WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: 5th Grade Social Studies- US History

**Course Number:**

**Course Prerequisites:**  4th Grade Social Studies

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

Suggested Grade Level: 5

**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) (Insert certificate title and CSPG#) Elementary Education, Social Studies

Certification verified by WCSD Human Resources Department:

       Yes       No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

 Date Written:

 Date Approved:

 Implementation Year:

Suggested Supplemental Materials: (List or insert None)

* Smartboard
* Erasable maps for map skills
* Newspapers
* Magazines
* Current Event document (ex: Time for Kids, Weekly Reader)
* Classroom videos
* Pull down maps
* Globes
* Access to computer lab
* Brainpop
* Additional supplemental geography resources to accommodate standards
* Field trips

Course Standards

PA Academic Standards: (List by Number and Description)

5.1.5 Principles and Documents of Government

5.3.5 How Government Works

5.4.5 How International Relationships Function

7.1.5 Basic Geographic Literacy

7.3.5 The Human Characteristics of People and Places

7.4.5 The Interactions Between People and Places

8.1.5 Historical Analysis and Skills Development

8.2.5 PA History

8.3.5 United States History

WCSD Academic Standards: (List or None)

Industry or Other Standards: (List, Identify Source or 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: 5.1.5 Principles and Documents of Government**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. |  |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Describe the basic purposes of government in the classroom, school, community, state, and nation. |  |  |
| C. | Describe the principles and ideals shaping local state, and national government. |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 5.3.5 How Government Works**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. |  |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. |  |  |  |
| C. | Describe the role of local and state government officials |  |  |
| D. | Describe the primary duties of elected local, state, and national positions |  |  |
| E. | Identify the requirements to vote in local, state, and national elections |  |  |

**PA Standard: 7.1.5 Basic Geographic Literacy**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Describe how common geographic tools are used to organize and interpret information about people, places, and environment. |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Describe and locate places and regions as defined by physical and human features. |  |  |
| C. |  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 7.2.5 Physical Characteristics of Places and Regions**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Describe the characteristics of places and regions |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Identify the basic physical that affect the physical characteristics of places and regions |  |  |
| C. |  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 7.3.5 Human Characteristics of Places and Regions**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. |  |  |  |
| C. |  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 7.4.5 Interactions Between People and the Environment**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Describe and explain the effects of the physical systems on people within regions |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Identify the effect of people on the physical systems within a community |  |  |
| C. |  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 8.1.5 Historical Analysis and Skills Development**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. |  |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. |  |  |  |
| C. | Locate primary and secondary sources for the research topic and summarize in writing the findings.  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 8.2.5 Pennsylvania History**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania |  |  |
| C. |  |  |  |
| D. |  |  |  |
| E. |  |  |  |

**PA Standard: 8.3.5 United States History**

 X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A. | Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history. |  |  | TestsProjectsQuizzesBell ringersCooperative LearningGraphic OrganizersFoldablesBrainpop OEQ’sSQ3R |
| B. | Illustrate concepts and knowledge of historical documents, artifacts, and places critical in United States history. |  |  |
| C. | Differentiate how continuity and change in U.S. history are formed and operate. |  |  |
| D. | Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. |  |  |
| E. |  |  |  |

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.

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

Portfolio Assessment:       Yes x No

District-wide Final Examination Required:       Yes x No

Course Challenge Assessment (Describe):

None

# REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

###  Content Sequence Dates

1. Introduction to Geography 2 weeks

2. Civil War 3 weeks

3. Post Civil War Reconstruction 3-4 weeks

4. Westward Expansion 3 weeks

5. Rise of Industry and Urban Development 2 weeks

6. World War I 1914-1932 3 weeks

7. The Roaring 20’s 1 week

8. The Great Depression 1928-1932 2 weeks

9. The New Deal and World War II 3 weeks

10. Cold War through Vietnam War 3-4 weeks

11. The Era of Turmoil and Change (Kennedy through Reagan) 3-4 weeks

12. America Today: The War in Iraq/Afghanistan 3-4 weeks

**Objectives:**

     **Objectives (Introduction to Geography)**

* Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States.
* Analyze how absolute and relative location influence ways of living in the United States.
* Compare and contrast the physical and cultural characteristics of regions within the United States.
* Explain how people of the United States adapt to, modify, and use their physical environment (could also be specific to region).
* Analyze the past movement of people, goods, and ideas within the United States and between other countries and the United States.

