

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Historical Thinking and Skills</i>  Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	<b>Pacing</b>  Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>  <b>1. <i>The order of significant events in Ohio and the United States can be shown on a timeline.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can construct a timeline of the significant events in Ohio and the United States.</li> <li>• I can determine the difference in years between two events.</li> </ul>	<b>Content Elaborations</b>  Chronological thinking helps students develop a clear sense of historical time in order to recognize the temporal sequence of events in history. Students were first introduced to timelines in grade two. Grade-three students practiced chronological order by placing local events on a timeline. By grade four, students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades, and centuries, and events in chronological order.  As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE. (Note: Students begin using these conventions in grade six.)  In grade five, students will examine relationships between events on multiple-tier timelines.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• chronological</li> <li>• BC/BCE and AD/CE</li> <li>• decade</li> <li>• century</li> <li>• sequential</li> <li>• early</li> <li>• recent</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• construct</li> <li>• determine</li> <li>• cause and effect</li> <li>• convention</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Use partially completed timelines to practice chronological order with students.</p>

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<b>Content Statement</b>  <b>2. <i>Primary and secondary sources can be used to create historical narratives.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can locate, evaluate, and organize a variety of primary and secondary sources to create historical narratives.</li> <li>• I can use primary sources to better understand and draw conclusions about events in history.</li> <li>• I can identify main ideas and supporting details from facts.</li> <li>• I can explain the difference between fact and opinion.</li> <li>• I can use problem-solving and decision-making processes.</li> </ul>	<b>Content Elaborations</b>  Historical narratives recount human events. Students locate, evaluate, and organize a variety of sources to reconstruct an historical event.  <i>Primary sources</i> are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews, or accounts that were recorded later. Visual materials (e.g., photos, original artwork, posters, films) also are important primary sources.  <i>Secondary sources</i> offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books, and articles that interpret or review research works.  By having students examine various primary and secondary sources related to an event or topic, they begin to understand historical perspective, a concept further developed in grade seven. Students also gain early experience identifying supporting details, distinguishing fact from opinion, and speculating about cause and effect relationships.  Historical narratives are constructed based upon primary and secondary sources. These sources are used to provide background information and support for the accounts of historical events and the perspectives of the writer.

<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• official documents</li> <li>• supporting details</li> <li>• background information</li> <li>• artifact</li> <li>• historical maps</li> <li>• historical perspective</li> <li>• fact/opinion</li> <li>• primary source</li> <li>• secondary source</li> <li>• historical narrative</li> <li>• memoirs</li> <li>• oral interviews</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• locate</li> <li>• evaluate</li> <li>• organize</li> <li>• examine</li> <li>• reconstruct</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

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<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	<b>Pacing</b> Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b> <b>3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in both cooperation and conflict.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain the reasons people migrated and immigrated to Ohio.</li> <li>• I can identify a variety of people who migrated or immigrated to the Ohio Area and the conflicts and compromises they dealt with.</li> <li>• I can identify the causes and effects of the French and Indian War.</li> <li>• I can compare the settlements and cultures of the Prehistoric and historic peoples of Ohio.</li> <li>• I can identify examples of cooperation and conflict among Ohio’s inhabitants.</li> </ul>	<b>Content Elaborations</b> <p>Prehistoric (Paleo, Archaic, Woodland, Late Prehistoric [Fort Ancient]) and historic (Delaware, Miami, Ottawa, Seneca, Shawnee and Wyandot) American Indians were the original inhabitants of Ohio. While information on prehistoric groups is somewhat limited, there is evidence of cooperation involving the construction of mounds and trade with distant groups. In addition, there is evidence of conflict, especially among the Late Prehistoric groups as they sometimes fought over access to hunting territories or the most fertile agricultural lands.</p> <p>Europeans began to appear in the Ohio Country beginning with the French in the late 1600s followed closely by the English. Later waves of immigration included, but were not limited to, the Scotch-Irish and Germans. Migrating settlers came into the Ohio Country from other colonies.</p> <p>Immigrants worked together to create new settlements in Ohio. They cooperated in building transportation systems and developing new businesses. Hunting strategies and agricultural practices were sometimes shared among American Indians and European settlers. On the other hand, issues surrounding the use and ownership of land caused conflict between these groups.</p> <p>The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• Mound Builder</li> <li>• Atlatl</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• evidence</li> <li>• explain</li> </ul>

