



Cocalico School District
Course Curriculum Details
Course: Citizenship/Social Studies - 4

Area: Geography of PA

Big Idea: Pennsylvania has many different types of land, bodies of water, weather, and resources.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Identify the five physical regions of PA, 5 major cities in PA, and the 3 main river systems of PA					
<ul style="list-style-type: none"> 7.1.4.B Describe and locate places and regions as defined by physical and human features. 	<ul style="list-style-type: none"> border geography landform plain valley ridge plateau river system bay tributary 	<ul style="list-style-type: none"> PA textbook (pages R 20 -21) Salt dough maps of the regions of PA Label map of PA 	<ul style="list-style-type: none"> PA textbooks Salt dough map supplies Online Pennsylvania maps 	<ul style="list-style-type: none"> Salt Dough Map 	
Objective: 2: Determine why different parts of our state have different climates					
<ul style="list-style-type: none"> 7.2.4B Identify the basic physical processes that affect the physical characteristics of places and regions. 	<ul style="list-style-type: none"> weather climate temperature precipitation hurricane tornado weather 	<ul style="list-style-type: none"> PA Social Studies book pages 184-187. 	<ul style="list-style-type: none"> PA textbooks 	<ul style="list-style-type: none"> District Chapter 1 Social Studies Assessment 	
Objective: 3: Use latitude and longitude to locate places on earth					
<ul style="list-style-type: none"> 7.1.4 Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 	<ul style="list-style-type: none"> latitude parallel degree longitude prime meridian meridian global grid 	<ul style="list-style-type: none"> Superteacher worksheets http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php 	<ul style="list-style-type: none"> worksheets laptops 	<ul style="list-style-type: none"> Teacher quiz 	



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Area: People and Penn Arrive

Big Idea: According to many historians, the first people in North America may have walked over land from Asia 40,000 years ago. As people moved through North America they began to live in different ways.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Understand when and how people first came to PA					
<ul style="list-style-type: none"> 8.1.4A Identify and describe how geography and climate have influenced continuity and change over time. 	<ul style="list-style-type: none"> Ice Age glacier prehistory archaeology artifact hunter-gatherer algonquian haudensaunee migrate adapt 	<ul style="list-style-type: none"> PA textbook pages 14-17. People of the Forest Discovery Ed video 	<ul style="list-style-type: none"> PA textbook projector computer 	<ul style="list-style-type: none"> District Chapter 1 Social Studies Test Native American Shadowboxes 	
Objective: 2: Learn what life was like for PA's Native Americans in the 1600's					
<ul style="list-style-type: none"> 8.2.4A To differentiate common characteristics of the social, political, cultural, and economic groups from PA. 	<ul style="list-style-type: none"> culture nation longhouse clan wigwam council descendant longhouses wampum 	<ul style="list-style-type: none"> PA textbook pages 14-17 	<ul style="list-style-type: none"> textbooks worksheets 	<ul style="list-style-type: none"> District Chapter 1 Assessment Native American Shadowboxes 	



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Area: People and Penn Arrive

Big Idea: People in Europe traveled to North America and present day Pennsylvania about 500 years ago.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Explain how William Penn set up the Pennsylvania colony					
<ul style="list-style-type: none"> • 8.4.4.A Differentiate common characteristics of the social, political, cultural and economic groups in world history. • 8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity. • 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania. • Ethnic & Race, Working Conditions, Immigration, Military Conflict, Economic Stability 	<ul style="list-style-type: none"> • debt • charter • tolerance • assembly • veto • treaty 	<ul style="list-style-type: none"> • PA textbooks 26-29 • Pennsylvania Colony Brochure • Conflict vs Cooperation Literacy Design Collaborative • Video 	<ul style="list-style-type: none"> • PA Textbook • Computer • Articles • Brain Pop 	<ul style="list-style-type: none"> • Chapter 2 District Assessment 	