**Objectives (Civil War)**

* Analyze the effects of slavery in the South.
* Identify economic and political differences between the North and South.
* Describe the roles of key leaders leading up to and during the Civil War.
* Explain the major events that led to the secession of the Confederate States.
* Identify major battles of the Civil War.
* Explain how the war affected even those people not engaged in the hand-to-hand combat in both North and South.

**Objectives (Post Civil War Reconstruction)**

* Summarize the conditions of the Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities.
* Explain the effects of Reconstruction on African Americans, including their new rights and continued restrictions, their motivations to relocate to the North and the West.
* Identify the social, political, and economic changes that occurred during Reconstruction.
* Describe the effects of Reconstruction on women and African Americans. (Focusing on rights including, but not limited to voting, education etc.)

**Objectives (Westward Expansion)**

* Understand and be able to explain economic reasons for U.S. Westward Expansion.
* Understand and be able to explain how people traveled during the late 18th Century and early 19th Century; (Ex. Modes of transportation and hardships).
* Explain the effects of westerward expansion on the overall growth of the United States.

**Objective (Rise of Industry and Urban Development)**

* Understand and explain how new industries and inventions impacted and changed people’s lives in the late 1800’s.
* Identify the major industries that came about after the Civil War (i.e. railroad, oil and steel industries).
* Explain the major reasons for the birth of labor unions, as well as the changes made for workers because of the unions.

**Objective (World War I 1914-1932)**

* Identify the difference between the Allied Powers and Central Powers and the reasons for beginning World War I.
* Understand and explain the major reasons the U.S. joined World War I.
* Analyze how Americans felt and reacted to the War being fought so far from the U.S.
* Identify new types of warfare used during WWI and the great impact these had on the soldier death toll.
* Understand the meaning of military draft and the effects it had on the American work industry.

**Objective (The Roaring 20’s)**

* Understand and explain the changes in production in the early 1920’s.
* Explain the effects Henry Ford had on industry because of automobiles and mass production.
* Analyze the effects of the 1920’s on the social and cultural aspects of America.

**Objective (The Great Depression 1928-1932)**

* Understand and explain the stock market and how it worked.
* Explain the cause of the stock market crash and the effect it had on the U.S. economy.
* Explain the major effects of the Great Depression on the American people.

**Objectives ( New Deal and WWII)**

* Understand and be able to explain the definition of key vocabulary terms related to the New Deal and WWII
* Identify the three areas of focus of the New Deal in an attempt to ease the burdens of the Great Depression.
* Explain the effects of such New Deal programs such as the AAA,CCC, and others.
* Describe the major events that led to the entrance of the United States into WWII
* Identify the major powers and their respective leaders on both the Axis and Allies.
* Understand and explain the role of the draft during wartime.
* Analyze the contributions of the Tuskegee Airmen, Albert Einstien and others to WWII.
* Identify the turning point(s) of WWII
* Understand and be able to explain the Holocaust and its effect on specific people groups such as the Jews.

**Objectives (Cold War through Vietnam War)**

* Understand and be able to explain the definition of key vocabulary terms related to the Cold War through Viet Nam
* Describe the roles of key leaders during the era of the Cold War through the Vietnam War.
* Analyze how the role of women and the workplace changed after WWII.
* Compare and Contrast WWII, the Cold War, the Korean War and the Vietnam War
* Identify the contributions of technology during this time.
* Identify major events and people during the Cold War through the Vietnam War

**Objectives(Kennedy through Reagan)**

* Understand and be able to explain the definition of key vocabulary terms.
* Identify the major events that occurred from the time of John F. Kenndy through Ronald Reagan.
* Understand and discuss the major events that occurred from the time of John F. Kenndy through Ronald Reagan.
* Identify important figures during this timeframe.
* Understand and explain the contributions of important figures during this timeframe.

**Objectives( America Today)**

* Understand and be able to explain the definition of key vocabulary terms.
* Identify the events that led to the wars in Afghanistan and Iraq
* Identify the key leaders and explain their roles leading up to and during the wars in Afghanistan and Iraq

**WRITING TEAM:** Martin Durnell, Clay Hayes, and Sarah Spencer

# 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?

 x No weight/Non credit       Standard weight

       Enhanced weight (Describe)