<ul style="list-style-type: none"> <li>• alliance</li> <li>• trading post</li> <li>• artifact</li> <li>• archaic</li> <li>• Paleo-Indian</li> <li>• trade</li> <li>• custom</li> <li>• immigrate</li> <li>• compromise</li> <li>• prehistoric</li> <li>• migrate</li> <li>• conflict</li> <li>• mounds</li> <li>• fertile</li> <li>• agricultural</li> <li>• Adena</li> <li>• Hopewell</li> </ul>	<ul style="list-style-type: none"> <li>• identify</li> <li>• compare</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Extension Activity: Current events, like the Gulf oil spill, suggest that corporate actions sometimes lead to conflict regarding the use of resources. Help students draw inferences about how present day issues and conflicts relate to the conflict that occurred among the settlers, American Indians, and European powers during the 18th century.</p>

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<b>Content Statement</b> <b>4. <i>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can discuss how the 13 colonies united to create a nation based on liberty and justice.</li> <li>• I can identify the causes of the American Revolution.</li> <li>• I can explain the effects of the Proclamation of 1763 on colonists.</li> <li>• I can describe how taxation without representation was considered unfair/unjust by the American colonies.</li> </ul>	<b>Content Elaborations</b> <p>The American colonies united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain. They felt two practices of the British were particularly unjust:</p> <ol style="list-style-type: none"> <li>1. High taxes were levied on stamps, paint, and tea without input from the colonists, who had no representation in Parliament.</li> <li>2. The Proclamation of 1763 prohibited the colonists from settling west of the Appalachians.</li> </ol> <p>The colonists had begun to think of themselves as Americans and wanted to govern themselves. They fought the American Revolution to end British rule. During this same time period, Ohio was developing as a populated frontier. Fort Laurens was the only fort built in Ohio during the American Revolution since no major battles were fought in the Ohio Country.</p> <p>Americans formed a new national government under the Articles of Confederation.</p> <p>The Articles of Confederation were ineffective for running a new nation. A constitutional convention was called and delegates from 12 states chose to attend and wrote a constitution. The Constitution of the United States allowed for changes, or amendments, to be made to the Constitution. The first 10 amendments are called the Bill of Rights.</p> <p>This foundational content prepares students for a more in-depth examination of colonial dissatisfaction with British rule and the events leading to the Declaration of Independence and the American Revolution in grade eight.</p>

<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Proclamation of 1763</li> <li>• American Revolution</li> <li>• independence</li> <li>• justice</li> <li>• liberty</li> <li>• frontier</li> <li>• Parliament</li> <li>• Articles of Confederation</li> <li>• colonial</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• causes</li> <li>• effects</li> <li>• describe</li> <li>• developing</li> <li>• examination</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
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<b>Content Statement</b> <b>5. <i>The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how the NW Ordinance established a process for the creation of the new states and rights for its citizens.</li> <li>• I can describe how the NW Ordinance granted Revolutionary War veterans some land from the NW Territory as compensation for their service.</li> </ul>	<b>Content Elaborations</b> As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance.  The Northwest Ordinance guaranteed rights to the people such as freedom of religion and the right to a trial by jury. Education would be encouraged and the Indians would be treated in good faith. It also banned slavery in the Northwest Territory.  In addition, the Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory (like Ohio) to the United States. The steps included: <ol style="list-style-type: none"> <li>1. Congress would appoint a group of leaders to govern people in the territory.</li> <li>2. With a minimum population, the people of a part of the territory could elect political leaders to govern them.</li> <li>3. When the population of the district was large enough, it could be admitted as a state.</li> </ol> Political leaders in Ohio wrote Ohio’s first constitution so Ohio could become a state. Ohio’s Constitution was modeled after the U.S. Constitution.  Some land from Northwest Territory was granted to Revolutionary War veterans as compensation for their service.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• NW Territory</li> <li>• NW Ordinance</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• process</li> <li>• democratic</li> </ul>

