

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Social Studies

Grade Level: Third

Date of Board Approval: _____2016_____

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Planned Instruction

Title of Planned Instruction: Social Studies Curriculum

Subject Area: Social Studies

Grade(s): 3

Course Description: The third grade Social Studies course is designed to introduce children to a basic Social Studies framework that includes:

1. What is a community?
2. Geography: Where communities are located
3. History: The development of communities
4. Sociology: People located in communities
5. Economics: The economic life of communities and citizens
6. Civics: Laws and rules in communities
7. Government: Communities are a part of a state and country

Various Social Studies concepts aligned with geography, history, sociology, economics, civics, and government will be introduced and taught through the theme of communities.

Time/Credit for the Course: One Year

Curriculum Writing Committee: Elizabeth O'Neill and Gwen Williams

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Curriculum Map

1. **Marking Period One -Overview with time range in days:**

There are five lessons in Unit 1. This unit will take nine weeks to complete.

Marking Period One -Goals: How does where you live affect how you live?

Understanding of: What happens in a community, use cardinal and intermediate directions, define and describe 3 types of communities, describe how landforms and weather affect where and how people live, use a map scale, describe natural resources, their uses, and the need to protect them, describe how human and nature interactions can be both harmful and helpful

2. **Marking Period Two -Overview with time range in days:**

There are five lessons in Unit 2. This will take nine weeks to complete.

Marking Period Two -Goals: How do communities change over time?

Understanding of: Describe the early Native American cities, describe changes caused by settlement of Jamestown, describe colonists' fighting for freedom, describe new plan of government, use timelines to describe events, describe westward expansion, describe a location by its hemisphere, describe why immigrants moved into larger US cities, read and interpret bar graphs (i.e. population), identify and describe impact of new inventions in late 1800s.

3. **Marking Period Three -Overview with time range in days: This unit will take nine weeks to complete.**

There are five lessons in Unit 3, and five lessons in Unit 4.

Marking Period Three -Goals: How do people change communities?

How do people in a community meet their needs?

Understanding of: Describe what immigrants bring to the US and the challenges they face, describe elements of culture, describe how and why storytelling is used to share culture, beliefs, and heroism, discuss how and why people celebrate people and events, identify that food and dance are important parts of culture and celebrations, describe locations on the globe using longitude and latitude.

Explain how people make money by working to use for needs and wants, describe how people make choices about how they spend their money, identify how farmers produce goods for the economy, use a line graph to describe changes over time, describe how communities meet their needs for goods, identify how communities work together

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4. Marking Period Four –Overview with time range in days: This unit will take nine weeks to complete.

Marking Period Four -Goals: Why do communities need governments?

Understanding of: Describe the importance of the national government, use a flow chart to show different steps, describe how state governments help communities, describe how local governments help communities, identify why rules and laws help communities, describe ways that citizens get involved with communities.

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Curriculum Plan

Unit: 1 - Communities and Geography

Time Range in Days: 45 Days

Standard(s): Pennsylvania Core State Standards for English Language Arts

Standards Addressed:

Reading

- CC.1.1.3.E
- CC.1.2.3.A
- CC.1.2.3.B
- CC.1.2.3.C
- CC.1.2.3.E
- CC.1.2.3.G
- CC.1.2.3.I
- CC.1.2.3.J
- CC.1.2.3.L
- CC.1.3.3.B
- CC.1.4.3.A
- CC.1.4.3.B
- CC.1.4.3.C
- CC.1.4.3.F
- CC.1.4.3.I

Anchor(s):

- E03.A-K.1
- E0.A-C.3
- E0.A-V.4
- E0.B-K.1
- E03.B-C.3
- E0.B-V.4
- E03.C.1
- E03.C.1.2
- E03.D.1.1

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Civics and Government

- 5.1.3.B Explain purposes of rules and laws in different communities (school, local, nation, etc.)

Geography

- 7.1.3 Basic geographic literacy
- 7.2.3 Physical characteristics of places and regions
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.4.3 Identify the impacts of physical systems on people and the impacts of people on physical systems.

Economics

- 6.2.3.C Identify and compare means of payment.
- 6.2.3.G Identify what a tax is.
- 6.4.3.B Explain why people trade
- 6.4.3.D Identify local resources.
- 6.5.3.B Identify different occupations.

Overview: In most societies people live in communities. This allows them to share their lives through work, play, and helping one another. There are different types of communities. Geography shapes people's lives but people also affect geography. Landforms impact how people live, as do water, weather and climate. Nature provides us with resources that we depend on to live. It is important that we conserve and protect our natural resources. Over time people have learned to change the environment for survival and growth. These changes cause positive and negative effects. People are working to find ways to protect the habitats of plants and animals.

Focus Question(s):

- What makes a community?
- What are some different kinds of communities?
- How does geography affect people in a community?
- How do we get and use our natural resources?
- How do people interact with the environment?

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Goals/Objectives:

- Students will be able to explain that students live, work, and play in communities. (DOK 1)
- Students will be able to identify some of the jobs and fun things to do in a community. (DOK 2)
- Students will be able to describe how people in communities help one another. (DOK 1)
- Students will be able to describe the key features of urban, suburban, and rural areas. (DOK 1)
- Students will be able to explain why some people need to build special houses. (DOK 3)
- Students will be able to describe how landforms can influence people's lives. (DOK 2)
- Students will be able to describe the effects of weather. (DOK 1)
- Students will be able find communities on maps. (DOK 2)
- Students will be able to explain ways oil is used. (DOK 1)
- Students will be able to identify how people can help protect the environment. (DOK 2)
- Students will be able to show how people can conserve our natural resources. (DOK 2)
- Students will be able to explain why people build dams. (DOK 1)
- Students will be able to identify how interactions with nature can be harmful and helpful. (DOK 4)
- Students will be able to describe how to make environmental protection is a global initiative. (DOK 4)
- Students will be able to be read a data graphic. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Unit 1 Building Background:

Using the visual preview on page 4, allow students to do a brainstorming activity in which they describe the type of communities where they live.

