

Grade 4 Birth of the US

Standard	Learning Targets	Success Criteria
<p>H1 The order of significant events in Ohio and the United States can be shown on a timeline.</p>	<p>We are learning to construct a timeline.</p>	<ul style="list-style-type: none"> • We are looking for a chronological order of events. • We are looking for appropriately evenly-spaced intervals. • We are looking for appropriate titles and labels.
<p>H2 Primary and secondary sources can be used to create historical narratives.</p>	<p>We are learning to think like a historian.</p>	<ul style="list-style-type: none"> • We are looking for information from primary and secondary sources to organize and evaluate historical events.
<p>H3 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.</p>	<p>We are learning to evaluate the impact that Ohio's early people had on the environment and each other.</p>	<ul style="list-style-type: none"> • We are looking for evidence of various group's impact on the environment and each other.
<p>GEO11 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.</p>	<p>We are learning that where you live affects how you live.</p>	<ul style="list-style-type: none"> • We are looking for how the physical environments and economies affected the development of a region.
<p>GEO12 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.</p>	<p>We are learning to identify the various ways in which people have modified the environment of Ohio and the US.</p>	<ul style="list-style-type: none"> • We are looking for positive and negative consequences of human impact on the environment.
<p>GOV 16 Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p>	<p>We are learning to be a civic participant.</p>	<ul style="list-style-type: none"> • We are looking for ways to get information to make an educated decision

Grade 4 Social Studies Changes in Technology

Standard	Learning Target	Success Criteria
H8 Many technological innovations that originated in Ohio benefitted the United States.	We are learning to understand the impact of technology	<ul style="list-style-type: none"> • We are looking for the identification of important inventions
Geo 10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	We are learning to understand that where you live affects how you live.	<ul style="list-style-type: none"> • We are looking for how agriculture, industry and natural resources affects the economy of Ohio and the United States
Geo 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.	We are learning to identify the various ways in which people have modified the environment of Ohio and the US	<ul style="list-style-type: none"> • We are looking for positive and negative consequences of human impact on the environment
Geo 14 Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.	We are learning to describe how Ohio influenced the growth of the US	<ul style="list-style-type: none"> • We are looking for ways that Ohio's location and transportation affected the movement of people and products

Grade 4 Social Studies Democracy

Standard	Learning Target	Success Criteria
H5 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.	We are learning to explain how Ohio progressed from territory to statehood	<ul style="list-style-type: none"> • We are looking for the three steps to becoming a state • We are looking for the rights that citizens were guaranteed with statehood
H7 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.	We are learning to describe the issues that divided the US after the War of 1812	<ul style="list-style-type: none"> • We are looking for the role Ohio played with the anti-slavery movement and the Underground Railroad
Gov 16 Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	We are learning to be a civic participant	<ul style="list-style-type: none"> • We are looking for ways to get information to make an educated decision
Gov 17 Effective participants in a democratic society engage in compromise.	We are learning to use compromise as a way to solve problems and make decisions for the common good	<ul style="list-style-type: none"> • We are looking for ways to give and take in order to reach common goals
Gov 18 Laws can protect rights, provide benefits and assign responsibilities.	We are learning to describe how laws establish rule and order	<ul style="list-style-type: none"> • We are looking for ways in which laws protect rights, provide benefits, and assign responsibilities
Gov 21 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	We are learning that each branch of government has major responsibilities	<ul style="list-style-type: none"> • We are looking for an explanation of the responsibilities of each branch of government
Geo 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.	We are learning to read a map to locate human and physical characteristics of Ohio and United States	<ul style="list-style-type: none"> • We are looking for the use of map scale, cardinal and intermediate directions
Econ 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).	We are learning to interpret information	<ul style="list-style-type: none"> • We are looking for the use of tables and charts to understand information