<ul style="list-style-type: none"> <li>• boundary</li> <li>• freedom of speech</li> <li>• freedom of religion</li> <li>• trial by jury</li> </ul>	<ul style="list-style-type: none"> <li>• event</li> <li>• describe</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
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<b>Content Statement</b> <b>6. <i>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of lake Erie contributed to American success in the war.</i></b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe the events leading up to the conflicts among Great Britain, Colonists, France, and Native Americans.</li> <li>• I can identify the effects of these conflicts.</li> <li>• I can trace the actions of American Indians as they defended their lands and were forced from Ohio.</li> </ul>	<b>Content Elaborations</b> <p>For years following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, allowing native tribes to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.</p> <p>A coalition of American Indians rejected the Americans' claim that the Treaty of Paris gave the United States title to Indian lands in the Ohio valley. Tribal leaders, such as Blue Jacket and Little Turtle, fought to resist the flood of American settlers into the region. After initial victories against the American army, the coalition was defeated at the Battle of Fallen Timbers. Many tribes signed the Treaty of Greenville, giving up their claims to land in much of Ohio. Others, with British aid, continued the fight to defend their lands.</p> <p>Tecumseh and his brother, the Prophet, attempted to form a new Indian confederacy, but they suffered a serious defeat at the Battle of Tippecanoe, leaving the confederacy in a weakened state.</p> <p>The United States declared war on Great Britain in June of 1812. Fort Meigs was constructed along the Maumee River as a staging area for an invasion of British Canada. British troops and Indian warriors attacked the fort, but were defeated.</p> <p>Oliver Hazard Perry and American sailors defeated the British navy at the Battle of Lake Erie (1813). This defeat meant the British could no longer provide American Indians with weapons to continue the fight.</p> <p>Even though the War of 1812 would not end until 1814, Indian resistance to the American settlement of Ohio ended with the Battle of Lake Erie.</p>

<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• resistance</li> <li>• coalition</li> <li>• confederacy</li> <li>• invasion</li> <li>• Little Turtle</li> <li>• Tecumseh</li> <li>• Blue Jacket</li> <li>• the Prophet</li> <li>• Battle of Fallen Timbers</li> <li>• Battle of Tippecanoe</li> <li>• Treaty of Paris</li> <li>• Treaty of Greenville</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• trace</li> <li>• issues</li> <li>• actions</li> <li>• describe</li> <li>• identify</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
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<b>Content Statement</b> <b>7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the antislavery movement and the Underground Railroad.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe the conflict that caused the division of the United States after the War of 1812.</li> <li>• I can describe Ohio’s role in the antislavery movement and the Underground Railroad.</li> <li>• I can identify cultural and political events leading up to the Civil War.</li> </ul>	<b>Content Elaborations</b> <p>Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new territories.</p> <p>Under the terms of the Northwest Ordinance, Ohio was admitted to statehood as a free state.</p> <p>The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the antislavery movement were planted by local antislavery newspapers, building Ohio into a strong center of opposition to slavery. The Ohio Anti-Slavery Society employed lecturers to travel across the state, hoping they would convince Ohioans to join the abolitionist movement. Uncle Tom’s Cabin was a popular novel based on runaway slaves the author had met in Cincinnati.</p> <p>Ohio served as the northern “trunk line” of the Underground Railroad, a system of secret routes used by free people in the North and South to help slaves escape to freedom. Escape routes developed throughout Ohio with safe houses where slaves could be concealed during the day. Escaped slaves typically traveled at night to their destinations. Many cities in Ohio today have houses that were once used by fugitive slaves heading north along the Underground Railroad.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• Emancipation Proclamation</li> <li>• secede</li> <li>• confederacy</li> <li>• Union</li> <li>• free state</li> <li>• Fugitive Slave Act</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• identify</li> <li>• cause/effect</li> </ul>

<ul style="list-style-type: none"> <li>• Civil War</li> <li>• plantation</li> <li>• abolitionist</li> <li>• Underground Railroad</li> <li>• conductor</li> <li>• Ohio Anti-Slavery Society</li> <li>• <i>Uncle Tom's Cabin</i></li> <li>• safe house</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
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Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>8. <i>Many technological innovations that originated in Ohio benefitted the United States.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can compile the many innovations in communications and technology and transportation that originated in Ohio.</li> <li>• I can explain how new/efficient ways of transportation enabled Ohio's economy and population to grow.</li> <li>• I can identify how the invention and manufacturing of new products enhanced Ohio's businesses/economy and benefitted the United States.</li> <li>• I can identify inventions, their inventors, and other business leaders from Ohio.</li> </ul>	<p>To understand the influence of Ohio on the growth and development of the United States, students need to recognize the significance of Ohio's innovations in communication, technology, and transportation.</p> <p>Inventions that originated in Ohio include the light bulb, telephone, phonograph, traffic signal, gas mask, airplane, automobile self-starter, air brake, and steam boiler. These innovations benefitted the United States.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• technology</li> <li>• transportation</li> <li>• canals</li> <li>• interstate highway</li> <li>• macadam road</li> <li>• tolls</li> <li>• stagecoaches</li> <li>• energy and power</li> <li>• manufacturing</li> <li>• construction</li> <li>• information and communication</li> <li>• agricultural and related biotechnologies</li> </ul>	<ul style="list-style-type: none"> <li>• originate</li> <li>• produced</li> <li>• compile</li> <li>• explain</li> <li>• identify</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

