



## Grade 4 Social Studies Scope and Sequence

<b>COURSE OVERVIEW &amp; TIMING</b>	
This section is designed to help you see the flow of the units/topics across the entire school year.	
Unit	Unit Length
Unit 1: Government	1 <sup>st</sup> Quarter
Unit 2: History	2 <sup>nd</sup> Quarter
Unit 3: Geography	3 <sup>rd</sup> Quarter
Unit 4: Economics	4 <sup>th</sup> Quarter

<b>OVERALL COURSE TIMING</b>	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	177
Total number of instructional days for all units included in Scope and Sequence:	160

FIRST QUARTER: Government			UNIT 1 LENGTH: Days/Weeks 40	Resources
This topic focuses on the purpose of government and the Constitution in the United States. During this unit scholars will learn how rules and laws play an important role in guiding behavior and establishing order. Scholars will also focus on the role of citizens in the state and nation.				
UNIT 1 STANDARDS				
	<ul style="list-style-type: none"><li>4.GOV.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. <i>Explain the rights and responsibilities of citizens in a democratic government. Lesson 11, 19</i></li><li>4.GOV.16 Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</li><li>4.GOV.17 Effective participants in a democratic society engage in compromise.</li><li>4.GOV.18 Laws can protect rights, provide benefits and assign responsibilities. <i>Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens. (Explain how laws affect the behavior of individuals and groups in a community. Explain the benefits of having laws in a local community). Lesson 19</i></li><li>4.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. <i>Explain how the U.S. Constitution limits the power of government and protects the rights of citizens. Lesson 10, 11</i></li><li>4.GOV.20 A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. <i>Describe the purpose of democratic constitutions in Ohio and the United States. Lesson 10</i></li><li>4.GOV.21 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. <i>Explain major responsibilities of each of the three branches of government in Ohio and the United States. Lesson 10</i></li></ul>		<ul style="list-style-type: none"><li>TCI: <i>Social Studies Alive</i></li><li>ODE Model Curriculum</li><li><b>Ohio Resource Center (OhioRC.org):</b> <a href="http://www.ohiorc.org/for/socialstudies/">http://www.ohiorc.org/for/socialstudies/</a></li></ul>	
Spiraling	<ul style="list-style-type: none"><li>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li><li>4.RI.4 Determine the meaning of general academic and domain-specific ideas words and phrases in a text relevant to a grade 4 topic or subject area.</li><li>4.E.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). <i>Use tables and charts to interpret information.</i></li><li>4.E.24 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. <i>Demonstrate how saving a portion of income contributes to an individual's financial well-being. Explain how individuals can save more of their income by reducing spending.</i></li></ul>			

SECOND QUARTER: History			UNIT 2 LENGTH: Days/Weeks 40	Resources
This unit examines how events from the past have shaped the world as it is today. By the end of this unit students will be able to analyze and interpret primary and secondary sources so that they can begin to understand the relationships among events and draw conclusions. Students will also understand how the actions of individuals and groups have made a difference in the lives of others.				
UNIT 2 STANDARDS				
	<ul style="list-style-type: none"><li>4.H.1</li><li>4.H.2</li><li>4.H.3</li><li>4.H.4</li><li>4.H.5</li><li>4.H.6</li><li>4.H.7</li><li>4.H.8</li></ul>	<p>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. Lessons 2, 3, 12, 18</i></p> <p>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. Lessons 2, 3, 6, 7</i></p> <p>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. <i>Explain how interactions among prehistoric peoples and historic American Indians and European settlers resulted in both cooperation and conflict. Lessons 2, 3, 4, 14</i></p> <p>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. Lessons 3, 6, 7, 8, 9</i></p> <p>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.</p> <p>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.</p> <p>Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti- slavery movement and the Underground Railroad. <i>Explain the role Ohio played with the anti-slavery movement and the Underground Railroad. Lesson 15</i></p> <p>Many technological innovations that originated in Ohio benefitted the United States.</p>	<ul style="list-style-type: none"><li>TCI: <i>Social Studies Alive</i></li><li>ODE Model Curriculum</li><li>Ohio Resource Center (Ohiorc.org): <a href="http://www.ohiorc.org/for/socialstudies/">http://www.ohiorc.org/for/socialstudies/</a></li><li><a href="http://teachinghistory.org">teachinghistory.org</a></li></ul>	
Spiraling	<ul style="list-style-type: none"><li>4.RI.2</li><li>4.RI.3</li><li>4.RI.6</li><li>4.E.22</li></ul>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>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). <i>Use tables and charts to interpret information.</i></p>		

<b>THIRD QUARTER: Geography</b> <i>This unit examines the relationships among people, places, and environments. During this unit students will explore how human systems represent the settlement and structures created by people on Earth. By the end of this unit students should be able to access, read, interpret and create maps and other geographic representations as tools of analysis. Students will also be able to describe Ohio's influence on agriculture, industry and natural resources in our nation.</i>		<b>UNIT 3</b> <b>LENGTH:</b> <b>Days/Weeks</b> <b>40</b>	<b>Resources</b>
<b>UNIT 3 STANDARDS</b>			
	<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. Lessons 1, 2, 14</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. Lesson 19</i></li> <li>4.GEO.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. <i>Describe physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s. Lesson 13, 15</i></li> <li>4.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. <i>Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications. Lessons 2, 14</i></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>		<ul style="list-style-type: none"> <li>TCI: <i>Social Studies Alive</i></li> <li>ODE Model Curriculum</li> <li><b>Ohio Resource Center (Ohiorc.org):</b> <a href="http://www.ohiorc.org/socialstudies/">http://www.ohiorc.org/socialstudies/</a></li> <li><b>Maps:</b> <a href="http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1">http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1</a></li> </ul>
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>4.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>4.RI.4 Determine the meaning of general academic and domain-specific ideas words and phrases in a text relevant to a grade 4 topic or subject area.</li> <li>4.E.23 <b>Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</b></li> </ul>		

<b>FOURTH QUARTER: Economics</b> <i>This unit focuses on economic decision-making and how it affects individual's lives as consumers, producers, savers, investors, and citizens. Students will learn to analyze cost and benefits, organize data, and explain how economic issues affect choices and behaviors.</i>		<b>UNIT 4 LENGTH:</b> <b>Days/Weeks</b> <b>40</b>	<b>Resources</b>
<b>UNIT 4 STANDARDS</b>			
	<ul style="list-style-type: none"> <li>4.E.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). <i>Use tables and charts to interpret information. Lesson 17, 19</i></li> <li>4.E.23 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.24 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income. <i>Demonstrate how saving a portion of income contributes to an individual's financial well-being. Explain how individuals can save more of their income by reducing spending. Lesson 19</i></li> </ul>		<ul style="list-style-type: none"> <li>TCI: <i>Social Studies Alive</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>
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>4.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>3.E.15 Both positive and negative incentives affect people's choices and behaviors.</li> <li>4.RI.4 Determine the meaning of general academic and domain-specific ideas words and phrases in a text relevant to a grade 4 topic or subject area.</li> </ul>		