

**NORTHWESTERN LOCAL SCHOOLS  
SOCIAL STUDIES**

**Grade 4**

**2010-2011**

FIRST QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
G	3	Describe the location of Ohio relative to other states and countries		G	2	Use cardinal and Intermediate Directions to describe the relative location of places	Text & Internet resources
H	1	Construct time with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio History		G	4	Use maps to identify the locations of major physical and human features of Ohio including: a. Lake Erie, b. rivers, c. Plains, d. The Appalachian Plateau, e. Bordering states, f. The Capital City and g. Other major cities	Text & United Video Streaming
SK	3	Use Primary and Secondary sources to answer questions about Ohio History		G	5	Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.	Text & United Video Streaming
PS	1	Describe the cultural practices and products of various groups who have settled in Ohio over time: a) Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient) b) Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware)		G	7	Explain how resources, transportation and location influences the development of cities and industries in Ohio including major industries such as oil steel, rubber and glass	Text & United Video Streaming
				G	6	Identify manufacturing, agricultural, mining and forestry regions in Ohio	Text & United Video Streaming
				G	10	Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.	Text & United Video Streaming
				G	8	Identify how environmental processes (i.e. glaciations and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio	Text & United Video Streaming
				H	2	Describe the earliest settlements in Ohio including those of prehistoric peoples.	Text & United Video Streaming
				SK	4	Describe how archaeologists and historians study and interpret the past	Text & United Video Streaming

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FIRST QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
			SK	7	Read and interpret pictographs, bar graphs, line graphs and tables	
			SK	2	Use a glossary and index to locate information	

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**2010-2011**

SECOND QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
<i>G</i>	9	Identify ways that people have affected the physical environment of Ohio including: Use of wetlands; use of forests; building farms, towns and transportation systems; using fertilizers, herbicides and pesticides; building dams		<i>G</i>	1	Use a linear scale to measure the distance between places on a map	Text & United Video Streaming
<i>H</i>	3	Explain the causes and effects of the frontier wars of the 1700s including the Battle of Fallen Timbers		<i>PS</i>	3	Explain the reasons people came to Ohio including: opportunities in agriculture, mining and manufacturing; family ties; freedom from political and religious oppression	Text & United Video Streaming
<i>H</i>	4	Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance. (How you become a state very important)		<i>SWK</i>	6	Distinguish between fact and opinion	Text & United Video Streaming
<i>SWK</i>	10	Use a problem-solving/decision-making process which includes: a) Identifying a problem, b) gathering information, c) listing and considering options, d) considering advantages and disadvantages of options, e) choosing and implementing a solution, f) developing criteria for judging its effectiveness		<i>PS</i>		European immigrants; Amish and Appalachian populations; African-Americans; Recent Immigrants from Africa, Asia and Latin America	Text & United Video Streaming
<i>PS</i>	2	Describe the impact of the expansion of European settlements on American Indians in Ohio. Treaty of Greenville					Text & United Video Streaming

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THIRD QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
<i>H</i>	6	Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison		<i>SK</i>	1	Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; e. Multimedia/electronic sources	Text & United Video Streaming
<i>EC</i>	3	Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks		<i>SK</i>	5	Identify main Ideas and supporting details from factual information	Text & United Video Streaming
<i>EC</i>	5	Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available		<i>SK</i>	8	Formulate a question to focus research	Text & United Video Streaming
				<i>SK</i>	9	Communicate relevant information in a written report including the acknowledgement of sources	Text & United Video Streaming
				<i>EC</i>	1	Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved	
				<i>EC</i>	4	Explain ways in which individuals and households obtain and use income	
				<i>EC</i>	6	Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries	
				<i>EC</i>	2	Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade	

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FOURTH QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
GOV	1	Explain major responsibilities of each of the three branches of government in Ohio: a) The Legislative Branch, headed by the General Assembly, makes State Laws; b) The Executive Branch, headed by the Governor, carries out and enforces laws made by the General Assembly; c) the Judicial Branch, headed by the Ohio Supreme Court Interprets and Applies the law.		RR	4	Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.	
GOV	3	Explain the purpose of a democratic constitution: a) to provide a framework for a government; b) to limit the power of government; c) to define the authority of elected officials		GOV	2	Explain why elections are used to select leaders and decide issues	
GOV	4	Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals		RR	2	Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and responsibilities (e.g. obeying the law and respecting the rights of others) are important	
				RR	1	Describe the ways in which citizens can promote the common good and influence their government including: a) voting; b) communicating with officials; c) participating in civic and service organizations; d) performing voluntary service	
				RR	3	Explain the importance of leadership and public service	

