

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Pennsylvania Cultures 7

Course Number: 00106

Course Prerequisites: _____

Course Description: (Include “no final exam” or “final exam required”)

Pennsylvania Cultures: This class is designed to introduce the seventh grade student to the physical, political and cultural geography of the state of Pennsylvania. The course will also provide each student with knowledge of the early inhabitants of the state. Also, students will understand the role of Pennsylvania in helping to develop and shape the United States in the colonial and post revolutionary time periods. The student will also develop a basic understanding of the how government in Pennsylvania works, while being able to relate this to the growth of industry and the expanded role of Pennsylvania in the Twentieth Century.

Suggested Grade Level: Grade 7

Length of Course: X One Semester Two Semesters Other

(Describe)

Units of Credit: NONE (Insert NONE if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)

Secondary Social Studies / 18 Credits Social Studies / Middle Level

Social Studies Praxis

Certification verified by WCSD Human Resources Department:

X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date: Date of WCSD Board Approval:

BOARD APPROVAL:**Date Written:** June 11, 2010**Date Approved:** _____**Implementation Year:** 2011-2012**Suggested Supplemental Materials:** (List or insert None)

SmartBoard

Course Standards**PA Academic Standards:** (List by Number and Description)

5.1.9 A,B,D,F,H / 5.2.9 A,B,C,F / 5.3.9 A,B,C,D,I

8.1.9 A,B,C,D / 8.2.9 A,B,C,D

6.1.9 B,C / 6.2.9 B,D,E,F,I / 6.4.9 A,D,E,G / 6.5.9 A,C,D,E,F / 6.3.12 A,B,C

7.3.9 A,C,D

WCSD Academic Standards: (List or None)

NONE

Industry or Other Standards: (List, Identify Source or None)

NONE

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND
ELIGIBLE CONTENT WHERE APPLICABLE**

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

PA Standard: 5.1.9 (Civics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Identify and explain the major arguments advanced for the necessity of government.		X	Quizzes Tests Projects Presentations Simulations Observation
B.	Describe historical examples of the importance of the rule of law. Sources, Purposes, Functions		X	
D.	Interpret significant changes in the basic documents shaping the government of Pennsylvania. The Great Law of 1682, Constitution of 1776, Constitution of 1790, Constitution of 1838, Constitution of 1874, Constitution of 1968		X	
F.	Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.		X	
H.	Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.		X	

PA Standard: 5.2.9 (Civics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Contrast the essential rights and responsibilities of citizens in systems of government. Autocracy, Democracy, Oligarchy, Republic		X	Quizzes Tests Projects Presentations Simulations Observation
B.	Analyze citizens' rights and responsibilities in local, state and national government.		X	
C.	Analyze skills used to resolve conflicts in society and government.		X	
F.	Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.		X	

PA Standard: 5.3.9 (Civics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.		X	Quizzes Tests Projects Presentations Simulations Observation
B.	Compare the responsibilities and powers of the three branches within the national government.		X	
C.	Explain how a bill becomes a law on a federal, state, and local level.		X	
D.	Explain how independent government agencies create, amend and enforce regulatory policies. Local (e.g., Zoning Board), State (e.g., Pennsylvania Public Utility Commission), National (e.g., Federal Communications Commission)		X	
I.	Analyze how and why government raises money to pay for its operation and services.		X	

PA Standard: 8.1.9 (Historical Analysis / Skills Development)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Analyze chronological thinking. Difference between past, present and future, Sequential order of historical narrative, Data presented in time lines, Continuity and change, Context for events		X	Quizzes Tests Projects Presentations Simulations Observation
B.	Analyze and interpret historical sources. Literal meaning of historical passages, Data in historical and contemporary maps, graphs, and tables, Different historical perspectives, Data from maps, graphs and tables, Visual data presented in historical evidence		X	
C.	Analyze the fundamentals of historical interpretation. Fact versus opinion, Reasons/causes for multiple points of view, Illustrations in historical documents and stories, Causes and results, Author or source used to develop historical narratives, Central issue		X	
D.	Analyze and interpret historical research. Historical event (time and place), Facts, folklore and fiction, Historical questions, Primary sources, Secondary sources, Conclusions (e.g., History Day projects, mock trials, speeches), Credibility of evidence		X	