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<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Spatial Thinking and Skills</i>  Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	<b>Pacing</b>  Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>  <b>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can use map scale and compass to describe the relative locations of physical and human places in Ohio and the United States.</li> <li>• I can determine the relative locations and distance between two points on a map.</li> </ul>	<b>Content Elaborations</b>  First introduced in grade four, <i>relative location</i> is the location of a place relative to other places (e.g., northwest or downstream). Fourth-grade students describe the relative location of the physical and human characteristics of Ohio and the United States using a map scale and cardinal and intermediate directions.  <i>A map scale</i> shows the relationship between a unit of length on a map and the corresponding length on the Earth’s surface. Students can describe relative location by using the map scale to approximate the distance between places.  <i>Cardinal directions</i> are the four main points of the compass (north, south, east, and west).  <i>Intermediate directions</i> are the points of the compass that fall between north and east, north and west, south and east, and south and west, i.e., NE, NW, SE, and SW.  Cardinal and intermediate directions also can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio.  Map skills are developed further in grades five and six as students study the Western and Eastern Hemispheres.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• relative location</li> <li>• map scale (large and small)</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• interpret</li> <li>• describe</li> </ul>

<ul style="list-style-type: none"> <li>• cardinal</li> <li>• intermediate</li> <li>• physical (natural) characteristics</li> <li>• human characteristics</li> <li>• approximate</li> </ul>	<ul style="list-style-type: none"> <li>• determine</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
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<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Places and Regions</i>  A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	<b>Pacing</b>  Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>  <b>10. The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how the agriculture, industry, and natural resources have influenced the economic development of Ohio and the United States.</li> <li>• I can explain how where you live influences how you live.</li> </ul>	<b>Content Elaborations</b>  Ohio’s abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. Ohio’s forests provided the resources for building materials and paper. Ohio farms, as well as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods and the ships and trains that carried products to market during the late 19th and early 20th centuries.  While a significant percentage of Ohio’s corn was once used to feed the growing nation, a significant portion of corn and soybeans is now used in the production of bio-fuels, reflecting national fuel conservation efforts.  Current economic challenges such as global competition influence basic industries in Ohio (e.g., automobile, rubber, steel, heavy equipment) and in the nation as a whole.  Wind turbines are being constructed in Ohio as the nation moves toward alternative energy sources. Ohio’s waterways serve as a conduit for transportation and provide recreational opportunities.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• natural resources</li> <li>• industry</li> <li>• renewable resources</li> <li>• nonrenewable resources</li> <li>• corn</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• continue</li> <li>• influence</li> <li>• explain</li> </ul>

<ul style="list-style-type: none"> <li>• biofuels</li> <li>• region</li> <li>• global competition</li> <li>• wind turbines</li> <li>• conservation</li> <li>• oil</li> <li>• coal</li> <li>• natural gas</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

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<b>Content Statement</b>  <b>11. The regions which became known as the North, South, and West of the United States developed in the early 1800s largely based on their physical environments and economies.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how the regions of the United States developed based on their physical environments and economies.</li> <li>• I can compare and contrast the economic development of Northern and Southern regions based on their physical environments and economies.</li> <li>• I can describe and compare the landforms, climates, populations, vegetation, and economic characteristics of places and regions in Ohio.</li> </ul>	<b>Content Elaborations</b>  By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during this time.  <b>North:</b> <ul style="list-style-type: none"> <li>• Large cities, small cities and towns</li> <li>• Rocky and thin soil</li> <li>• Trade centers</li> <li>• Manufacturing centers (shipbuilding), logging</li> <li>• Factories, ironworks, textiles, cottage industries</li> </ul> <b>South:</b> <ul style="list-style-type: none"> <li>• Rural, with few large cities and towns</li> <li>• Coastal marshes</li> <li>• Plantation economy</li> <li>• Tobacco, cotton and sugar cash crops</li> <li>• Long growing season</li> <li>• Producers of raw materials for northern and British factories</li> </ul> <b>West (including Ohio):</b> <ul style="list-style-type: none"> <li>• Rural with growing cities and towns</li> <li>• Inexpensive farmland</li> <li>• Rich soil for farming</li> <li>• Producers of raw materials for northern and British factories (timber, minerals)</li> </ul>