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**Grade 4**

**2010-2011**

SUBJECT: Social Studies

GRADE 5

DATE: NOVEMBER 2009

FIRST QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
H	B2	Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.		H	A1	Create time lines and identify possible relationships between events	
G	A1	Use coordinates of latitude and longitude to determine the absolute location of points in North America		G	B6	Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: a) Forests; b) Fertile soil; c) Oil; d) Coal; e) Running water	
G	A2	Use maps to identify the location of: a) The three largest countries of North America; b) The 50 states of the United States; c) The Rocky and Appalachian mountain systems; d) The Mississippi, Rio Grande and St. Lawrence rivers; e) The Great Lakes		G	B4	Explain how climate is influenced by: a) Earth-sun relationships; b) Landforms; c) Vegetation	
G	B3	Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America		G	C8	Explain how the characteristics of different physical environments affect human activities in North America	
G	B5	Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America					

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**Grade 4**

**2010-2011**

NO SUBJECT: Social Studies

GRADE 5

DATE: NOVEMBER 2009

SECOND QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
H	3	Explain why European countries explored and colonized North America	SK	D9	Use a problem-solving/decision-making process which includes: a) identifying a problem; b) gathering information; c) listing and considering options; d) considering advantages and disadvantages of options; e) choosing and implementing a solution; f) developing criteria for judging its effectiveness; g) evaluating the effectiveness of the solution.	
H	4	Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.				
H	5	Explain how the United States became independent from Great Britain				
G	D10	Use or construct maps of colonization and exploration to explain European influence in North America				
G	A1	Explain major responsibilities of each of the three branches of the U.S. Government a) The legislative branch b) The executive branch c) the judicial branch				
G	B3	Explain the significance of the Declaration of Independence and the U.S. Constitution				

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**2010-2011**

SUBJECT: Social Studies

GRADE 5

DATE: NOVEMBER 2009

THIRD QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
<i>PS</i>	A1	Compare the cultural practices and products of diverse groups in North America including: a) Artistic expressions; b) Religion; c) Language; d) Food; e) Clothing; f) Shelter	<i>PS</i>	B4	Describe the waves of immigration to North America and the areas from which people came in each wave	
<i>E</i>	C4	Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.	<i>PS</i>	B6	Compare reasons for immigration to North America with the reality immigrants experienced upon arrival	
<i>GOV</i>	A2	Explain the essential characteristics of American democracy including: a) The people are the source of the government's authority; b) All citizens have the right and responsibility to vote and influence the decisions of the government; c) The government is run directly by the people or through elected representatives; d) The powers of government are limited by law; e) Basic rights of individuals are guaranteed by the Constitution	<i>GOV</i>	7	Analyze reasons for conflict and cooperation among regions of North America including: a) Trade; b) Environmental issues; c) Immigration	
<i>RR</i>	A1	Explain how an individual acquires U.S. citizenship: a) Birth b) Naturalization	<i>RR</i>	B2	Explain the obligations of upholding the U.S. Constitution including: a) Obeying laws; b) Paying taxes; c) Serving on juries; d) Registering for Selective Service	
<i>RR</i>	B3	Explain the significance of the rights that are protected by the First Amendment including: a) Freedom of religion; b) Freedom of speech; c) Freedom of the press; d) Right of petition and assembly				



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GRADE 5

DATE: NOVEMBER 2009

		FOURTH QUARTER					
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
<i>H</i>	C6	Explain the impact of settlement, industrialization and transportation on the expansion of the United States		<i>PS</i>	B2	Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system	
<i>GOV</i>	C9	Analyze the positive and negative consequences of human changes to the physical environment including: a) Great Lakes navigation; b) Highway systems; c) Irrigation; d) Mining; e) Introduction of new species		<i>PS</i>	B3	Describe the experiences of African-Americans under the institution of slavery	
<i>E</i>	C6	Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service					
<i>E</i>	A1	Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.					
<i>E</i>	C5	Explain the general relationship between supply, demand and price in a competitive market					
<i>E</i>	C7	Explain why competition among consumers/buyers results in higher product prices.					
<i>E</i>	A2	Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce					
<i>E</i>	B3	Explain how education, specialization, capital goods and the division of labor affect productive capacity					