



## Fourth Grade Social Studies Scope and Sequence

<b>Theme</b>	OHIO IN THE UNITED STATES			
	The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.			
<b>Spiraled Standards</b>	ELA: 4.RI.2, 4.RI.4 4.E.22, 4.E.24	ELA: 4.RI.2, 4.RI.3, 4.RI.6 4.E.22	ELA: 4.RI.2, 4.RI.4, 4.RI.7 4.E.23	ELA: 4.RI.4, 4.RI.7 3.E.15
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Strand</b>	<b>Government</b>	<b>History</b>	<b>Geography</b>	<b>Economics</b>
<b>Content Statements</b>	<ul style="list-style-type: none"> <li>4.GOV.15 Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. <i>Explain the rights and responsibilities of citizens in a democratic government.</i></li> <li>4.GOV.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.</li> <li>4.GOV.17 Laws can protect rights, provide benefits and assign responsibilities.</li> <li>4.GOV.18 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</li> <li>4.GOV.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</li> </ul>	<ul style="list-style-type: none"> <li>4.H.1 The order of significant events in Ohio and the United States can be shown on a timeline. <i>Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.</i></li> <li>4.H.2 Primary and secondary sources can be used to create historical narratives. <i>Research, organize and evaluate information from primary and secondary sources to create an historical narrative.</i></li> <li>4.H.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, conflict and compromise. <i>Explain how interactions among prehistoric peoples and historic American Indians and European settlers resulted in both cooperation and conflict.</i></li> </ul>	<ul style="list-style-type: none"> <li>4.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. <i>Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.</i></li> <li>4.GEO.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. <i>Explain how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.</i></li> <li>4.GEO.11 The regions of the United States known as the North, South and West developed in the early 1800s</li> </ul>	<ul style="list-style-type: none"> <li>4.E.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</li> <li>4.E.21 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</li> <li>4.E.22 Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income</li> </ul>

**WHCSD Scope and Sequence**

**Fourth Grade**

**Social Studies**

**2021-2022**

		<ul style="list-style-type: none"> <li>• 4.H.4 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>Explain why the American colonists united to fight for independence from Great Britain and form a new nation.</i></li> <li>• 4.H.5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</li> <li>• 4.H.6 Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</li> <li>• 4.H.7 Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.</li> <li>• 4.H.8 Many technological innovations that originated in Ohio benefitted the United States.</li> </ul>	<p>largely based on their physical environments and economies.</p> <ul style="list-style-type: none"> <li>• 4.GEO.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.</li> <li>• 4.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.</li> <li>• 4.GEO.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States..</li> </ul>	
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Social Studies Weekly</i></li> <li>• ODE Model Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Social Studies Weekly</i></li> <li>• ODE Model Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Social Studies Weekly</i></li> <li>• ODE Model Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Social Studies Weekly</i></li> <li>• ODE Model Curriculum</li> <li>• <b>Econlink-</b> <a href="http://www.econedlink.org/lessons/index.php?lid=564&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=564&amp;type=educator</a></li> </ul>