<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• all landform vocabulary words</li> <li>• manufacturing</li> <li>• raw materials</li> <li>• textiles</li> <li>• cottage industries</li> <li>• cash crop</li> <li>• urban</li> <li>• rural</li> <li>• ports</li> <li>• canal boat</li> <li>• steamboat</li> <li>• location of Ohio cities</li> <li>• Lake Erie/all river identification (with blank map)</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• describe</li> <li>• explain</li> <li>• compare/contrast</li> <li>• locate</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>  Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	<b>Pacing</b>  Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>  <b>12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe the positive and negative consequences for modifying the environment.</li> </ul>	<b>Content Elaborations</b>  Students at this level should be able to explain the consequences (both positive and negative) of human modifications to the environment in Ohio and the United States.  Examples of modifications to the environment include: <ul style="list-style-type: none"> <li>• Construction of farms, towns, transportation systems, and dams</li> <li>• Use of fertilizers, herbicides and pesticides</li> <li>• Destruction of wetlands and forests</li> </ul> As students look at the positive and negative consequences of these human modifications to the environment, they begin to understand the responsibility of individual citizens to use resources in ways that are sustainable to future generations, building on the concept of the common good begun in grade three.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• pollution</li> <li>• fertilizers</li> <li>• sustainable</li> <li>• pesticides/herbicides</li> <li>• wetlands</li> <li>• dams</li> <li>• reservoir</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• represent</li> <li>• created</li> <li>• describe</li> <li>• consequences</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

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<b>Content Statement</b>  <b>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can demonstrate how the population increasing reflects the cultural diversity of our nation and Ohio.</li> <li>• I can describe how and why Ohio’s population grew rapidly, based partly on an increase in immigration from Europe and the original 13 colonies.</li> <li>• I can show how today minority groups continue to increase their presence/numbers in our nation’s population.</li> </ul>	<b>Content Elaborations</b>  Ohio’s population grew slowly during the colonial period, totaling 45,365 persons in 1800. When the Ohio territory became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.  In 1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland, and Britain.  Industrialization altered the demographic data for Ohio and the United States. The 1900s brought increased immigration from eastern, central, and southern Europe (Spain, Italy, and Greece) especially to Ohio’s largest cities.  In 2003, Blacks made up 12.7 percent of the nation’s population. According to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S. The Hispanic population is projected to nearly triple. Asians comprise the third largest minority group – and the second fastest-growing group – in the United States. The U.S. Census Bureau predicts that the numbers of Asians will increase from 5 percent of the U.S. population in 2008 to 9 percent by 2050.  By 2008, the three largest groups of immigrants to Ohio were from India, Mexico, and China. Ohio’s population increasingly reflects the cultural diversity of the nation.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• settlers</li> <li>• immigrants</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• change</li> <li>• demonstrate</li> </ul>

<ul style="list-style-type: none"> <li>• industrialization</li> <li>• minority group</li> <li>• migration</li> <li>• census (bureau)</li> <li>• demographic</li> <li>• ethnic group</li> <li>• ethnic neighborhood</li> <li>• settlement house</li> <li>• tenement</li> <li>• reform</li> </ul>	
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<b>Topic</b> <i>Human Systems</i>  Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	<b>Pacing</b>  Unit 1, Content Statements 1-14, 18 weeks
<b>Content Statement</b>  <b>14. Ohio’s location in the United States and its transportation systems continue to influence the movement of people, products, and ideas.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can identify how Ohio’s location and its transportation system continue to influence the movement of people, products, and ideas.</li> <li>• I can identify Ohio products and materials: chemicals, rubber, agricultural products, trucks, and stone.</li> <li>• I can describe how Ohio’s location and resources continue to influence our economy and the nation’s economy regarding information, products, and transportation.</li> </ul>	<b>Content Elaborations</b>  At one time, Ohio was a gateway to the West. Ohio’s principal commercial artery was the Ohio River. During the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation.  Ohio continues to function as a major transportation hub for the nation. Ohio’s extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas.  Ohio is home to corporate offices for banks, insurance companies, and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks, and stone.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• canals</li> <li>• railroads</li> <li>• interdependence</li> <li>• macadam roads</li> <li>• migration</li> <li>• interstate highway</li> <li>• immigration</li> <li>• imports</li> <li>• exports</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• process</li> <li>• describe</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