Lesson 1: What is a Community?

Core Activities:

Key Concepts: communities, map reading

Key Vocabulary: community, geography, capital, festival

-Connect brainstorming about communities to the reading and discussing of pages 4-9.

-Discuss key vocabulary and 'What is a community?'

-Use Reading Link: Main and Ideas and Details to summarize.

-Have students write a paragraph on "What is Special About My Community"

(NARRATIVE WRITING)

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Extensions:

- Have students draw a map of their communities, including major structures (i.e offices, community pool, clubhouse, etc.)
- Have students draw a map of their state, similar to the map on student text page 5, and include major cities and geographic features.

Correctives:

- Allow students to write a question about each section and trade with a partner upon completion of reading lesson.
- Allow students to begin a main idea and details graphic organizer to be completed at the end of the lesson.
- Student Activity Book page 5.

Lesson 2: Communities Big and Small

Core Activities:

Key Concepts: places and regions

Key Vocabulary: urban, suburbs, rural, commute, transportation

- Before reading lesson, ask students to volunteer what they already know about cities. Connect brainstorming about cities to the reading and discussing of pages 12-17.
- Discuss key vocabulary and characteristics of urban, rural, and suburban communities.
- Use Reading Link: Main and Ideas and Details to summarize.
- Have students identify 2 examples each and at least 3 features of the 3 types of communities.
- Allow students to write a paragraph that describes what type of community they would prefer to live in and why.
- Students will identify and write down address to describe their home location.

Extensions:

- Provide students with a detailed map of a city and outlying areas. Have students mark the city, nearby suburbs, and rural areas in different colors.

Correctives:

- Allow students to illustrate pictures of each type of community as a visual reminder. Students should use features discussed as a class in illustrations.
- Student Activity Book page 7.

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Lesson 3: Our Country's Geography

Core Activities:

Key Concepts: geography

Key Vocabulary: landform, adapt, region, plain, plateau, natural resource

- Before reading lesson, ask students to read red subheadings to make a prediction of lesson.
- Remind students that they have seen some landforms while reading 18-25.
- Discuss key vocabulary and how geography affects people and where they live
- Allow students to use graphic organizers to organize and summarize main idea and details about the types of landforms discussed in reading.

Extensions:

- Have students list some of the landforms in their state. Invite them to illustrate each landform.

Correctives:

- Allow students to tell you about landforms and U.S. regions. Have them look at the pictures or map for the answers.
- Student Activity Book page 8.

Lesson 4: Our Natural Resources

Core Activities:

Key Concepts: the use and protection of natural resources

Key Vocabulary: mineral, nonrenewable resource, environment, recycle

- Before reading lesson, ask students to brainstorm things that we get from the environment that we can use in our daily lives. (ex. Trees, water, minerals, etc)
- Discuss key vocabulary and how we use and should protect natural resources while reading pages 28-35. After reading page 35, allow students to write a persuasive paragraph to persuade people to recycle.

Extensions:

- Have students select a nonrenewable resource and find out where it is found and what it is used for. Ask students to write a newspaper article to provide information about the resource.

Correctives:

- Allow students to reread each section and write two questions about the reading. Collect the questions and play a quiz game.

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Lesson 5: People and the Environment

Core Activities:

-*Key Concepts: interaction of people and environment*

-*Key Vocabulary: dam, reservoir, levee, ecosystem*

-Before reading lesson, begin a discussion with students asking how people interact with the environment.

-Discuss key vocabulary and how we use and should protect the environment while reading pages 36-43. After reading page 43, allow students to participate in the Earth Day Groceries Project that was discussed on page 38. Students should design a brown paper bag with at least one reminder on how to protect the earth.

Extensions:

-Have students write several journal entries that focus on describing a hurricane and what it would be like to protect their families, pets, and homes. Allow students to share stories with the class.

Correctives:

-Allow students to write a sentence for each of the vocabulary words in the lesson on chart paper. Block out the vocabulary word and allow other students to use context clues to fill in the correct word.

Instructional Strategies:

- Graphic organizers
- Large group instruction
- Oral and silent reading
- Map reading
- Coloring maps
- Discussion
- Partner reading and questioning
- Writing to personal experience
- Student Writing
- Brainstorming
- Hands on project
- Vocabulary Activity

Materials and Resources:

- Social Studies Textbook
- Student Activity Book
- Teachers' Manual

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- Idea Factory - Teacher Resource
- GO10
- Globes
- Wall Maps
- Blank Maps: www.mapsofworld.com
- Printable Graphic Organizer
- www.superteacherworksheets.com

Assessments:

Diagnostic:

- Brainstorming Web
- Student participation and adherence to topic
- Students' abilities to locate subheadings and make predictions
- Students distinguishing between nonrenewable and renewable resources
- Evaluating student responses in Building Background discussion

Formative:

- Discussion
- Use of vocabulary terms
- Student writing
- Organization of thoughts and graphic organizers
- Map activities
- Lesson review
- Interpretation of concepts through illustrations
- Student designed questions
- Hands on project

Summative:

- Lessons 1-5 Assessment
- Idea Factory activities
- Unit 1 Assessment

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Curriculum Plan

Unit: 2 - Communities and Change

Time Range in Days: 40 Days

Standard(s): Pennsylvania Core State Standards for English Language Arts

Standards Addressed:

Reading

- CC.1.1.3.E
- CC.1.2.3.A
- CC.1.2.3.B
- CC.1.2.3.C
- CC.1.2.3.E
- CC.1.2.3.G
- CC.1.2.3.I
- CC.1.2.3.J
- CC.1.2.3.L
- CC.1.3.3.B
- CC.1.4.3.A
- CC.1.4.3.B
- CC.1.4.3.C
- CC.1.4.3.F
- CC.1.4.3.I

Anchor(s):

- E03.A-K.1
- E0.A-C.3
- E0.A-V.4
- E0.B-K.1
- E03.B-C.3
- E0.B-V.4
- E03.C.1
- E03.C.1.2
- E03.D.1.1

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Civics and Government

- 5.1.3.E Identify documents of United States Government
- 5.1.3.H Identify framers of documents in government
- 5.3.3.G Explain why being treated fairly is important
- 5.3.3.I Explain why taxes are necessary and identify who pays them

Geography

- 7.1.3 Basic geographic literacy
- 7.2.3 Physical characteristics of places and regions
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3.C Identify human characteristics of places and regions by their settlement characteristics

Economics

- 6.4.3.A Define specialization and the concept of division of labor
- 6.4.3.B Explain why people trade
- 6.5.3.B Identify different occupations.