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Objective: 2: Describe the colony's government and freedoms					
<ul style="list-style-type: none"> • 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania. • 8.4.4.C Explain how continuity and change in world history have influenced personal development of the history of the world. • 8.4.4.A Differentiate common characteristics of the social, political, cultural and economic groups in world history. 	<ul style="list-style-type: none"> • indentured servant • rural • urban 	<ul style="list-style-type: none"> • PA Textbook p. 36-39 • Videos • Conflict vs. Cooperation Literacy Design Collaborative • Colonial Brochure 	<ul style="list-style-type: none"> • textbook • Computers 	<ul style="list-style-type: none"> • Colonial Brochure • Chapter 2 District Assessment 	



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Area: Conflict in the Colony

Big Idea: As more Europeans came to PA they pushed further west into the colony. Conflict arose between the British Settlers and the Native Americans and French that also claimed the colony. When the conflict was settled, American Colonists began to argue with Great Britain about their rights and freedom.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Learn how the French and Indian War affected Pa?					
<ul style="list-style-type: none"> 8.2.4D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> PA Manual pgs. 48-51 Videos Brain Pop 	<ul style="list-style-type: none"> PA Manual Computers 	<ul style="list-style-type: none"> Tic tac toe Assessment 	

Objective: 2: Learn what led the colonists to separate from Great Britain



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<ul style="list-style-type: none"> • 8.2.4B Locate historical documents, artifacts, and places critical to PA history. • 8.3.4B Locate historical documents, artifacts, and places critical to US history. • 8.2.4D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA. • 5.1.4D Identify key ideas about government found in significant documents 		<ul style="list-style-type: none"> • See Objective 1 	<ul style="list-style-type: none"> • PA manual pgs 52-55 • School House Rock "Shot Heard 'Round the World" • School House Rock "No More Kings" • King George M&M activity • Brain pop Causes of the Revolution 	<ul style="list-style-type: none"> • School House Rock DVD • PA Manual • M&M's • computers 	<ul style="list-style-type: none"> • Tic Tac Toe Assessment

Objective: 3: Learn what role PA played in the American Revolution



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<ul style="list-style-type: none"> • 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. • 5.1.4D Identify key ideas about government found in significant documents • 8.3.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. 		<ul style="list-style-type: none"> • See Objective 1 	<ul style="list-style-type: none"> • PA manual pages 56-59 • Too Late to Apologize youtube clip • Winter of Red Snow Video • Make fire cake 	<ul style="list-style-type: none"> • flour • water • griddle • PA Manual • Video - "Winter of Red Snow" 	<ul style="list-style-type: none"> • Tic tac toe Assessments



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Area: Creating a New Nation

Big Idea: Pennsylvania's role in forming our country's government as well as the early growth of PA's industries and transportation

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Learn how PA was important in the creation of the Constitution of the U.S.					
<ul style="list-style-type: none"> 5.1.4D Identify key ideas about government found in significant documents 5.3.4F Explain how different perspectives can lead to conflict 	<ul style="list-style-type: none"> Constitution Constitutional Convention delegate population amendment ratify confederation 	<ul style="list-style-type: none"> PA manual pages 60-65 School House Rock "We the People" Books "Shhh We're Writing the Constitution" 	<ul style="list-style-type: none"> Copy of Constitution PA Manual School House Rock Video "Shh, We're Writing the Constitution" books 	<ul style="list-style-type: none"> Tic Tac Toe Assessment 	
Objective: 2: Describe the principles and ideals shaping the US government					
<ul style="list-style-type: none"> 5.3.4.E Explain the voting process 	<ul style="list-style-type: none"> election majority common good democracy candidate citizen 	<ul style="list-style-type: none"> PA Textbook p. 144-147, 154-157 How a Bill Becomes a Law Project School House Rock video "I'm Just a Bill" Local representative 	<ul style="list-style-type: none"> PA textbook computers green screen iPads 	<ul style="list-style-type: none"> Law Making Process Chapter 7 district assessment 	
Objective: 3: Describe the responsibilities and powers of the three branches of government					