PA Standard: 8.2.9 (PA History)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	<p>Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <p>Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) Military Leaders (e.g., George Meade, George McClellan, John Hartranft) Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)</p>		X	<p>Quizzes Tests Projects Presentations Simulations Observation</p>
B.	<p>Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <p>· Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address”, <i>The Pittsburgh Survey</i>) · Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)</p>		X	
C.	<p>Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.</p> <p>· Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences) · Commerce and Industry (e.g., mining coal, producing iron, harvesting timber) · Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass) · Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834) · Settlement Patterns (e.g., farms and growth of urban centers) · Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools) · Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve) · Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania)</p>		X	
D.	<p>Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <p>Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School) Labor Relations (e.g., National Trade Union, the “Molly Maguires,” Homestead steel strike) Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants) Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War)</p>		X	

PA Standard: 6.1.9 (Economics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
B.	Explain how traditional, command and market economies answer the basic economic questions.		X	Quizzes Tests Projects Presentations Simulations Observation
C.	Explain how economic indicators reflect changes in the economy (Consumer Price Index, Gross Domestic Product, Unemployment rate).		X	

PA Standard: 6.2.9 (Economics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
B.	Analyze how the number of consumers and producers affects the level of competition within a market.		X	Quizzes Tests Projects Presentations Simulations Observation
D.	Analyze the functions of economic institutions (e.g., corporations, not-for-profit institutions).		X	
E.	Explain the laws of supply and demand and how these affect the prices of goods and services.		X	
F.	Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.		X	
I.	Explain how government provides public goods.		X	

PA Standard: 6.4.9 (Economics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Explain why specialization may lead to increased production and consumption.		X	Quizzes Tests Projects Presentations Simulations Observation
D.	Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns. · Labor markets (e.g., migrant workers) · Interstate highway system and sea and inland ports (e.g., movement of goods) · Communication technologies (e.g., facsimile transmission, satellite-based communications)		X	
E.	Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.		X	
G.	Describe geographic patterns of economic activities in the United States. Primary – extractive industries (i.e., farming, fishing, forestry, mining) Secondary – materials processing industries (i.e., manufacturing) Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation)		X	

PA Standard: 6.5.9 (Economics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Define wages and explain how wages are determined by the supply of and demand for workers.		X	Quizzes Tests Projects Presentations Simulations Observation
C.	Identify and explain the characteristics of the three types of businesses. Sole proprietorship, Partnership, Corporation		X	

D.	Analyze how risks influence business decision-making.		X	
E.	Define wealth and describe its distribution within and among the political divisions of the United States.		X	
F.	Identify leading entrepreneurs in Pennsylvania and the United States and describe the risks they took and the rewards they received.		X	

PA Standard: 6.3.12 (Economics)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Analyze actions taken as a result of scarcity issues in the regional, national and international economies.		X	Quizzes Tests Projects Presentations Simulations Observation
B.	Evaluate the economic reasoning behind a choice.		X	
C.	Evaluate the allocation of resources used to produce goods and services.		X	

PA Standard: 7.3.9 (Geography)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	<p>Explain the human characteristics of places and regions by their population characteristics.</p> <p>Spatial distribution, size, density and demographic characteristics of population at the state and national level</p> <p>Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)</p> <p>Effects of different types and patterns of human movement</p> <p>--Mobility (e.g., travel for business)</p> <p>--Migration (e.g., rural to urban, short term vs. long term, critical distance)</p>		X	Quizzes Tests Projects Presentations Simulations Observation
C.	<p>Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>· Current and past settlement patterns in Pennsylvania and the United States</p> <p>· Forces that have re-shaped modern settlement patterns (e.g., central city decline, suburbanization, the development of transport systems)</p> <p>· Internal structure of cities (e.g., manufacturing zones, inner and outer suburbs, the location of infrastructure)</p>		X	
D.	<p>Explain the human characteristics of places and regions by their economic activities.</p> <p>Spatial distribution of economic activities in Pennsylvania and the United States (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</p> <p>Factors that shape spatial patterns of economic activity both Nationally and internationally (e.g., comparative advantage in location of economic activities; changes in resource trade; disruption of trade flows)</p> <p>Technological changes that affect the definitions of, access to, and use of natural resources (e.g., the role of exploration, extraction, use and depletion of resources)</p>		X	

Additional Information to use:

All of the following resources are available at the Warren County Historical Society, 210 Fourth Avenue, Warren, PA 16365, Telephone: (814) 723-1795, Website: www.warrenhistory.org

Old Time Tales of Warren County by Arch Bristow: "A collection of the picturesque and romantic lore of early days in Warren County, Pennsylvania"

History Trunks: Each trunk contains historical images, hands-on projects, photographs, project suggestions and reproducible activities and guides. Trunks should be reserved early, and are due back after two weeks.