Grade 4 Early History

Standard	Learning Targets	Success Criteria
<p>H1 The order of significant events in Ohio and the United States can be shown on a timeline.</p>	<p>We are learning to construct a timeline.</p>	<ul style="list-style-type: none"> • We are looking for a chronological order of events. • We are looking for appropriately evenly- spaced intervals. • We are looking for appropriate titles and labels.
<p>H2 Primary and secondary sources can be used to create historical narratives.</p>	<p>We are learning to think like a historian.</p>	<ul style="list-style-type: none"> • We are looking for information from primary and secondary sources to organize and evaluate historical events.
<p>H3 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.</p>	<p>We are learning to evaluate the impact that Ohio's early people had on the environment and each other.</p>	<ul style="list-style-type: none"> • We are looking for evidence of various group's impact on the environment and each other.
<p>GEO12 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.</p>	<p>We are learning to identify the various ways in which people have modified the environment of Ohio and the US.</p>	<ul style="list-style-type: none"> • We are looking for positive and negative consequences of human impact on the environment.

Grade 4 Social Studies Formation and Expansion

Standard	Learning Target	Success Criteria
H1 The order of significant events in Ohio and the United States can be shown on a timeline.	We are learning to construct a timeline	<ul style="list-style-type: none"> We are looking for a chronological order of events. We are looking for appropriately evenly-spaced intervals. We are looking for appropriate titles and labels.
H2 Primary and secondary sources can be used to create historical narratives.	We are learning to think like a historian.	<ul style="list-style-type: none"> We are looking for information from primary and secondary sources to organize and evaluate historical events.
H4 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.	We are learning to explain why the American colonists united to fight for independence from Great Britain and form a new nation	<ul style="list-style-type: none"> We are looking for the common causes of uniting to fight for liberty and justice
H5 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.	We are learning to explain how Ohio progressed from territory to statehood.	<ul style="list-style-type: none"> We are looking for the three steps to becoming a state. We are looking for the rights that citizens were guaranteed with statehood.
H6 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.	We are learning to identify why the United States declared war on Great Britain.	<ul style="list-style-type: none"> We are looking for the events that lead to the War of 1812.
Geo 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.	We are learning to identify how the cultural diversity in the US has changed.	<ul style="list-style-type: none"> We are looking for examples of how Ohio's diversity is similar to the diversity of the United States.
Gov 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.	We are learning that rules play an important role in guiding behavior and establishing order.	<ul style="list-style-type: none"> We are looking to explain how sections of the First Amendment limit the power of government and protect the rights of citizens.
Gov 20 A constitution is a written plan for	We are learning that a constitution is a written	<ul style="list-style-type: none"> We are looking to describe the purpose of

government. Democratic constitutions provide the framework for government in Ohio and the United States.	plan for government.	constitutions in Ohio and the United States
Gov 21 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	We are learning that each branch of government has major responsibilities.	<ul style="list-style-type: none">• We are looking for an explanation of the responsibilities of each branch of government

Grade 4 Social Studies Ohio Today

Standard	Learning Target	Success Criteria
Econ 23 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers	We are learning that entrepreneurs take risks when making a product or providing a service in order to make a profit	<ul style="list-style-type: none"> • We are looking for the risks and benefits involved in the decisions made by entrepreneurs
Econ 24 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income	We are learning that an individual must manage money for long term benefits	<ul style="list-style-type: none"> • We are looking for a how an individual can save more income by reducing spending
Geo 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.	We are learning to identify the various ways in which people have modified the environment of Ohio and the US	<ul style="list-style-type: none"> • We are looking for positive and negative consequences of human impact on the environment
Geo 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.	We are learning to identify how the cultural diversity in the US has changed	<ul style="list-style-type: none"> • We are looking for examples of how Ohio's diversity is similar to the diversity of the United States
Geo 14 Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.	We are learning to describe how Ohio influenced the growth of the US	<ul style="list-style-type: none"> • We are looking for ways that Ohio's location and transportation affected the movement of people and products