Overview: Some of North America's first communities were Cahokia, Powhatan's villages in Jamestown. Each community had unique culture but shared the struggles of meeting basic needs. The colonists eventually grew tired of being ruled by a king. They declared and won independence forming the United States of America. Many people moved to the West which was mostly unexplored. Explorers helped to discover a new frontier, leading the way for settlers looking for a better way of life. Soon wagon trains were snaking westward. Immigrants flooded into the United States. More and more people came to cities for jobs. Many immigrants settled in cities where people shared the the same culture. The transcontinental railroad and other inventions improved people's ways of life.

Focus Question(s):

- Who lived and worked in America's first communities?
- How did the British colonies grow and become a new country?
- How did the United States change after the American Revolution?
- How did small cities grow into large cities?
- What inventions changed life in the mid-1800s?

Goals/Objectives:

- Students will be able to discuss the importance of the Cahokia. (DOK 1)
- Students will be able to identify the changes caused by European settlement at Jamestown. (DOK 2)

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- Students will be able to describe the purpose for bringing the first African Americans to Jamestown. (DOK 2)
- Students will be able to describe the first European communities in North America. (DOK 1)
- Students will be able to explain why Boston was one of the largest colonial cities. (DOK 1)
- Students will be able to explain that the colonists fought to win their freedom. (DOK 2)
- Students will be able to discuss plans for a government.(DOK 2)
- Students will be able to read a timeline. (DOK 2)
- Students will be able to discuss how the country grew as people moved to the West. (DOK 2)
- Students will be able to describe the Lewis and Clark expedition. (DOK 1)
- Students will be able to understand what it was like to travel in a wagon train. (DOK 2)
- Students will be able to locate places according to hemispheres. (DOK 2)
- Students will be able to identify why people moved to cities. (DOK 1)
- Students will be able to recognize why African Americans migrated. (DOK 2)
- Students will be able to be read bar graphs to analyze population. (DOK 2)
- Students will be able to discuss the importance of the transcontinental railroad. (DOK 1)
- Students will be able to describe that the telegraph make communications much faster. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Unit 2 Building Background:

Using the visual preview on pages 50-51, allow students to do a brainstorming activity in which they read and describe how communities of long ago are different from today and put in a Venn Diagram.

Construct a time line that students can add to as they learn about events of the past.

Lesson 1: First Communities

Core Activities:

-Key Concepts: *early communities*

-Key Vocabulary: *culture, settler, bartered, artifact, slavery*

-Connect brainstorming about communities then and now to the reading and discussing of pages 4-9.

-Discuss key vocabulary and the growth of communities.

-Use Reading Link: Sequence to aid in comprehension.

-Allow students to retell events to add to Unit 2 timeline.

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Extensions:

- Have students research and write a paragraph about the ways people in Cahokia and Teotihuacan made and used their buildings.
- Discuss what the Cahokians and the Powhatans might have bartered with each other. Describe the physical items and services that could be bartered. Allow students to act out bartering scenes.

Correctives:

- Allow students to write a question about each section and assign a partner upon completion of reading lesson to discuss and complete questions.
- Student Activity Book page 13.

Lesson 2: A New Country

Core Activities:

- Key Concepts: US colonies*
- Key Vocabulary: colony, tax, revolution, patriot, constitution*
- Use pictures on page 60 to access prior knowledge by describing scenes..
- Discuss key vocabulary and the growth of the British colonies towards becoming a country.
- Use Reading Link: Sequence to organize events leading up to the birth of the United States.
- Allow students to add events to Unit 2 timeline and discuss trends.
- Have students brainstorm a list of American Revolution leaders. Allow students to work in groups to research facts and pictures of one of the leaders. Students should work together to draw a picture of the figure and list important facts of him or her. Students will present to class.

Extensions:

- Have students make a list of rules that might improve a situation discussed in Lesson 2.
- Allow students to analyze products that are taxed and products that are not taxed and determine the price before taxes.

Correctives:

- Have students discuss what can be done about an unfair rule: follow it, ignore it, or try to change it. Point out the colonists tried all of these methods. Allow students to “enact” a rule in the class and discuss what could happen.
- Student Activity Book pages 14-15. .

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Lesson 3: Moving West

Core Activities:

-Key Concepts: *Westward Expansion*

-Key Vocabulary: *explorer, frontier, pioneer, territory*

-Ask students to make a prediction about what they think may have happened after the American Revolution.

-Discuss key vocabulary and westward expansion.

-Use Reading Link: Sequence to note the movement into the West.

-Have students write an essay on what it would be like to travel to the West and the difficulties that pioneers faced if they were a pioneer. **(NARRATIVE WRITING)**

-Allow students to add events to the Unit 2 timeline.

Extensions:

-Organize the class into groups. Give each group a map of the United States that includes a scale. Tell groups they are going to find how far settlers traveled. Give each group the city of Salt Lake City, UT, Sacramento, CA, San Francisco, CA, and Vancouver, WA. Have groups locate Independence, Missouri and use the map scales to measure the distance in miles to their location.

Correctives:

-Ask students to make a list of things that were important for explorers to find out about unexplored areas.

Student Activity Book page 16.

