classroom, school, community, and state. basic purposes of government found in significant documents: Declaration of Independence, Constitution, Bill of Rights. Identify state symbols, national symbols, and national holidays. (5.1)
- Identify the roles of the three branches of government, how the elected representative bodies function in making local and state laws, identify services performed by local governments and positions of authority at the local, state, and national level. Explain the voting process, how different perspectives can lead to conflict, and, identify individual interests and explain ways to influence others. (5.3)

## Theme 1: Pennsylvania Then Guide

<b>Week 1</b>	<p><b>2-3 Days:</b> Build background of what PA looked like before William Penn purchased the land. (p. 62 PA Our Home text) Eastern Woodland Indians/Tribes - Way of life</p> <p>Resources: <a href="#">PA before William Penn</a></p> <p><b>2- 3 Days:</b> William Penn’s Dream (p 100) Quaker Community and Walking Purchase Resources: <a href="#">William Penn</a> : <a href="#">Quaker Life Web Quest</a></p> <p>Suggested: Read Who Was books - earlier time period</p>
<b>Week 2</b>	<p>PA Colonial Life: (P 123 - Chapter 6) Making a Living: Farms, Manufacturing, Craftspeople - crafts and services Moving Goods: Conestoga Wagon, Waterways, Mountains, Trade</p> <p>Resource: <a href="#">The Middle Colonies</a> (Khan Academy) Resource: <a href="#">Colonial Times</a> Activity: <a href="#">Colonial Help Wanted Ad</a></p>

<b>Week 3</b>	Continued PA Colonial Life: Life on a Farm: Everyone has a job Colonial Children: Education, Games
<b>Week 4</b>	Continued PA Life in Philadelphia Resource: <a href="#">Colonial Philadelphia</a> Activity: <a href="#">Colony Advertisement</a>
<b>Week 5</b>	Birthplace of a Nation: (p148) Chapter 7 Resource: <a href="#">Timeline of Pre-Revolutionary War and Revolutionary War</a> Resource: <a href="#">Liberty Kids</a> (Youtube Videos) Activity: <a href="#">Causes of the American Revolution Flipbook</a>
<b>Week 6</b>	Continue Birthplace of a Nation: End with the Declaration of Independence, Constitution, Bill of Rights  Activity: <a href="#">Declaration of Independence Activity</a> Activity: <a href="#">Bill of Rights Ducksters Webquest</a>
<b>Week 7</b>	Important People: Ben Franklin, Betsy Ross, Daniel Boone, Alexander Hamilton, George Washington, John Adams
<b>Week 8</b>	Important People continued and begin culminating activity.
<b>Week 9</b>	Culminating activity: Google Slides or Books of the Pennsylvania Then

## Theme 2: Pennsylvania Now Guide

<b>Week 1</b>	Governing Pennsylvania: Chapter 13 Review our government: Rights, Services (Taxes pay for Services - Sales, Income, Property tax) Review Declaration of Independence and Constitution  Resources: <a href="#">What Are Taxes? Google Slides</a> : <a href="#">The Constitution - SchoolHouse Rock</a> : <a href="#">The Constitution - Ducksters</a> : <a href="#">The Declaration of Independence - HomeSchool Pop</a> : <a href="#">Declaration of Independence Slide Show</a> : <a href="#">Declaration of Independence - Ducksters</a>
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	<p>: <a href="#">Liberty Kids - YouTube</a></p> <p>Suggested: Read Who Was books. - later time period</p>
<b>Week 2</b>	<p>How the Government works:  Government by the people: elections, republic, direct democracy  Branches of Government: Executive Branch, Judicial Branch, Legislative Branch  Voting</p> <p>Resources: <a href="#">Three Branches of Government Video</a></p>
<b>Week 3</b>	<p>Levels of Government:  Local Government: cities and counties - Lookup Bucks County local government  State Government: Pennsylvania - Governor  National: United States -President, U.S. Senate, U.S. House of Representatives.</p> <p>Bill of Rights - citizen rights and responsibilities  <a href="#">Bill of Rights for Kids</a>, <a href="#">Bill of Rights Ducksters</a></p> <p>Resource: <a href="#">Virtual Tour of PA State Capitol</a>  Youtubes: <a href="#">Brain Pop Local and State Government</a>  <a href="#">Levels of Government</a></p>
<b>Week 4</b>	<p>Pennsylvania Symbols: Flag, State Flower, Bird, Animal, Fish, Tree</p> <p>Resource: <a href="#">Games with PA facts</a>  Resource: <a href="#">Facts about PA</a>  Resource: <a href="#">PA State Symbols</a>  Resource: <a href="#">PA Symbols Online Quiz</a>  Resource: <a href="#">How to Draw the Liberty Bell</a></p>
<b>Week 5</b>	<p>Regions</p> <p>Resource: <a href="#">Regions of PA</a>, Visit PA Regions: <a href="https://www.visitpa.com/regions">https://www.visitpa.com/regions</a>  <a href="#">SlideShow Regions of PA</a></p>
<b>Week 6</b>	<p>Making a Living in Pennsylvania (p300 - Chapter 14) How has PA been industrialized?  Manufacturing, Agriculture, Forestry, Mining, Travel and Tourism, Transportation and trade</p> <p>Resources: <a href="#">Pittsburgh Steel</a> - late 1800's</p>