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<ul style="list-style-type: none">• 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 serviced performed by local and state governments• 5.3.4.D Identify positions of authority at the local, state and national level		<ul style="list-style-type: none">• legislative• executive• judicial• checks and balances• preamble• governor• mayor• president• senate• house of representatives• congress• supreme court• justices• council• committee• general assembly	<ul style="list-style-type: none">• videos• text book pgs. 148-157• Trees with branches roles and responsibilities project• brain pop	<ul style="list-style-type: none">• textbooks• computers• scissors• glue• packets• construction paper	<ul style="list-style-type: none">• District assessment- chapter 7• Trees and branches



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Area: Growth and Expansion

Big Idea: Innovations in transportation and industry influenced Pennsylvania’s expansion into western Pennsylvania

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Explain how transportation influenced Pennsylvania					
<ul style="list-style-type: none"> 8.2.4C Explain how continuity and change in PA history have influenced personal development and identity. 	<ul style="list-style-type: none"> territory transportation canal toll commerce 	<ul style="list-style-type: none"> PA Textbook pages 78-81 worksheet 	<ul style="list-style-type: none"> Textbooks worksheet 	<ul style="list-style-type: none"> Chapter 4 District Assessment 	
Objective: 2: Discuss the Industrial Revolution in Pennsylvania					
<ul style="list-style-type: none"> 7.3.4.A Identify the human characteristics and places and regions using the following criteria: population, culture, settlement, economic activities, political activities 6.2.4.G Explain the three basic questions all economics systems must answer - What to produce? How? For whom? 	<ul style="list-style-type: none"> textile refine mass production strike women’s rights 	<ul style="list-style-type: none"> PA textbooks p. 82-85 Storyworks, Triangle Factory Fire 	<ul style="list-style-type: none"> Textbooks Storyworks articles 	<ul style="list-style-type: none"> Chapter 4 District Assessment 	



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Area: Civil War

Big Idea: Differences in ideals between states led to major conflict in the mid 1800's

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Discuss the differences that arose between the northern and southern states					
<ul style="list-style-type: none"> 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA 	<ul style="list-style-type: none"> abolitionist fugitive compromise secede slavery 	<ul style="list-style-type: none"> PA Textbook p.94-97 LDC-Underground Railroad unit plan 	<ul style="list-style-type: none"> Textbook LDC unit plan Computers 	<ul style="list-style-type: none"> LDC essay 	
Objective: 2: Relate important people and events in the abolitionist movement					
<ul style="list-style-type: none"> 8.2.4C Explain how continuity and change in PA history have influenced personal development and identity. 	<ul style="list-style-type: none"> See objective 1 Anti-Slavery Committee Underground Railroad Station Conductor Safe House North Star Quakers Station Master Mason Dixon Line 	<ul style="list-style-type: none"> PA textbook p.94-97 LDC-Underground Railroad 	<ul style="list-style-type: none"> textbook computers LDC Unit plan 	<ul style="list-style-type: none"> LDC Essay 	
Objective: 3: Discuss the Civil War and its effects on Pennsylvania					
<ul style="list-style-type: none"> 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA 	<ul style="list-style-type: none"> confederacy enlist emancipate proclamation 	<ul style="list-style-type: none"> Pa Textbook p.100-103 Computers Battlefield Google Slide Project 	<ul style="list-style-type: none"> Textbook computers rubric 	<ul style="list-style-type: none"> Battlefield Projects Chapter 5 District Test 	
Objective: 4: Describe the impact of the Civil War on life in Pennsylvania					



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<ul style="list-style-type: none">• 8.2.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA		<ul style="list-style-type: none">• foundry• reconstruction• veteran	<ul style="list-style-type: none">• PA textbook p. 106-109	<ul style="list-style-type: none">• Textbook	<ul style="list-style-type: none">• Chapter 5 District Test