WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: Early United States History

**Course Number:**

**Course Prerequisites:**  None

Course Description:

**Early United States History** will cover the period from Exploration through the pre-Civil War era. The course will examine how the United States faced the problems of settling new lands and forming a new government. Students will also look at the problems preserving the Union and resolving the issue of slavery. There will be an emphasis on how the government was formed and the challenges of a young nation. This course will include an overview of the social, economic, cultural, and historical developments and how these forces affected the politics of the times.

Suggested Grade Level: 4

**Length of Course:**        One Semester X Two Semesters Other (Describe)

## Units of Credit: None (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) Elementary K-6

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: January 2011

Date Approved:

Implementation Year: 2011-12

Technology: Suggested but not limited to Smart Board, LCD projector, computers,

district-approved websites and software.

Suggested Supplemental Materials:

Materials: suggested but not limited to books, magazines and other printed materials, videos and DVDs relevant to the curriculum.

Course Standards

PA Academic Standards addressed:

**5.1 Principles and Documents of Government**

B. Explain rules and laws for the classroom, school, community, and state.

C. Explain the principles and ideals shaping local and state government.

* Liberty/Freedom
* Democracy
* Justice
* Equality

D. Identify key ideas about government found in significant documents:

* Declaration of Independence
* United States Constitution
* Bill of Rights
* Pennsylvania Constitution

**5.2 Rights and Responsibilities**

B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.

**5.3 How Government Works**

A. Identify the roles of the three branches of government.

B. Describe how the elected representative bodies function in making local and state laws.

C. Identify the services performed by local and state governments.

D. Identify position of authority at the local and state, and national level.

F. Explain how different perspectives can lead to conflict.

G. Identify individual interests and explain ways to influence others.

**7.1 Basic Geography Literacy**

A. Describe how common geographic tools are used to organize and interpret information

about people, places, and environment.

B. Describe and locate places and regions as defined by physical and human features.

**7.2 The Physical Characteristics of Places and Regions**

A. Identify the physical characteristics of places and regions.

B. Identify the basic physical processes that affect the physical characteristics of places and regions.

**7.3 The Human Characteristics of Places and Regions**

A. Identify the human characteristics of places and regions using the following criteria:

* Population
* Culture
* Settlement
* Economic activities
* Political activities

**7.4 Interaction Among People and Places**

A. Describe and explain the effects of the physical systems on people within regions.

**8.1 Historical Analysis and Skills Development**

A. Identify and describe how geography and climate have influenced continuity and change over time.

B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.

C. Identify a specific research topic and develop questions relating to the research topic. (References RWSL Standard 1.8.3 Research)

**8.2 Pennsylvania History**

A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

B. Locate historical documents, artifacts, and places critical to Pennsylvania history.

C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.

* Belief systems and religions
* Commerce and industry
* Technology
* Politics and government
* Physical and human geography
* Social organizations

D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania.

* Ethnicity and race
* Working conditions
* Immigration
* Military conflict
* Economic stability

**8.3 United States History**

A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.

B. Locate historical documents, artifacts, and places critical to United States history.

C. Explain how continuity and change in U.S. history have influenced personal development and identify.

* Belief systems and religions
* Commerce and industry
* Technology
* Politics and government
* Physical and human geography
* Social organizations

D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.

* Ethnicity and race
* Working conditions
* Immigration
* Military conflict
* Economic stability

**8.4 World History**

A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history.

D. Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.

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](mailto:pde@state.pa.us).

***Suggested Formative Assessments:***

-- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)

-- Discussions

-- Projects

-- Teacher observation

-- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)

-- Summarizing

-- Debate

-- Writing prompts

-- Note taking

-- Open-ended written response

-- Quizzes /tests

-- Essays

-- PowerPoint Presentation

-- Vocabulary and note taking notebook.

***Suggested Summative Assessments****:*

• Student presentations/projects

• Essays

• Quizzes/tests

Portfolio Assessment:       Yes x No

District-wide Final Examination Required: Yes x No

Course Challenge Assessment:

Course challenges will be administered according to district policy.

**ESSENTIAL QUESTIONS, COURSE SEQUENCE AND TIMELINE**

**Essential Questions**

1. Why is understanding context important to the study of American history?

2. Why is it important when considering a historical event to look at multiple perspectives?

3. How does what we learn from historical events influence us today?

4. How has conflict affected American society, both for good and bad?

5. How has the United States’ emergence as a superpower affected world affairs?

### **Sequence and Timeline**

### Geography of North America (2-3 weeks)

1. Native American Cultures (1-2 weeks)
2. Exploration of the New World (1-2 weeks)
3. American Colonization 1607-1763 (3-4 weeks)
4. The Revolutionary Era (3-4 weeks)
5. Establishing A Republic; U.S. Constitution (3-4 weeks)
6. The Early Republic (5-6 weeks)
7. Westward Expansion (3-4 weeks)
8. Division and Reunion (4-5 weeks)

**Objectives:**

1. Students will demonstrate knowledge of the geography of North America.
2. Students will demonstrate knowledge of how early cultures developed in North America.
3. Students will demonstrate knowledge of European exploration in North America.
4. Students will demonstrate knowledge of the factors that shaped colonial America.
5. Students will demonstrate knowledge of the causes and results of the American Revolution.
6. Students will demonstrate knowledge of the challenges faced by the United States after winning independence.
7. Students will demonstrate knowledge of westward expansion and reform in America from 1801-1861.
8. Students will demonstrate knowledge of the causes of the Civil War.

**WRITING TEAM:** Karen Hansen and Kalee Curtis

# 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

1. Is the course mark/grade part of the GPA calculation? Yes x No

5. Is the course eligible for Honor Roll calculation? Yes \_\_ x \_\_ No

6. What is the academic weight of the course?

      No weight/Non credit x Standard weight

      Enhanced weight (Describe)