Lesson 4: Communities Become Cities

Core Activities:

-Key Concepts: *immigration, industry*

-Key Vocabulary: *industry, immigrant, migration, discrimination*

-Ask students to describe New York City. Suggest that it was not always that way. Use pictures on pages 78-83 to see what growing communities were like.

-Discuss key vocabulary and the growth of cities.

-Use Reading Link: Main and Ideas and Details to organize ideas about immigration.

-Use internet resources to research population of larger cities from 1800s to now.

-Allow students to add events to Unit 2 timeline.

Extensions:

-Organize the class into pairs. Using the pictures on pages 80-81 as a guide, ask each group to either write a story or create a skit about life in the city in the late 1800s.

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Correctives:

- Allow students to use maps to identify where immigrants came from.
- Student Activity Book page 18.

Lesson 5 Daily Life Changes

Core Activities:

- Key Concepts: inventions*
- Key Vocabulary: transcontinental, skyscraper, elevator, manufacture, assembly line*
- Ask students to brainstorm inventions that we use today that make it easier for us in our daily lives. Encourage students to look for those inventions to be mentioned in this lesson.
- Discuss key vocabulary and how daily life changed in the 1800s and 1900s.
- Use Reading Link: Sequence to help students create a sequence of inventions mentioned in the 1800s.
- All students to add events to Unit 2 timeline.

Extensions:

- Allow students to reenact what it would be like to work on an assembly line. Discuss with students how it made it easier for products to be completed efficiently.

Correctives:

- Allow students to use the charts on pages 88-89 to discuss why the invention was developed and how the inventions make it easier for us in our daily lives.
- Allow students to revisit timeline activity to focus on the inventions and when they were created.
- Student Activity Book page 20.

Instructional Strategies:

- Graphic Organizers
- Large group instruction
- Oral and silent reading
- Discussion
- Partner reading and questioning
- Research based writing
- Role play
- Group research
- Map reading
- Coloring maps
- Narrative writing
- Student writing

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- Chart reading'
- Simulation (Assembly line)

Materials and Resources:

- Social Studies Textbook
- Student Activity Book
- Teacher's Manual
- Idea Factory - Teacher Resource
- www.superteacherworksheets.com
- Blank Maps: www.mapsofworld.com

Assessments:

Diagnostic:

- Brainstorming web
- Students' participation and adherence to topic within Venn diagram
- Students' participation and ability to interpret pictures
- Student-based predictions based on prior learning
- Students' participation and descriptions of New York City which they have seen or experienced

Formative:

- Discussion
- Use of vocabulary terms,
- Student writing
- Organization of thoughts and graphic organizers
- Group Presentation
- Partner questioning
- Lesson review
- Student Activity Book
- Map Activities
- Dramatic Interpretation
- Simulation Evaluation

Summative:

- Lessons 1-5 Assessment
- Idea Factory activities
- Unit 2 Assessment

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Curriculum Plan

Unit: 3-Many Cultures, One Country

Time Range in Days: 20 Days

Standard(s): Pennsylvania Core State Standards for English Language Arts

Standards Addressed:

Reading

- CC.1.1.3.E
- CC.1.2.3.A
- CC.1.2.3.B
- CC.1.2.3.C
- CC.1.2.3.E
- CC.1.2.3.G
- CC.1.2.3.I
- CC.1.2.3.J
- CC.1.2.3.L
- CC.1.3.3.B
- CC.1.4.3.A
- CC.1.4.3.B
- CC.1.4.3.C
- CC.1.4.3.F
- CC.1.4.3.I

Civics and Government

- 5.1.3.J Explain the importance of respect for the property and the opinions of others
- 5.1.3.K Identify symbols and political holidays
- 5.4.3.A. Identify how customs and traditions influence governments

Geography

- 7.1.3.A Identify geographic tools and their uses
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics

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Anchor(s):

- E03.A-K.1
- E0.A-C.3
- E0.A-V.4
- E0.B-K.1
- E03.B-C.3
- E0.B-V.4
- E03.C.1
- E03.C.1.2
- E03.D.1.1

Overview: America is a land of immigrants, who bring their customs to the United States. This makes America a unique country. People from around the world bring their elements of culture to the United States, developing new customs. Stories help people learn about beliefs and values of a culture. In America people hold celebrations for various reasons; to honor people, important events and food. Americans also celebrate their freedom. Around the world people have different ways of celebrating cultural traditions. People can learn a lot about a culture through its celebrations.

Focus Question(s):

- What happens when immigrants come to the United States?
- How have other cultures become part of American culture?
- Why are stories important to a culture?
- What are some reasons communities celebrate?
- What are some ways cultures around the world celebrate?

Goals/Objectives:

- Students will be able to explain that immigrants have come from many countries. (DOK 1)
- Students will be able to identify customs that immigrants bring to America. (DOK 2)
- Students will be able to describe challenges that immigrants face. (DOK 2)
- Students will be able to identify how immigrants' customs become part of a culture. (DOK 3)
- Students will be able to discuss how people bring their cultures with them to new lands. (DOK 1)

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- Students will be able to identify ideas that artists bring from other cultures. (DOK 1)
- Students will be able to identify new types of music. (DOK 1)
- Students will be able to discuss why dances are part of celebrations. (DOK 2)
- Students will be able to discuss how storytelling is a way of sharing culture.(DOK 2)
- Students will be able to describe how myths, fables, and legends can explain beliefs and parts of culture. (DOK 2)
- Students will be able to discuss how we can learn about important qualities in our heroes. (DOK 1)
- Students will be able to explain that what people celebrate is important to them. (DOK 2)
- Students will be able to discuss how some communities hold fairs to honor people. (DOK 1)
- Students will be able to recognize that people around the world celebrate their freedom. (DOK 1)
- Students will be able to discuss how food is an important part of a celebration. (DOK 1)
- Students will be able to describe dances that are used part of celebrations. (DOK 1)
- Students will be able to describe how people use puppets at festivals. (DOK 1)
- Students will be able to describe locations on a map using latitude and longitude. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Unit 3 Building Background:

Using pages 98-99, read with students about people, places, and events to access prior knowledge regarding festivals and information about immigrants from Unit 2.

