

<b>Planned Course: Social Studies</b>	<b>Course Number:</b>	<b>Department: Social Studies</b>	
<b>Unit: PA Colonial Life</b>	<b>Grade Level: 4</b>		
<b>Estimated Time: 3 weeks</b>	<b>Level/Track:</b>	<b>Date Approved: 8/6/07</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>8.1.6 - Historical Analysis and Skills Development</b></p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <p>B. Explain and analyze historical sources.</p> <p><b>8.2.6 - Pennsylvania History</b></p> <p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p>	<p>▶ How did the colonists support themselves in colonial Pennsylvania?</p> <p>▶ How did the colonists live in colonial Pennsylvania?</p> <ul style="list-style-type: none"> <li>• Students will be able to list ways of making a living in colonial times (ex: farming, manufacturing, craftspeople).</li> <li>• Students will be able to explain how colonists transported their goods for trade (ex: merchants, Conestoga Wagon, pack train, etc.).</li> <li>• Students will be able to describe the work of men, women, and children in colonial times.</li> <li>• Students will be able to compare and contrast colonial life with modern day life.</li> </ul>	<ul style="list-style-type: none"> <li>– Apply Reading Apprenticeship Strategies</li> <li>– Use a variety of study skill techniques (ex: webbing, outlining, graphic organizers, etc.)</li> <li>– Large and small group discussions</li> <li>– Educational games relating to content</li> <li>– View video clips relating to unit content (ex: United Streaming)</li> <li>– Supplemental Reading</li> <li>– Student Worksheets</li> <li>– Internet Scavenger Hunt</li> <li>– Vocabulary activities (e.g. definitions, crosswords, concentration/matching, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Test and quizzes on core concepts, objectives, and vocabulary (publisher &amp; teacher-made)</li> <li>• Teacher observations</li> <li>• Class discussions &amp; student participation on unit materials</li> <li>• Graded writing activities, projects, homework assignments, journal entries on daily activities, colonial work, goods, and life-style</li> <li>• Outlines, study guides, graphic organizers, etc.</li> <li>• Presentations on Benjamin Franklin’s contributions to Pennsylvania, colonial life, activities, work</li> </ul>
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<p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <p><b>6.2.6 - Markets and the Functions of Governments</b></p> <p>C. Explain the function of money and its use in society.</p> <p><b>6.3.6 - Scarcity and Choice</b></p> <p>C. Describe the natural, human and capital resources used to produce a specific good or service.</p> <p><b>6.5.6. - Work and Earnings</b></p> <p>F. Identify entrepreneurs in Pennsylvania.</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify Benjamin Franklin’s major contributions to Pennsylvania during colonial times.</li> </ul>	<ul style="list-style-type: none"> <li>– Field Trips (ex: Burnside Plantation, Jacobsburg State Park, etc.)</li> <li>– Make a model of a colonial town or farm</li> <li>– Write a daily journal entry from the perspective of a colonial child</li> <li>– Research colonial trades and inventions specific to Pennsylvania</li> <li>– Discuss different economic classes in colonial times</li> </ul>	
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