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## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Civic Participation and Skills</i>  Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	<b>Pacing</b>  Unit 2, Content Statements 15-21, 9 weeks
<b>Content Statement</b>  <b>15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can identify my rights and responsibilities as an Ohioan and a U.S. citizen.</li> <li>• I can explain major responsibilities of the three branches of government in Ohio and the United States.</li> <li>• I can explain why elections are used to select leaders and decide issues.</li> <li>• I can explain that the Ohio Constitution and U.S. Constitution tell how the state government/national government should be organized and guarantee the rights of individuals.</li> <li>• I can explain how civic ideals are translated into practice.</li> </ul>	<b>Content Elaborations</b>  In grade three, students considered the social and political responsibilities of being a community member, including solving problems in a way that promotes the common good. In grade four, students focus on the role of citizens in the state and nation.  Students examine the opportunities citizens have to participate in and influence their state and national governments, including voting, communicating with officials, participating in civic and service organizations, and performing voluntary service.  Students understand the rights of citizenship including freedom of religion, speech, and press; right of petition; and right of assembly. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities including obeying the law and respecting the rights of others.  Citizens have an obligation to uphold both the Ohio and U.S. Constitutions by obeying laws, paying taxes, serving on juries, and (for men) registering for the selective service.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• democracy</li> <li>• jury</li> <li>• federal</li> <li>• legislative branch</li> <li>• Congress</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• participation</li> <li>• examine</li> <li>• obligation</li> </ul>

<ul style="list-style-type: none"> <li>• executive branch</li> <li>• judicial branch</li> <li>• budget</li> <li>• General Assembly</li> <li>• bill</li> <li>• municipal</li> <li>• sheriff</li> <li>• city council</li> <li>• county</li> <li>• mayor</li> <li>• district</li> <li>• board of education</li> <li>• city manager</li> <li>• court of common pleas</li> <li>• court of trial</li> <li>• court of appeals</li> </ul>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Strategies for participation should address student readiness, interest, and learning profile.</p> <p>Student groups create designs (e.g., a calendar, coloring book, PowerPoint presentation, brochure, documentary, collage, website) to promote various service organizations. Performance objectives will vary based on individual student ability.</p>

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<b>Content Statement</b>  <b>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can use a variety of available information to make informed decisions, using a variety of reliable resources.</li> <li>• I can utilize traits of perspective and purpose to compare points of agreement and disagreement.</li> </ul>	<b>Content Elaborations</b>  Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically.  Students at this level learn to: <ul style="list-style-type: none"> <li>• Identify possible cause and effect relationships</li> <li>• Identify main ideas and supporting details from factual information</li> <li>• Distinguish between fact and opinion</li> <li>• Read and interpret pictographs, bar graphs, line graphs, and tables</li> <li>• Recognize perspective and purpose</li> <li>• Compare points of agreement and disagreement</li> </ul> These skills also are key components of historical thinking.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• main idea</li> <li>• pictograph</li> <li>• bar graph</li> <li>• line graph</li> <li>• table</li> <li>• agreement</li> <li>• disagreement</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• cause/effect</li> <li>• supporting detail</li> <li>• distinguish</li> <li>• fact</li> <li>• opinion</li> <li>• purpose</li> <li>• perspective</li> <li>• interpret</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