Lesson 1: A Land of Immigrants

Core Activities:

-Key Concepts: Immigration process

-Key Vocabulary: custom, heritage, generation

-Discuss key vocabulary and what happens when immigrants come into the United States.

-Use Reading Link: Summarize to organize information about what happens to immigrants in the United States today.

--Use the leveled reader "The National Museum of the American Indian" to understand a nonfictional text about the museum that preserves Native American History. Allow students to work in pairs to write a newspaper article summarizing what students learned in reading.

(EXPOSITORY WRITING)

-Use the Data Graphic activity on page 102 to emphasize the correlation between immigration and rising population.

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-Students should complete a PowerPoint presentation about a country and its associate culture. See appendix for outline of project.

Extensions:

-Allow students, in pairs, to imagine they don't speak the language. Have them create a skit about a scenario; ordering food from a menu or the first day of school.

Correctives:

-Allow students to write a whole group summary of the graph on page 102.
-Student Activity Book page 22.

Lesson 2: All About Culture

Core Activities:

-*Key Concepts: culture in America*

-*Key Vocabulary: ethnic group, diverse, architecture*

-Discuss the picture on page 108.

-Discuss key vocabulary and how other cultures become a part of American culture.

-Use Reading Link: Summarize to organize information about art and architecture.

-Collect pictures of art from world regions. Have students discuss and assemble bulletin board displays about each region and its art work.

Extensions:

-Have students choose one picture from the lesson and describe how it adds to American cultures.

-Allow students to make lists of sports and music from around the world.

Correctives:

-Allow students to write a question about each section and assign a partner upon completion of reading lesson to discuss and complete questions.

-Student Activity Book page 23 .

Lesson 3: Sharing Culture Through Stories

Core Activities:

-*Key Concepts: literature*

-*Key Vocabulary: hero, value*

-Ask students "why are stories important to us?" to lead into how stories are important to culture.

Discuss key vocabulary and the growth of communities.

-Use Reading Link: Summarize to identify main idea and details in lesson.

-Read examples of fables to class and allow students to identify the moral/lesson and how we can follow it to be better citizens.

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-NARRATIVE WRITING – Allow students to brainstorm the concept of heroes, both superheroes and every day heroes. Allow them to pick an everyday hero and write a paragraph about him or her.

Extensions:

-Allow students to independently read other myths, fables, and legends. Allow students to write their own.

Correctives:

-Allow students to verbally summarize stories on pages 118-123. Select another story and read with small group.

-Student Activity Book page 24.

Lesson 4: Local Celebration

Core Activities:

-Key Concepts: community celebrations

-Key Vocabulary: founder, holiday

-Ask students what are some reasons communities celebrate and write the reasons in brainstorming web on board.

-Discuss key vocabulary and the reasons communities celebrate.

-Use Reading Link: Summarize to help students list information about different types of celebrations listed in the lesson.

-Allow students to research and discuss celebration in the local community. Students should find information about local celebrations and put together posters or signs advertising the event.

Extensions:

--Have students write a paragraph about a new celebration they would like to propose to the mayor or city council. They should include the reason why the celebration should be added.

Correctives:

-Ask students how they would celebrate Children's Day and Book Day. In a small group setting ask students how they could persuade people to participate in these events.

-Student Activity Book page 25.

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Lesson 5: Cultures Around the World

Core Activities:

-Key Concepts: *world cultures*

-Key Vocabulary: *tradition, ancestor*

-Use the holiday of Christmas to discuss with students the ways Christmas is celebrated around the world.

-Discuss key vocabulary and the ways cultures around the world celebrate.

-Use Reading Link: Summarize the information in the lesson about food festivals.

-Allow students to make a puppet to go along with a fable, myth or legend written in the previous lesson. Allow students to work in small groups to present stories with puppets.

Extensions:

-Allow students to put together a recipe book of foods that have researched from around the world.

-Ask students to write questions and answers based on the information in this lesson index cards and play a review game.

Correctives:

-Allow students to draw a picture representing one of the concepts (dance, food) read and discussed in the lesson.

-Student Activity Book page 26.

Instructional Strategies:

- Graphic organizer
- Large group instruction
- Small group reading
- Oral and silent reading
- Discussion
- Expository writing/newspaper article
- Role play
- Graph interpretation
- Hands on projects
- Partner reading and questioning
- Books with fables, legends, and myths
- Narrative writing
- Research based/persuasive writing

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Materials and Resources:

- Social Studies textbook
- Student Activity Book
- Teachers' Manual
- Idea Factory – Teacher Resource
- Internet
- Printable Graphic Organizers
- www.superteacherworksheets.com
- National Geographic magazines

Assessments:

Diagnostic:

- Brainstorming Web
- Students' connection between Building Background activity to small group reading of Leveled Reader
- Students' participation and prior knowledge of culture and immigration
- Students' participation and adherence to Building Background question
- Students' participation and adherence to topic within question/prompt

Formative:

- Discussion
- Use of vocabulary terms
- Student writing
- Organization of thoughts in graphic organizers
- Partner questioning and role play
- Hands on projects
- Lesson review
- Student activity book page
- Poster projects

Summative:

- Lessons 1- 5 Assessment
- Idea Factory activities

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Unit: 4 - Communities at Work

Time Range in Days: 25 Days

Standard(s): Pennsylvania Core State Standards for English Language Arts

Standards Addressed:

Reading

- CC.1.1.3.E
- CC.1.2.3.A
- CC.1.2.3.B
- CC.1.2.3.C
- CC.1.2.3.E
- CC.1.2.3.G
- CC.1.2.3.I
- CC.1.2.3.J
- CC.1.2.3.L
- CC.1.3.3.B
- CC.1.4.3.A
- CC.1.4.3.B
- CC.1.4.3.C
- CC.1.4.3.F
- CC.1.4.3.I

Anchor(s):