<b>Week 7</b>	<p>Important People: Milton Hershey, Henry Heinz, Andrew Carnegie, Rachel Carson, Marian Anderson (Benchmark Unit readers Unit 1), Joe Biden</p> <p>Research different people from Pennsylvania and make a slideshow by yourself or with 1 partner. Be sure to include - Birth, personal life, career, What they did that impacted Pa, legacy, quote.</p> <p>Resource: WorldBookOnline Resources: Who Is and Who Was books</p>
<b>Week 8</b>	Important People continued and begin culminating activity.
<b>Week 9</b>	Culminating activity: Google Slides or Books of the Pennsylvania Then Presentations

#### Social Studies PA State Standards:

##### *4th Grade*

- Examine the rules/purposes of rules, laws, and consequences for the classroom, school, community, and state. basic purposes of government found in significant documents: Declaration of Independence, Constitution, Bill of Rights. Identify state symbols, national symbols, and national holidays. (5.1)
- Rights and needs of all in classroom, school, and community. Identify sources of conflict and conflict resolution. Describe the roles of leadership and how citizens participate in school and community activities. (5.2)
- Identify the roles of the three branches of government, how the elected representative bodies function in making local and state laws, identify services performed by local governments and positions of authority at the local, state, and national level. Explain the voting process, how different perspectives can lead to conflict, and, identify individual interests and explain ways to influence others. (5.3)
- \*Blank\* (5.4)
- Identify scarcity of resources in the local community. Recognize the difference between basic needs and wants and explain the role of producers in making goods and providing services. Explain what influences the choices people make and what individuals or organizations give up when making a choice. (6.1)
- How products move from production to consumption, how sellers compete, monetary and nonmonetary incentives in advertising. Explain the role of buyers and sellers in determining prices of products, why local businesses open and close,, role of private economic institutions in the local community. Explain three basic questions all economic systems must answer: What to produce? How? For whom? (6.2)
- Public goods and services, impact of government in state and national economics, how tax revenues are used in the local community. (6.3)
- Factors that promote specialization and division of labor, explain why nations trade. (6.4)

- Identify the requirements for different careers/occupations. Compare different ways people save, explain basic operation of the banking system. (6.5)
- Describe how geographic tools are used, describe and locate places and regions (physical and human features). (7.1)
- Physical characteristics of places and regions, basic physical processes that affect the physical characteristics of a place (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities. (7.3)
- Identify the impact of physical systems on people within a community, and the impact of people on the physical systems within a community. (7.4)
- Identify and describe how geography and climate have influenced change and continuity over time. Distinguish between fact and opinion, multiple points of view, and primary resources, identify a specific research topic and develop questions relating to the research topic.. (8.1)
- Differentiate common characteristics of the social, political, cultural, and economic contributions of individuals/groups from PA, locate historical documents, artifacts and places critical to PA history. Explain how continuity and change have impacted belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations. Distinguish between conflict and cooperation among groups organizations that have impacted the history and development of PA (ethnicity and race, working conditions, immigration, military conflict, economic stability. (8.2)