

Grade 4 - Social Studies Standards

Standard I: Culture

- A. Describe the cultures of the various groups of people who have settled in Ohio over time, with emphasis on:
 - the Paleo Indians, Archaic Indians, Woodland Indians (Adena, and Hopewell) and Late Prehistoric Indians (Fort Ancient)
 - historic Indians of Ohio (Ottawa Wyandot, Mingo, Miami, Shawnee and Delaware)
 - European immigrants
 - African Americans
 - Amish, Mennonites, and Quakers
 - recent immigrants from Africa, Asia, and Latin America I-A,C
- B. Compare the perspectives, practices and cultural products of various groups who have settled in Ohio over time. I-C,E
- C. Explain the reasons that groups of people came to Ohio, including:
 - opportunities in agriculture, mining and manufacturing
 - family ties
 - freedom from political and religious oppression. I-A
- D. Describe the impact of the expansions of European settlements on American Indians in Ohio. I-G,H
- E. *Identify cultural groups who have lived or live in Ohio and describe their contributions to the development of the state.* (PPO I-E)
- F. *Recognize the role and contribution of the teachings of the Catholic Church and how it addresses human needs and concerns.* I-I

Standard II: History

- A. **Construct timelines with evenly spaced intervals for years, decades or centuries to demonstrate understanding of units of time and chronological order of significant events in Ohio history.** II-A,B,C,H

- B. Describe the earliest settlements in Ohio including prehistoric people. II-B,H, IV-B
- C. Explain the effect of the Frontier Wars of the 1790's including the Battle of Fallen Timbers on the Native Americans in Ohio and the U.S. II-D,H, IV-C
- D. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance. II-D,E,H,L
- E. Explain how canals and railroads changed the settlement patterns of Ohio and its economic and political status in the U.S. II-H,L,M
- F. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Thomas Edison and Granville Woods. II-G
- G. *Locate sources of news about local issues.* II-I,N
- H. *Examine one event from different perspectives such as settlement in the Ohio Valley as viewed by the colonists and by the Native Americans.* II-O
- I. *Using an individual or event from Ohio history, explain the significance of the individual or event on Ohio's development.* (PPO II-G)

Standard III: Geography

- A. Use a linear scale to measure the distance between places on a map. III-D
- B. Use cardinal and intermediate directions to describe the relative location of places. III-A,C,D
- C. Describe the location of Ohio relative to other states and countries. III-A,C,E

- D. Use maps to locate major physical and human features of Ohio, including:
 - Lake Erie
 - rivers including the Ohio River
 - plains
 - Appalachian Plateau
 - bordering states
 - the capital city
 - other major cities III-A, III-C, III-D, III-E, III-I
- E. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio. III-A,B,C,D,E,G,H,I,J,K,L
- F. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass. III-G,H
- G. Identify ways that people have affected the physical environment, including:
 - draining wetlands
 - clearing forests
 - building farms, towns and transportation systems
 - fertilizer run-off and herbicides III-F,G,H,I,K,L,D
- H. Use elevation, resource and road maps to answer questions about patterns of settlement, economic activity and movement. III-C
- I. Identify key locations of agriculture, mining and forestry in Ohio. III-C
- J. **Using a grid location system and a direction finder, find places on a map.** (PPO III-C)
- K. **Analyze ways that transportation and communication are linked to patterns of settlement and economic activity and how these may lead to conflict and cooperation.** III-H
- L. Identify how environmental processes (glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio. III-F,H,I,J

Standard V, VIII: Government and Civics

1. Explain the function of each of the three branches of government in Ohio
 - the legislative branch, headed by the General Assembly, makes state laws
 - the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly
 - the judicial branch, headed by the Supreme Court, interprets and applies the law. V-D,H, VII-B
2. Explain that the Ohio Constitution tells how the state government should be organized and grants rights to citizens. V-G
3. Explain why elections are used to select leaders and decide issues. V-I
4. Explain the purpose of a democratic constitution
 - to provide a framework for a government
 - to limit the power of government
 - to define the authority of elected officials.
5. *Identify the mayor, governor, and president.* V-D,H
6. Describe the ways in which citizens can promote the common good and influence their government including:
 - voting
 - communicating with officials
 - participating in civic and service organizations
 - performing voluntary service V-E,I, VII-D, VIII-B,D
8. Explain why personal responsibilities and civic responsibilities are important. VIII-A
9. Obtain information about issues facing the state government and compare multiple viewpoints. VIII-F
10. Explain the importance of leadership and public service. V-C
11. Explain why characteristics such as fairness, reliability, honesty, wisdom and courage are desirable in selecting candidates to serve as leaders. VIII-A
12. *Participate in service projects.* VIII-D
13. *Explain changes brought about by the colonization of Ohio.* VIII-C

14. *Cite examples of opinions and compare them with facts. For example, use a local issue and look at news reports to point out statements of opinion and statements of fact.* VIII-E
15. *Compare rights of native Americans in Ohio and colonists who settled there.* VII-E, VII-F, VIII-H
16. *Give an example of a government activity and describe how the activity addresses a purpose of government (PPO V-H)*
17. *Recognize units of government which supply services and people.* V-B
18. *Describe how a bill becomes a law in Ohio.* V-I,L

Standard VI: Economics

1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved. VI-A
2. Explain how entrepreneurs seek to make a profit, but risk losing money when producing goods and services. VI-B,C
3. Explain how the availability of resources in Ohio promotes specialization in the production of goods and services and leads to trade. VI-A,C,I
4. Explain ways in which individuals and households generate and use income. VI-E,H,I
5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the goods and services available. VI-A,-F
6. Explain why many jobs in Ohio depend on markets in other countries. VI-A
7. *Identify and classify factors of production needed to produce a good or service.* (PPO VI-A)
8. *Consider the costs and benefits to society of allocating goods and services through private and public sectors.* VI-D
9. *Explain and compare how values and beliefs influence economic decisions.* VI-G

Standard IX : Social Studies Skills and Methods

- A. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic.
 - atlases
 - encyclopedias
 - dictionaries
 - newspapers
 - multimedia/electronic sources *I-C-I, *V-B, *V-C
- B. Use primary and secondary sources to answer questions about Ohio history. II-J
- C. Locate information using various parts of a source, including:
 - the table of contents
 - title page
 - illustrations
 - keyword searches
 - glossary
 - index *(PPO III-E-8)
- D. Identify main ideas and supporting details from factual information. *(PPO III-F-6)
- E. Distinguish between fact and opinion. *(PPO III-F-3)
- F. Read and interpret pictographs, bar graphs, line graphs and tables. *(PPO IV-B-I)
- G. Communicate relevant information in a written report. *III-4-I, *V-A
- H. Describe how archaeologists and historians study and interpret the past. II-A,K
- I. Formulate a question to focus research. *V-A
- J. Communicate relevant information in a written report including the acknowledgement of sources. *IV-B-1, *IV-C-11, *IV- D-1,2

All items with an asterisk (*) are objectives from the Communications Arts Course of Study.

Bolded statements are state benchmarks.

Italicized items are in the Diocesan Course of Study, not in state standards.

Regular print items are state grade level indicators.