- E03.A-K.1
- E0.A-C.3
- E0.A-V.4
- E0.B-K.1
- E03.B-C.3
- E0.B-V.4
- E03.C.1
- E03.C.1.2
- E03.D.1.1

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Civics and Government

- 5.4.3.C Identify ways in which countries interact with the United States

Geography

- 7.3.3.D Identify human characteristics of places and regions by their economic activities

Economics

- 6.1.3.A Describe how individuals, families, and communities with limited resources make choices.
- 6.1.3.C Identify local economic activities.
- 6.1.3.D Identify examples of local businesses opening, closing, expanding, or contracting
- 6.2.3.A Define and identify goods, services, consumers and producers.
- 6.2.3.C Identify and compare means of payment.
- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.3.3.B Identify and define wants of different people.
- 6.3.3.C Identify and define natural, human, and capital resources.
- 6.4.3.C Explain why goods, services and resources come from all over the nation and the world.
- 6.5.3.A Explain why people work together to get goods and services.
- 6.5.3.B Identify different occupations.
- 6.5.3.G Define saving and explain why people save.

Overview: In America consumers buy goods and services. Businesses supply the goods and services. They set prices, and those prices depend on consumer demand. People have to make choices involving money. They use a budget to plan what to spend and save. Farming is an important part of the American economy. People make choices about what and where to buy farm products. The early 20th century marked the age of manufacturing. The United States started exporting and importing goods setting the stage for a global economy. Cooperation in work and business makes things work more smoothly. Countries also work together to help each other and trade. States also cooperate in a variety of ways.

Focus Question(s):

- How do people in businesses make money?
- How do people make choices about saving and spending money?
- How do communities meet their needs for goods?
- How do communities work together?

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Goals/Objectives:

- Students will be able to explain that people do different jobs to earn money. (DOK 1)
- Students will be able to discuss how farmers sell their crops to buyers for money. (DOK 1)
- Students will be able to explain how businesses buy goods to sell to consumers. (DOK 1)
- Students will be able to identify that people use money to pay for needs and wants. (DOK 1)
- Students will be able to explain why a budget helps people manage their money. (DOK 2)
- Students will be able to explain why a budget helps families plan their spending. (DOK 2)
- Students will be able to identify how a budget can help people save money. (DOK 3)
- Students will be able to discuss how people use banks to save. (DOK 2)
- Students will be able to recognize that farmers use many resources to grow crops. (DOK 2)
- Students will be able to explain why farmers in different regions raise different kinds of crops and animals. (DOK 2)
- Students will be able to explain how supply and demand affect the price of a crop. (DOK 3)
- Students will be able to discuss how assembly lines affected the making of goods. (DOK 2)
- Students will be able to discuss how factories were built to make goods. (DOK 1)
- Students will be able to identify that people buy products made in other countries. (DOK 2)
- Students will be able to explain why the US trades goods with other countries. (DOK 2)
- Students will be able to discuss how people from other countries help each other. (DOK 2)
- Students will be able to identify that world countries trade with each other. (DOK 2)
- Students will be able to identify that people in other countries work together. (DOK 2)
- Students will be able to explain the big idea of sister cities. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Unit 4 Building Background:

Using the visual preview on page 148, allow students to do a brainstorming activity in which they describe the type of businesses found in the local community and how they help citizens meet their needs..

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Lesson 1: Business in the Community

Core Activities:

- Key Concepts: making money*
- Key Vocabulary: employer, producer, consumer, profit, economy*
- Discuss key vocabulary and what happens how people and businesses make money.
- Use Reading Link: Cause and Effect to help students determine the factors that cause the prices to go down.
- Review the definition of profit. Organize students into pairs. Have each students write a word problem describing a money transaction involving profit. Have students exchange problems and solve.
- In small groups, ask students to list ten goods and services that someone can buy from most expensive to least expensive.

Extensions:

- After discussing how countries each have their own money system, allow students design money and give it names and values.

Correctives:

- Allow students to complete graphic organizers of each section to identify main ideas and details.
- Student Activity Book page 29.

Lesson 2: Making Money Choices

Core Activities:

- Key Concepts: saving and spending*
- Key Vocabulary: budget, expense, income, opportunity cost, savings account*
- Ask students to come up with a list of needs and wants and how we go about acquiring both.
- Discuss key vocabulary and how people make choices about saving and spending money.
- Use Reading Link: Cause and Effect to helps students identify the cause and effect of making a budget.
- Have students practice making a budget that shows what they will spend and how, and how much they will save with a weekly income as \$5. Discuss what challenges they faced while making budgets.

Extensions:

- Ask students to choose a specific item they would like to purchase. Have them find out how much the item costs. Students will write an essay that explains how they will pay for their purchase.

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Correctives:

- Help students to create a list of expenses that a school might have. Invite an administrator to class to discuss the school budgeting process.
- Student Activity Book page 30.

Lesson 3: Farm Communities

Core Activities:

- Key Concepts: farm production*
- Key Vocabulary: human resources, capital resources, demand, supply, scarcity*
- Use pictures in lesson to prompt students to make predictions and build background.
- Discuss key vocabulary and how farmers produce goods for the country.
- Use Reading Link: Cause and Effect to show the causes and effects of climates and soils on where crops are grown.
- Ask students to brainstorm a list of products grown on farms. Ask small groups to find out in which states each product is produced. Allow groups to share their findings with class.

Extensions:

- Allow students, in pairs, to select a product to sell. Have them research the price of the product. Ask students to discuss what might cause the price to be lowered or raised. Discuss any questions/answers.

Correctives:

- Allow students to summarize and illustrate the information in each section of Lesson 3.
- Student Activity Book page 31.

Lesson 4: Making Goods

Core Activities:

- Key Concepts: production of goods*
- Key Vocabulary: factory, specialize, import, export*
- Recall information from Unit 2 about manufacturing.
- Discuss key vocabulary and how communities meet their needs for goods.
- Use Reading Link: Cause and Effect to help students understand how the growth of the automobile industry affected the steel industry.
- Using world atlases or other materials, ask students to identify products that the United States imports. Use the information to create a class chart on US imports.

