

PA Standard for History (Grades 4-6)

8.1 Historical Analysis and Skills Development

Big Idea – Historical Understanding

Enduring Understandings

EU #1 We study the past to make decisions about the future.

Essential Question(s)

EQ #1 Why do we study the past? (Gr. 4 – I, R, M)

EQ #2 What sources do we use to record history and obtain information about the past? (Gr. 6 – I, R, M)

EQ #3 Is it possible to represent all sides of a historical event? (Gr. 6 – I, R, M)

Grade 4

Grade 5 (NA)

Grade 6

Knowledge

- Chronology
- Timeline
- Continuity/change

(8.1A)

- Sources – Primary/Secondary
- Visual evidence
- Historical perspective
- Mathematic data
- Perspective
- Evidences
- Points of view
- Facts/opinions
- Causes/results

(8.1B, 8.1D)

Skills – *Students will be able to...*

- Understand chronological thinking and distinguish between past, present, and future time.

- Explain and analyze historical sources.
- Describe and explain historical research.
- Explain the fundamentals of historical interpretation.

PA Standard for History (Grades 4-6)

8.2 Pennsylvania History

Big Idea – Pennsylvania History

Enduring Understandings

EU #1 Many individuals and groups have contributed to the history of Pennsylvania.

EU #2 Cultural patterns and industrial innovations have impacted Pennsylvania history.

EU #3 Cooperation and conflict between groups of people have produced change in Pennsylvania history.

Essential Question(s)

EQ #1 How have individual people impacted the history of Pennsylvania? (Gr. 4 – I, R, M)

EQ #2 How have cooperation and conflict between groups of people impacted Pennsylvania history? (Gr. 5 – I, R, M)

Grade 4

Grade 5

Grade 6 (NA)

Knowledge

- Inhabitants
- Leaders
 - Military
 - Political
 - Innovators and reformers

(8.2A)

- Diversity
- Toleration
- Relations – ethnic, racial, labor
- Immigration
- Military conflict

(8.2D)

Skills – *Students will be able to...*

- Identify and explain the political and cultural contributions of individuals to Pennsylvania history.

- Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history, from Beginnings to 1824.

PA Standard for History (Grades 4-6)

8.3 United States History

Big Idea – United States History

Enduring Understandings

EU #1 Many individuals and groups contributed to the history of the United States.

EU #2 Cultural patterns and industrial innovations have impacted United States history.

EU #3 Cooperation and conflict between groups of people have produced change in United States history.

Essential Question(s)

EQ #1 How have individual people impacted the history of the United States? (Gr. 5 – I, R, M)

Grade 4 (NA)

Grade 5

Grade 6 (NA)

Knowledge

- Inhabitants
- Leaders – Military, Political, Innovators and reformers

(8.3A)

Skills – *Students will be able to...*

- Identify and explain the political and cultural contributions of individuals to United States history from Beginnings to 1824.

PA Standard for History (Grades 4-6)		
8.3 United States History		
Big Idea – United States History		
Enduring Understandings EU #1 Many individuals and groups contributed to the history of the United States. EU #2 Cultural patterns and industrial innovations have impacted United States history. EU #3 Cooperation and conflict between groups of people have produced change in United States history.		
Essential Question(s) EQ #2 How have cooperation and conflict between groups of people impacted United States history? (Gr. 5 – I, Gr. 6 - R, M)		
Grade 4 (NA)	Grade 5	Grade 6 (NA)
Knowledge		
	<input type="checkbox"/> Diversity <input type="checkbox"/> Toleration <input type="checkbox"/> Relations – ethnic, racial, labor <input type="checkbox"/> Immigration <input type="checkbox"/> Military conflict (8.3D)	<input type="checkbox"/> Diversity <input type="checkbox"/> Toleration <input type="checkbox"/> Relations – ethnic, racial, labor <input type="checkbox"/> Immigration <input type="checkbox"/> Military conflict (8.3D)
Skills – <i>Students will be able to...</i>		
	<input type="checkbox"/> Identify and explain conflict and cooperation among social groups and organizations in United States history, from Beginnings to 1824.	<input type="checkbox"/> Identify and explain conflict and cooperation among social groups and organizations in United States history, from Beginnings to 1824.

PA Standard for History (Grades 4-6)		
8.4 World History		
Big Idea – World History		
Enduring Understandings EU #1 Many individuals and groups have contributed to the history of the world. EU #2 Cultural patterns and industrial innovations have impacted world history. EU #3 Cooperation and conflict between groups of people have produced change in world history.		
Essential Question(s) EQ #1 How have individual people impacted the history of the world? (Gr. 6 – I, R, M) EQ #2 How have cooperation and conflict between groups of people impacted world history? (Gr. 6 – I, R, M)		
Grade 4 (NA)	Grade 5 (NA)	Grade 6
Knowledge		
		<input type="checkbox"/> Contributions <input type="checkbox"/> Civilizations <input type="checkbox"/> World Leaders from Africa, Americas, Asia, Europe <input type="checkbox"/> Diversity/Toleration <input type="checkbox"/> Continuity/Change – women’s role, racial, religious <input type="checkbox"/> Relations – ethnic, racial, labor, social organizations <input type="checkbox"/> Immigration <input type="checkbox"/> Military conflict (8.4A)
Skills – <i>Students will be able to...</i>		
		<input type="checkbox"/> Identify and explain the political and cultural contributions of individuals to world history. <input type="checkbox"/> Identify and explain conflict and cooperation among social groups and organizations in world history. <input type="checkbox"/> Identify and explain how continuity and change have affected world history.