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<b>Topic</b> <i>Civic Participation and Skills</i>	<b>Pacing</b> Unit 2, Content Statements 15-21, 9 weeks
Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b> <b>17. Effective participants in a democratic society engage in compromise.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can understand the need for compromise for the common good.</li> <li>• I can utilize the skill of compromise in classroom and real world situations.</li> <li>• I can practice communication skills.</li> </ul>	<b>Content Elaborations</b> A compromise is a settlement of differences in which each side makes concessions. Compromise is important in a democratic society, which seeks the common good.  Compromise involves taking turns, looking for common goals or principles, and give and take.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• negotiation</li> <li>• compromise</li> <li>• collaboration</li> <li>• common good</li> <li>• concession</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• utilize</li> <li>• practice</li> <li>• access</li> <li>• analyze</li> </ul>
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<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Rules and Laws</i>  Rules play an important role in guiding behavior and establishing order in families, classrooms, and organizations. Laws are enacted by governments to perform similar functions.	<b>Pacing</b>  Unit 2, Content Statements 15-21, 9 weeks
<b>Content Statement</b>  <b>18. Laws can protect rights, provide benefits, and assign responsibilities.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how laws protect rights, assign benefits, and assign responsibilities.</li> <li>• I can distinguish among my rights, benefits, and responsibilities as a citizen and recognize the value of each, both to myself and the common good of everyone.</li> <li>• I can explain why governments establish laws.</li> </ul>	<b>Content Elaborations</b>  Laws in a democratic society establish rule and order.  Laws are established by governments to protect rights such as religion, speech, press, petition, and assembly.  At this level, students understand a few of the benefits provided to citizens by laws such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech).  Laws also assign responsibilities (obligations) to citizens like paying taxes, serving on juries, and obtaining licenses.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• order</li> <li>• law</li> <li>• obligations</li> <li>• responsibilities</li> <li>• taxes</li> <li>• rights</li> <li>• jury</li> <li>• license</li> <li>• benefits</li> <li>• rule</li> <li>• speech</li> <li>• press</li> <li>• petition</li> <li>• assembly</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• explain</li> <li>• distinguish</li> <li>• establish</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
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<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Rules and Laws</i>  Rules play an important role in guiding behavior and establishing order in families, classrooms, and organizations. Laws are enacted by governments to perform similar functions.	<b>Pacing</b>  Unit 2, Content Statements 15-21, 9 weeks
<b>Content Statement</b>  <b>19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how the U.S. Constitution establishes a system of government and protects citizens' rights.</li> <li>• I can compare the Articles of Confederation to the U.S. Constitution and recognize the limits of each.</li> <li>• I can identify the need for Amendments (to the U.S. Constitution) and the purpose for each.</li> <li>• I can explain the purposes and functions of government in Ohio and the United States.</li> </ul>	<b>Content Elaborations</b>  Fourth-grade students should understand that the U.S. Constitution provides a framework for government, describing what it may and may not do.  Weaknesses in the Articles of Confederation led to calls for a new framework for government. (At this level, a basic understanding that the Articles of Confederation were not working is appropriate, with a more in-depth analysis to follow in grade eight.)  The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens.  Fourth-grade students need to understand that in the United States, the people are the source of the government's authority and that citizens choose representatives and decide issues through the process of voting.  They also need to understand that the U.S. Constitution protects the basic rights of citizens. Students at this level become familiar with the First Amendment, guaranteeing the freedoms of religion, speech, press, petition, and assembly.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• framework of government</li> <li>• Articles of Confederation</li> <li>• powers</li> <li>• protections</li> <li>• authority</li> <li>• representatives</li> <li>• voting</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• establish</li> <li>• compare</li> <li>• identify</li> <li>• understand</li> </ul>

<ul style="list-style-type: none"> <li>• amendments</li> <li>• Bill of Rights</li> <li>• First Amendment</li> <li>• Independence Hall</li> <li>• National Archives</li> </ul>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Students collaborate in small groups to design a role play involving one of the First Amendment rights and present it to the class.</p>

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Roles and Systems of Government</i>	<b>Pacing</b> Unit 2, Content Statements 15-21, 9 weeks
The purpose of government in the United States is to establish order, protect the rights of individuals, and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
<b>Content Statement</b> <b>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain how a constitution is a written plan for government.</li> <li>• I can compare and contrast the Ohio constitution with the U.S. Constitution.</li> </ul>	<b>Content Elaborations</b> A constitution is a written document describing the way a government is organized and how its power is allocated.  Ohio and the United States have democratic constitutions that provide frameworks limiting the powers of the government and defining the authority of elected officials.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• statehood</li> </ul>	<b>Academic Vocabulary</b>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Roles and Systems of Government</i>	<b>Pacing</b>
The purpose of government in the United States is to establish order, protect the rights of individuals, and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	Unit 2, Content Statements 15-21, 9 weeks
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the responsibilities of the three branches of government at the state and federal levels.</li> </ul>	<p>Both the Ohio Constitution and the United States Constitution establish governments with three branches, each having a distinctive role.</p> <ul style="list-style-type: none"> <li>The legislative branch passes laws.</li> <li>The executive branch carries out and enforces the laws.</li> <li>The judicial branch interprets and applies the laws.</li> </ul>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>checks and balances</li> <li>justice</li> <li>House of Representatives</li> <li>Senate</li> <li>Articles I, II, III</li> <li>Cabinet</li> <li>Supreme Court</li> <li>Congress</li> <li>President</li> <li>Legislative</li> <li>Judicial</li> <li>Executive</li> <li>Governor</li> <li>General Assembly</li> <li>Capitol Building</li> <li>White House</li> <li>Supreme Court Building</li> </ul>	<ul style="list-style-type: none"> <li>explain</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Allow students to demonstrate vocabulary words through art, drama, or music.</p> <p>Extension Activity: Allow students to role play the law-making process. Organize students into groups representing the legislative, executive, and judicial branches of government. The process could involve the lawmakers drafting a proposal for a new bill, debating it, approving it, and passing it on to the executive to be signed into law. The judicial group can determine constitutionality.</p> <p>Extension Activity: Have students use a graphic organizer to illustrate differences and similarities between the three branches at the state and national level.</p>