Extensions:

- Ask students to make a list of items they have at home that were made in other countries. Compile lists into a larger list to note patterns the students observe.

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Correctives:

- Use photos and captions to assist students in finding their answers in a nonfiction text.
- Allow students to find items in the classroom that may have been made in other countries. Discuss the findings with students.
- Student Activity Book page 33.

Lesson 5: Working Together

Core Activities:

- Key Concepts: communities working together*
- Key Vocabulary: international trade, domestic trade, cooperate*
- Ask students to give examples of when communities may work together (example: police protection)
- Discuss key vocabulary and how communities work together.
- Use Reading Link: Cause and Effect to help students understand the causes and effects of countries working together with the United States on cars.
- Use the leveled reader "Vivienne Tam" to understand a biography about the fashion designer. Instruct students to write an interview with Ms. Tam to understand what she does and why.
- Use the Data Graphic activity on page 183 to emphasize the trade patterns of cars.

Extensions:

- Organize students into groups. Assign each group a section of the lesson. Ask each group to develop and present a skit that shows the content of their section.

Correctives:

- Allow students to create flashcards with vocabulary words and important concepts from Lesson 5.
- Student Activity Book page 34.

Instructional Strategies:

- Graphic organizer
- Large group instruction
- Small group reading
- Oral and silent reading
- Discussion
- Problem Solving
- Creative Thinking
- Critical Thinking
- Research/Group Presentation
- Expository writing/newspaper article

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- Role play
- Graph interpretation
- Hands on projects
- Partner reading and questioning
- Books with fables, legends, and myths
- Narrative writing
- Research based/persuasive writing

Materials and Resources:

- Social Studies textbook
- Student Activity Book
- Teachers' Manual
- Idea Factory – Teacher Resource
- Reference Materials
- Printable Graphic Organizers
- www.superteacherworksheets.com

Assessments:

Diagnostic:

- Brainstorming Web
- Students' connection between Building Background activity to small group reading of Leveled Reader
- Students' connection to illustrations in Lesson 3 to previous learning content
- Students' connection between the rise of manufacturing in the late 1800s and how manufacturing works today
- Students' participation and adherence to Building Background question
- Students' participation and adherence to topic within question/prompt

Formative:

- Discussion
- Use of vocabulary terms
- Student writing
- Organization of thoughts in graphic organizers
- Partner questioning and role play
- Research presentation
- Lesson review
- Student activity book page
- Critical thinking activity
- Problem Solving
- Use of reference materials

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Summative:

- Lessons 1- 5 Assessment
- Idea Factory activities

Unit: 5 - Communities and Government

Time Range in Days: 40 Days

Standard(s): Pennsylvania Core State Standards for English Language Arts

Standards Addressed:

Reading

- CC.1.1.3.E
- CC.1.2.3.A
- CC.1.2.3.B
- CC.1.2.3.C
- CC.1.2.3.E
- CC.1.2.3.G
- CC.1.2.3.I
- CC.1.2.3.J
- CC.1.2.3.L
- CC.1.3.3.B
- CC.1.4.3.A
- CC.1.4.3.B
- CC.1.4.3.C
- CC.1.4.3.F
- CC.1.4.3.I

Anchor(s):

- E03.A-K.1
- E0.A-C.3
- E0.A-V.4
- E0.B-K.1
- E03.B-C.3
- E0.B-V.4
- E03.C.1
- E03.C.1.2
- E03.D.1.1

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Civics and Government

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state, and nation.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.E Identify documents of United States government.
- 5.1.3.G Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.
- 5.1.3.K Identify symbols and political holidays.
- 5.1.3.M Identify portions of famous speeches and writings reflect the basic principles and ideals of government.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.2.3.G Identify ways to participate in government and civic life.
- 5.3.3.A Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- 5.3.3.B Identify the role of the three branches of government.
- 5.3.3.D Identify services performed by the local, state, and national governments.
- 5.3.3.E Identify positions of authority at school and in local, state, and national governments.
- 5.3.3.F Explain what an election is.

Geography

- 7.3.3.D Identify the human characteristics of places and regions by their economic activities
- 7.3.3.E Identify the human characteristics of places and regions by their political activities

Economics

- 6.2.3.H Identify government involvement in local economic activities.
- 6.2.3.I Identify goods and services produced by the government
- 6.2.3.J Explain the relationship taxation and government services.

Overview: The United States national government consists of three branches. The branches work together to protect the rights of America's citizens. Many symbols remind us of our precious rights. State governments are also divided into three branches that work together. State citizens pay taxes that are used to pay for things like schools and roads. States also use tax dollars to pay for services such as law enforcement and park maintenance. Each

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community has a local government. Some communities elect a mayor to run the local government. A council often helps to make laws. Native Americans have their own local governments. Rules and laws are made for the common good of all citizens. Lawmakers also follow them. There are many ways to get involved in the community. Citizens can vote, they can volunteer for a non-profit organization.

Focus Question(s):

- What is important to know about our national government?
- What do state governments do?
- How does local government work?
- How does having rules and laws help communities?
- What are some ways people get involved in their community?

Goals/Objectives:

- Students will be able to explain that government protects the rights of citizens. (DOK 2)
- Students will be able to identify the three branches of government. (DOK 1)
- Students will be able to explain the meaning of “The Star Spangled Banner.” (DOK 3)
- Students will be able to describe the importance of the key American symbols.(DOK 2)
- Students will be able to explain that state governments also have three branches. (DOK 2)
- Students will be able to explain the meaning and use of taxes. (DOK 2)
- Students will be able to identify that state and local communities provide services to citizens. (DOK 2)
- Students will be able to explain the role of mayor and city council. (DOK 2)
- Students will be able to explain that laws are made for the common good of all people. (DOK 1)
- Students will be able to explain the many ways that people can help their communities. (DOK 1)
- Students will be able to describe groups and organizations that help people. (DOK 2)
- Students will be able to describe the importance and purpose of voting. (DOK 2)
- Students will be able to explain the history of voting. (DOK 2)

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Core Activities and Corresponding Instructional Methods:

Unit 5 Building Background:

Using the visual preview on page 196, allow students to do a brainstorming activity in which they list the words and concepts associated with the term “government.” Explain to students that Unit 5 focuses on the rights and responsibilities of the government to its citizens and the rights and responsibilities of the citizens to governments.

