



4th Grade Social Studies Mapping/Pacing Guide 2015-2016

Topics & Standards

Quarter 1

Ohio, The Buckeye State

Unit 1

History

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.
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 and conflict.

Geography

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.
10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
12. 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.
13. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

Government

Economics

22. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Ohio's Location 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u></p> <p><u>Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 1, lesson 1)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://timeline.thinkport.org (timeline activities resources)</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://www.oplin.org/point/ (Ohio History activities and sources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
Ohio's Place and Resources 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p>	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 1, lesson 2-3)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p>

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	<ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>Discovery Education</p> <p>Defined Stem</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://teachinghistory.org/ (maps, primary sources, lesson plans,)</p> <p>http://sheg.stanford.edu/ (Thinking Like A Historian, primary sources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<p>Regions of Ohio</p> <p>2 weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 2, lesson 1-2)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	Reading Skills		http://www.loc.gov/teachers/using/primarysources/guides.html (Primary sources , activities, lesson plans) http://www.oplin.org/point/ (prehistoric info for students) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."
The Environment 2 weeks	UBD Framework Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills	McGraw Hill Ohio-Western Studies (Chapter 2, lesson 3) Discovery Education Defined Stem	www.connected.mcgraw-hill.com www.DiscoveryEducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) http://sheg.stanford.edu/ (Thinking Like A Historian, primary sources) http://www.oplin.org/point/ (prehistoric info for students) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."

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Topics & Standards

Quarter 2

Early Ohio

Unit 2

History

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.
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 and conflict.
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.

Geography

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.

Government

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.
16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.
17. Effective participants in a democratic society engage in compromise.
18. Laws can protect rights, provide benefits and assign responsibilities.
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.
20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.
21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.


Economics

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).

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Ohio's Earliest People 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies</p> <p>(Chapter 3, lesson 1-2)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.googleearth.com</p> <p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
New Groups Arrive 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>McGraw Hill Ohio-Western Studies</p> <p>(Chapter 3, lesson 3)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p>

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	<ul style="list-style-type: none"> • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>Discovery Education</p> <p>Defined Stem</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://sheg.stanford.edu/ (Thinking Like A Historian, primary sources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<p>American Revolution</p> <p>2-3 weeks</p>	<p>UBD Framework</p> <p>Unit: Multiple Viewpoints May Cause Conflict</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. noting important similarities and differences in the point of view they represent.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 4, lesson 3)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>www.eriecanal.org (lesson plans, videos)</p>

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	<ul style="list-style-type: none"> At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 			<p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Teach and Present.”</p>
<p>Northwest Territory</p> <p>2 weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 4, lesson 4)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://sheg.stanford.edu/ (Thinking Like A Historian, primary sources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Teach and Present.”</p>

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Topics & Standards

Quarter 3

Statehood

Unit 3

History

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.
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 and conflict.
4. 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

Geography

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.

Government

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.
16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.
17. Effective participants in a democratic society engage in compromise.
18. Laws can protect rights, provide benefits and assign responsibilities.
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.
20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.
21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Economics

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).

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Ohio Statehood 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 5 lesson 1-2)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://edsitement.neh.gov v (Lesson plans, videos, student resources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
War of 1812 2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p>	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 5, lesson 3)</p>	<p>www.connected.mcgraw-hill.com</p>

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	<ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>Discovery Education</p> <p>Defined Stem</p>	<p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<p><i>Transportation</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 6, lesson 1)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p>

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	<ul style="list-style-type: none"> • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 			Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."
Ohio Culture 1-2 Weeks	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p style="text-align: center;">Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 6, lesson 2)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
Economy 1 Week	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	<p style="text-align: center;">Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 6, lesson 3)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p>

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	<ul style="list-style-type: none"> • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>Discovery Education</p> <p>Defined Stem</p> <p>“Market</p> <p>Researcher: US</p> <p>Regions”</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Teach and Present.”</p>
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4th Grade Social Studies Mapping/Pacing Guide 2015-2016

Topics & Standards

Quarter 4

Ohio Grows

Ohio Today

Unit 4-5

History

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.
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 and conflict.
7. 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.
8. Many technological innovations that originated in Ohio benefitted the United States.

Geography

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.
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.
14. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

Government

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.
16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.

Economics

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).
23. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.
24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

4th Grade Social Studies Mapping/Pacing Guide 2015-2016

<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<i>Ohio Changes</i> <i>1-2 Weeks</i>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p>Language Arts/Writing CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 7)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://www.pbs.org/wgbh/nova/longitude/find.html (interactive latitude and longitude activities)</p> <p>www.eriecanal.org (Erie canal history, activities, lesson plans)</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<i>New Industry, New People</i>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p>	<p>Language Arts/Writing <u>WHST.6-8.10</u> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 8)</p>	<p>www.connected.mcgraw-hill.com</p>

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<p style="text-align: center;">2 Weeks</p>	<ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p>W.5.9B Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>Discovery Education</p> <p>Defined Stem</p>	<p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://bizkids.com/clip/supply-and-demand (Economic Resources and activities)</p> <p>http://www.econedlink.org/lessons/index.php?lid=539&type=educator (Economics resources and interactive tools)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<p style="text-align: center;">Changing Times</p> <p style="text-align: center;">2 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts/Writing</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 9)</p> <p>Discovery Education</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p>

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	<ul style="list-style-type: none"> At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 	Curriculum Connection Reading Skills	Defined Stem	www.kids.gov (videos, games and activities) <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>
<p><i>Ohio's Economy</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Chapter Review Focus Skills Review Skill Check Unit Review Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text</p> <p>Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 10)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Teach and Present."</p>

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<p><i>Government</i></p> <p>2 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Chapter Review • Focus Skills Review • Skill Check • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p>CCSS.ELA-LITERACY.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Chapter 11)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Teach and Present.”</p>
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