- **People & Places:** *lead students on a visit to each community through photographic images and historical sketches of people important to Warren County and its development. To reserve this trunk click here.*
- **Early Industries:** *explore how agriculture, petroleum, tanning, and lumber contributed to the growth and prosperity of Warren County.*
- **Transportation:** *wear an airplane pilot's helmet with plug-in earphones or a duster worn in a Model-T automobile and view an overhead transparency program showing the transitions in area history.*
- **Immigration:** *using ethnic objects, craft ideas, and background information, imagine how newcomers to this country and our county found a better life.*
- **Seneca Nation of Indians:** *Iroquois traditions and the lifestyles of the Cornplanter Seneca are presented through books, activities, and authentic objects.*
- **Lumber Heritage:** *1800's and early 1900's lumber and logging. Also includes information on logging camps, sawmills, lumber rafting, tanning leather, railroads, Allegheny National Forest, and Civilian Conservation Corps.*

Tours:

- **George & Anna Struthers Wetmore House:** The headquarters of the Warren County Historical Society, built in the 1870's by Thomas Struthers as a wedding gift for his daughter. WCHS tour guides will lead students through skits to demonstrate how researching history is much like detective work. the second floor of the home displays an 1850store and a Victorian ladies drawing room.
- **Warren Historic District:** The tour begins at the Warren County Historical Society, 210 Fourth Avenue, and ends with the historic Warren County Courthouse. Eighty-five percent of the structures located within the historic district are considered contributing.
- **Wilder Museum:** located on Erie Avenue in Irvine, Pennsylvania. The museum offers exhibits focusing on the Seneca Nation, the Victorian Era, local history, local industry, military actions and much more.

Classroom Visits:

- Contact the Warren County Historical Society with the topic of interest and area of study and we'll work together to come up with a visitation program.

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Reading Anchors Addressed:

R7.A.1.1 Identify and apply the meaning of vocabulary

R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R7.A.1.2 Identify and apply word recognition skills.

R7.A.2.2 Identify and apply word recognition skills

R7.A.1.1 Identify and apply the meaning of vocabulary

R7.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.

R7.A.1.4 Identify and explain main ideas and relevant details

R7.A.1.5 Summarize a fictional text as a whole.

R7.A.1.6 Identify, describe, and analyze genre of text

R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.

R7.A.2.5 Summarize a nonfictional text as a whole.

R7.A.2.6 Identify, describe, and analyze genre of text

R7.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.

R7.B.1.2 Make connections between texts.

R7.B.2.1 Identify, interpret, describe, and analyze figurative language in fiction and nonfiction.

R7.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and nonfictional text.

R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text

R7.B.3.2 Distinguish between essential and nonessential information within or between texts.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: X Yes No

District-wide Final Examination Required: Yes X No

Course Challenge Assessment (Describe):
Not Applicable

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
Ch. 1 Geography	5 days
Ch. 2 The First People	8 days
Ch. 3 Colonial Pennsylvania/ Ch. 4 Revolutionary PA/ Ch.5 A New Nation	18 days
Ch. 6 Transportation, etc.	10 days
Ch. 7 Antebellum Pennsylvania/ Ch. 8 PA & the Civil War	18 days
Ch. 9 Industrial State / Ch.10 Age of Reform	13 days
Ch.11 The Great Depression & WWII	10 days
Ch.12 Cold War, Civil Rights & More War	5 days
Ch.13 Government for the Nation and State	<i>Incorporated in Civics</i>
Ch.14 Making a living in Pennsylvania	3 days

Objectives:

After completing this class students will be able to:

1. Explain the political and cultural contributions of individuals and groups.
2. Explain how early written documents that helped to shape Pennsylvania.
3. Analyze how continuity and change have affected Pennsylvania.
4. Explain basic physical, political, and cultural characteristics of Pennsylvania.
5. Identify and explain the major historical events and their impact on Pennsylvania
6. Analyze the influence of early Native American cultures on Pennsylvania's development.
7. Explain the influence of European cultures on Pennsylvania's development.
8. Explain the reasons for growth of the Industrial Revolution in Pennsylvania.
9. Analyze the effects and impact of the Industrial Revolution on Pennsylvania.
10. Explain Pennsylvania's role in shaping and influencing modern American history.
11. Identify the modern issues that are affecting Pennsylvania.

WRITING TEAM: Stacey Robinault, Misty Weber, Erin Quiggle, Stephanie Williams

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? Yes X No
2. Does this course issue a mark/grade for the report card? X Yes No
3. Does this course issue a Pass/Fail mark? Yes X No
4. Is the course mark/grade part of the GPA calculation? X Yes No
5. Is the course eligible for Honor Roll calculation? X Yes No
6. What is the academic weight of the course?
 No weight/Non credit X Standard weight
 Enhanced weight (Describe)