Lesson 1: National Government

Core Activities:

- Key Concepts: national government*
- Key Vocabulary: citizen, executive branch, legislative branch, judicial branch*
- Ask students to refer back to brainstorming for Unit 5. Ask students to focus on the national government and categorize the information into people, places, and events. Use the visual preview on page 196 to aid in answering.
- Discuss key vocabulary and key concepts of the national government.
- Use Reading Link: Compare and Contrast to help students compare and contrast the executive and legislative branches..
- Divide class into three groups and assign each group to a branch of the government. Introduce an idea for a new class rule and allow groups to act out how the process of the bill becoming a law. Discuss reactions to the process.
- Create posters that provide a visual aid to the function of each branch of government.

Extensions:

- Ask students to create a short poem about freedom and what it means.

Correctives:

- Allow students to find pictures on the internet and in magazines that symbolize the national government and have students describe them orally.
- Student Activity Book page 36.

Lesson 2: State Governments

Core Activities:

- Key Concepts: state governments*
- Key Vocabulary: governor, capitol*
- Inform students that the national government and the state government are similar because they both have executive, legislative, and judicial branches. Question students about state governments (capital, leader, etc.)
- Discuss key vocabulary and how state governments help communities.
- Use Reading Link: Compare and Contrast the duties of the President and a governor.

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Students should make a list of things that consumers buy that are taxed and not taxed.

Students should also solve example problems where tax is involved.

-Use the Data Graphic activity on page 209 how a state may use tax money from citizens to help citizens.

-Students should use resources to locate names of Pennsylvania Governor, Representatives, etc.

Extensions:

-Allow students to pick one of the state political figures and write a persuasive letter to him or her about an issue that pertains to education.

Correctives:

-Allow students to use visual aids showing the three branches and their functions within the state. Students should be able to use the visual in Lesson 1 to compare the state and national government.

-Student Activity Book page 38.

Lesson 3: Local Government

Core Activities:

-Key Concepts: local government

-Key Vocabulary: local government, mayor, council, sovereign

-Prompt students to use the visual preview on page 214 to access prior knowledge about local governments.

-Discuss key vocabulary and how local governments help communities.

-Use Reading Link: Compare and Contrast to help students compare and contrast state and local governments.

-Allow students to make local government mobiles (Teachers' manual page 216)

Extensions:

-Ask students to create a list of all the community services they can think of. Invite a local government official to speak to the class.

Correctives:

-Allow students to write descriptions of people who provide services within the community to use as a review activity.

-Student Activity Book page 40.

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Lesson 4: Rules and Laws

Core Activities:

- Key Concepts: rules and laws in communities*
- Key Vocabulary: common good, jury, Bill of Rights*
- Ask students to give examples of rules that we follow in class, school, communities, etc.
- Discuss key vocabulary and how rules and laws help communities run efficiently and safely.
- Use Reading Link: Compare and Contrast to help students contrast being a good citizen and a bad citizen.

Extensions:

- Allow students to come up with criteria to nominate a different student in the class for a "Citizen of the Day". Place the criteria prominently and refer it to daily to reinforce concept.

Correctives:

- Allow students to a poster with the Bill of Rights and what each right means to citizens.
- Student Activity Book page 41.

Lesson 5: Working Together

Core Activities:

- Key Concepts: community involvement*
- Key Vocabulary: volunteer, nonprofit, bill*
- Discuss with students things they do to help their communities. Refer to the vocabulary term "volunteer" discussed in Unit 1.
- Discuss key vocabulary and how some people get involved in their communities.
- Use Reading Link: Cause and Effect to help students understand the difference between law and a bill.
- . -Students should brainstorm ideas for a bill and discuss the steps that bill would go through to become a law. Students should use the concept of the three branches of government in the description.

Extensions:

- Encourage students to design a project that can help the school community.

Correctives:

- Allow students to create a timeline to organize dates of important events in Lesson 5.
- Student Activity Book page 42.

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Instructional Strategies:

- Graphic organizer
- Large group instruction
- Small group reading
- Oral and silent reading
- Discussion
- Simulation
- Visual Aid
- Internet Research
- Persuasive Writing
- Graph Interpretation
- Problem Solving
- Creative Thinking
- Critical Thinking
- Group Project
- Timelines

Materials and Resources:

- Social Studies textbook
- Student Activity Book
- Teachers' Manual
- Internet
- Idea Factory – Teacher Resource
- Reference Materials
- Printable Graphic Organizers
- www.superteacherworksheets.com

Assessments:

Diagnostic:

- Brainstorming Web
- Students' reference to common national government concepts
- Students' discussion of local government from visual preview
- Students discussion of rules and how they apply to different settings
- Students' recall of vocabulary term of "volunteer" and used appropriately to the key concept of Lesson 5

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Formative:

- Discussion
- Use of vocabulary terms
- Student writing
- Organization of thoughts in graphic organizers
- Partner questioning and role play
- Simulation
- Creation of Visual Aids
- Timelines
- Research presentation
- Project Planning and Completion
- Lesson review
- Student activity book page
- Problem Solving
- Use of reference materials

Summative:

- Lessons 1- 5 Assessment
- Idea Factory activities

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Communities

Textbook ISBN #: 978-0-02-151485-4

Textbook Publisher & Year of Publication: Macmillan/McGraw-Hill 2009

Curriculum Textbook is utilized in (title of course): Social Studies

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Appendix

Standards are found at: www.pdesas.org/standard

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____