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Economic Decision Making and Skills</i>  Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	<b>Pacing</b>
<b>Content Statement</b>  <b>22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can use tables and charts to read, interpret, and present information.</li> <li>• I can organize and communicate research through the use of tables and charts.</li> </ul>	<b>Content Elaborations</b>  The organization of information in tables and charts can help us understand and present information about our lives as consumers, producers, savers, investors, and citizens.  Tables display information using a series of rows and columns with the resulting cells used to present data. Charts portray information in various formats and combinations of formats including pictures, diagrams, and graphs.  Students learn to read and interpret tables and charts, laying the groundwork for more complex tasks of creating tables and charts to organize and communicate research in later grades.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• interdependent</li> <li>• specialization</li> <li>• foreign market</li> <li>• entrepreneur</li> <li>• free enterprise</li> <li>• supply</li> <li>• opportunity</li> <li>• capital</li> <li>• land</li> <li>• import</li> <li>• export</li> <li>• consumers</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• organize</li> <li>• present</li> <li>• create</li> </ul>

<ul style="list-style-type: none"> <li>• producers</li> <li>• profit</li> <li>• scarcity</li> <li>• demand</li> <li>• cost</li> <li>• labor</li> </ul>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Students create a fictional budget for themselves. They are assigned a salary and told how much is taken out for taxes. They can choose how to spend the rest of their money from a list of options, including the cost for different-sized houses, types of cars, eating home-cooked meals or eating out, entertainment, clothing, etc. Next they create a pie chart showing how they spent their money for the year. The goal is to see how much of a piece of the pie is left for savings or emergencies.</p>

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Production and Consumption</i>  Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	<b>Pacing</b>
<b>Content Statement</b>  <b>23. <i>Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can understand entrepreneurship and how using resources and taking risks help build and sustain Ohio and the United States economies.</li> <li>• I can explain the importance of entrepreneurs in relation to building and sustaining strong economies.</li> <li>• I can explain how available resources in Ohio promote specialization in production of goods and services and lead to trade.</li> </ul>	<b>Content Elaborations</b>  Productive resources (i.e., natural resources, human resources, and capital goods) are the resources used to make goods and services.  An entrepreneur is an individual who organizes the use of productive resources to produce goods or services.  Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• factors of production:             <ul style="list-style-type: none"> <li>◦ land</li> <li>◦ labor</li> <li>◦ capital</li> <li>◦ consumption</li> </ul> </li> <li>• interdependent</li> <li>• specialization</li> <li>• foreign market</li> <li>• entrepreneur</li> <li>• free enterprise</li> <li>• supply</li> <li>• opportunity</li> <li>• capital</li> <li>• land</li> <li>• import</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• explain</li> <li>• develop</li> </ul>

<ul style="list-style-type: none"> <li>• export</li> <li>• consumers</li> <li>• producers</li> <li>• profit</li> <li>• scarcity</li> <li>• demand</li> <li>• cost</li> <li>• labor entrepreneurship</li> <li>• risk-taking</li> <li>• profit</li> <li>• productive resources</li> <li>• competition</li> <li>• natural resources</li> <li>• human resources</li> <li>• capital goods</li> <li>• producers</li> <li>• consumers</li> <li>• goods</li> <li>• services</li> <li>• inventions/inventors</li> </ul>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Introduce the topic with stories and picture books related to entrepreneurs.</p> <p>Have the students design and create a product using recycled materials. They will create the marketing and advertisements and sell the product with the proceeds being donated to charity.</p>

## Grade Four Social Studies

<b>Theme</b> <i>Ohio in the United States</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Financial Literacy</i>	<b>Pacing</b>
Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
<b>Content Statement</b> <b>24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe how saving a portion of income contributes to my financial well-being.</li> <li>• I can recognize how reduced spending saves more of my income.</li> </ul>	<b>Content Elaborations</b>  Students need to understand the advantage of saving a portion of their income to meet a short-term goal. They also need to understand that it may involve a temporary sacrifice (trade-off).  Students looked at the benefit of having a budget to help them make personal economic decisions in grade three. In grade four, students understand that people can save more of their income by reducing the amount of money they spend.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• financial literacy</li> <li>• financial resources</li> <li>• financial security</li> <li>• short-term goal</li> <li>• needs</li> <li>• wants</li> <li>• trade-off</li> <li>• budget</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• understand</li> <li>• describe</li> <li>• recognize</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .