

GRADE 4 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 4 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Can construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
- ✓ Can research, organize, and evaluate information from primary and secondary sources to create an historical narrative.

Focus Skill Area: Heritage

- ✓ Can explain why the 13 American colonies united to fight for independence from Great Britain and form a new nation.
- ✓ Can explain how Ohio progressed from territory to statehood including the terms of the Northwest Territory.
- ✓ Can explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.
- ✓ Can describe the sectional issues that divided the United States after the War of 1812.
- ✓ Can explain the role of Ohio in the anti-slavery movement and the Underground Railroad.
- ✓ Can explain how technological innovations from Ohio's inventors benefitted the United States.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Can 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.

Focus Skill Area: Places and Regions

- ✓ Can explain Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.

- ✓ Can describe the physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s.

Focus Skill Area: Human Systems

- ✓ Can describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.
- ✓ Can explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.
- ✓ Can explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- ✓ Can describe the ways citizens participate in and influence their state and national government.
- ✓ Can explain the rights and responsibilities of citizens in a democratic government.
- ✓ Can use information effectively to make an informed decision.
- ✓ Can describe a strategy for compromise in a situation where there are differences of opinion on a matter.

Focus Skill Area: Rules and Laws

- ✓ Can describe ways in which laws protect the rights, provide benefits, and assign responsibilities to citizens.
- ✓ Can explain how the U.S. Constitution limits the power of government and protects the rights of citizens.

Focus Skill Area: Roles and Systems of Government

- ✓ Can describe the purpose of democratic constitutions in Ohio and the United States.
- ✓ Can explain the major responsibilities of each of the three branches of government in Ohio and the United States.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Can reason logically about key economic issues that affect their lives as consumers, producers, investors, and citizens.
- ✓ Can analyze cost and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

Focus Skill Area: Production and Consumption

- ✓ Can understand production is the act of combining natural and human resources, capital goods and entrepreneurship to make goods and services.
- ✓ Can understand consumption is the use of goods and services.

Focus Skill Area: Financial Literacy

- ✓ Can understand and explain that financial literacy is ability to manage financial resources effectively for a lifetime of financial security.

GRADE 4 SOCIAL STUDIES

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 4.1 Construct timelines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio history.

STANDARD

- SS H 4.1.1** Construct chronological timeline for the following inhabitants of Ohio, and significant events and contributions they established.
- Mound Builders (Adena, Hopewell, Fort Ancient)
 - Historic Indians of Ohio- (Shawnee, Miami, Delaware, Ottawa, Mingo, and Wyandot)
 - Amish and Appalachian populations
 - Catholic missionaries and other religious organizations
 - The first diocese of Ohio
 - The first Catholic university/college in Ohio

SS H 4.1.2 During this school year demonstrate significant events in Ohio and the United States on a timeline.

ANCHOR STANDARD

SS H 4.2 Explain the difference between Primary and Secondary sources when creating historical narratives.

STANDARD

- SS H 4.2.1** Give examples of Primary Sources including records of events, memoirs, photos, original documents, etc.
- SS H 4.2.2** Offer an analysis of a Secondary Source to identify supporting details, and to be able to distinguish fact from opinion.
- SS H 4.2.3** Describe “Historical Narratives” and how they are constructed and their purpose for supporting historical events.

Heritage

ANCHOR STANDARD

SS H 4.3 Various groups of people lived in Ohio over time including prehistoric and historic American Indians, settlers, and immigrants. The interactions among these groups have resulted in both cooperation and conflict. Discuss times when these groups were cooperative and when there was conflict and the outcomes.

STANDARD

SS H 4.3.1 Using primary and secondary sources, write a narrative report about the people, cultures, and lifestyles of the earlier inhabitants of Ohio.

SS H 4.3.2 Construct an informational visual comparing and contrasting early establishments and lifestyles in Ohio to that of the 21st century.

SS H 4.3.3 Explain some reasons that early people migrated to Ohio and established settlements.

ANCHOR STANDARD

SS H 4.4 Identify and name the thirteen original colonies and the reasons why they came together around the common causes for justice and independence and were willing to fight to form a new nation.

STANDARD

SS H 4.4.1 Analyze and discuss some of the high taxes the colonists had to pay under the British rule: Stamp Act, Paint Tax, and Tea Tax.

SS H 4.4.2 Discuss the Proclamation of 1763 and how the colonists felt about this Proclamation.

SS H 4.4.3 Reenact the Boston Tea Party including the reasons why it happened, the major people involved, and the final outcomes.

SS H 4.4.4 Analyze and discuss the main reasons and major outcomes of the American Revolutionary War.

SS H 4.4.5 Write a historical narrative about the Articles of Confederation and why it was ineffective.

- SS H 4.4.6 Describe how the Constitution of the United States was written and why it allowed for changes.
- SS H 4.4.7 Analyze the significance of the Bill of Rights (first 10 amendments of the Constitution).

ANCHOR STANDARD

- SS H 4.5 The Northwest Ordinance established a process for the creation of new states and specified democratic ideals. Discuss these ideals and how they were to be incorporated into the Northwest Territory.**

STANDARD

- SS H 4.5.1 Create a map of the Northwest Territory, labeling the names of the states that were formed.
- SS H 4.5.2 Democratic ideals were guaranteed to the people of the Northwest Territory under the Northwest Ordinance. List and discuss the 5 major rights including the banning of slavery.
- SS H 4.5.3 The Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory. Analyze these steps as a condition for statehood.
- SS H 4.5.4 Explain the reason political leaders in Ohio wrote Ohio's first constitution, and what model was used to compose Ohio's Constitution.
- SS H 4.5.5 Describe how some Revolutionary War veterans were compensated in the Northwest Territory for their service.
- SS H 4.5.6 Describe the progression from being a territory to becoming a state in Ohio.

ANCHOR STANDARD

- SS H 4.6 The inability to resolve issues with Great Britain and the conflicts with American Indians led the U.S. into the War of 1812. Analyze and discuss the Battle of Lake Erie and how it contributed to American success in the War of 1812.**

STANDARD

- SS H 4.6.1 Using primary and secondary sources, write a narrative essay identifying

these tribal leaders and their role in the resistance of Ohio settlements by American settlers: Blue Jacket, Little Turtle, Tecumseh, and Prophet.

SS H 4.6.2 Analyze and describe the significance of the Battle of Fallen Timber and the Battle of Tippecanoe.

SS H 4.6.3 Describe the outcomes of Treaty of Greenville.

SS H 4.6.4 Write a narrative describing Oliver Hazard Perry's victory against the British navy on Lake Erie in 1813.

SS H 4.6.5 Describe the significance of Fort Meigs and how it helped the U.S. in the defeat of British troops and Indian warriors.

ANCHOR STANDARD

SS H 4.7 After the War of 1812, Ohio played a key role with issues that divided the U.S., particularly with the anti-slavery movement and the Underground Railroad. Discuss the beliefs behind the anti-slavery movement and the key people involved.

SS H 4.7.1 The Northwest Ordinance admitted Ohio to statehood as a "Free State". Discuss the part the Fugitive Slave Act of 1850 played in the anti-slavery movement.

SS H 4.7.2 Uncle Tom's Cabin was written in Cincinnati by Harriet Beecher Stowe. Explain how this popular book played a monumental role with the Abolitionist Movement.

SS H 4.7.3 Create a visual tracing some of the secret routes of the Underground Railroad including towns where "safe houses" were located.

SS H 4.7.4 Write a historical narrative about Harriet Tubman's heroic acts and the role she played conducting the Underground Railroad.

ANCHOR STANDARD

SS H 4.8 List and discuss the contributions of the technological innovations that originated in Ohio and benefited the United States.

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

SS G 4.1 A map scale and cardinal and intermediate direction can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

STANDARD

- SS G 4.1.1 Demonstrate the concept of “relative location” by using map scale and cardinal and intermediate directions.
- SS G 4.1.2 Demonstrate understanding of the relationship between a unit of length on a map and the corresponding length on Earth’s surface.
- SS G 4.1.3 Demonstrate understanding of “cardinal directions as the 4 main points of a compass (North, N; South, S; East, E; and West, W).
- SS G 4.1.4 Demonstrate understanding of “intermediate directions” as the points on a compass that fall between the 4 “cardinal directions.” (NE, NW, SE, SW)

Places and Regions

ANCHOR STANDARD

SS G 4.2 The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.

STANDARD

- SS G 4.2.1 List and explain how Ohio’s “natural resources” played a crucial role in the early development of the United States.
- SS G 4.2.2 Name and explain how Ohio’s waterways have played a role in the development of Ohio and the U.S. and are still playing a role in the 21st century.
- SS G 4.2.3 Write a narrative essay explaining the importance of agriculture and family farming in Ohio and why Catholic farmers pay homage to St. Isadore, the Farmer.
- SS G 4.2.4 List some of the industries and their locations that were created in Ohio.

- SS G 4.2.5 Describe the “alternative energy sources” and other alternatives that Ohio is moving towards in the 21st century.

ANCHOR STANDARD

- SS G 4.3** *Regions which became known as the North, South, and West of the United States developed in the early 1800’s based largely because of the physical environments and economies.*

STANDARD

- SS G 4.3.1 Conduct research to create an 1800’s map of the U.S. identifying the borders of the U.S. and labeling the regions.
- SS G 4.3.2 Identify and list the physical characteristics of each region and their contributions to the economy of that region and the U.S.
- SS G 4.3.3 Locate and list the “natural” landmarks used as boundary development in the 1800’s.

Human Systems

ANCHOR STANDARD

- SS G 4.4** **People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the U.S.**

STANDARD

- SS G 4.4.1 Create an informational chart explaining the consequences (both positive and negative) of humans modifying the environment in Ohio and the U.S.

Population and Human Systems

ANCHOR STANDARDS

- SS G 4.5** **The population of the U.S. has become more diverse over time. Ohio’s population has become reflective of the cultural diversity of the U.S.**

STANDARD

- SS G 4.5.1 Research Ohio's population tracking it from 1800-1860, and create a visual timeline or chart showing the population and ethnic growth during this time.
- SS G 4.5.2 Construct a demographic chart of the "cause and effect" of industrialization in the early 1900 in Ohio, and the changes it made to Ohio's population.
- SS G 4.5.3 Explain the purpose of the U.S. Census Bureau and how and when it can project "increases/decreases" of populations and ethnicities in Ohio and the U.S.
- SS G 4.5.4 Define "cultural diversity" and track cultural population changes in Ohio since 1860.

GOVERNMENT - GV

Civic Participation and Skills

ANCHOR STANDARD

- SS GV 4.1 Individuals have a variety of opportunity to participate in and influence their state.**

STANDARD

- SS GV 4.1.1 Citizens have both rights and responsibilities in Ohio. Distinguish between rights and responsibilities in a democratic government.
- SS GV 4.1.2 Explain the following "Rights of Citizenship".
-Freedom of Religion
-Freedom of Speech
-Freedom of Petition
-Right to Assemble
- SS GV 4.1.3 Describe some ways citizens have "civic responsibilities" including obeying laws.
- SS GV 4.1.4 Discuss, as citizens, we should respect the rights of others.
- SS GV 4.1.5 Create a list to discuss with classmates, the obligations of citizens to uphold both Ohio's and U.S. Constitution-include:
-Obeying laws
-Paying taxes

-Serving on juries

ANCHOR STANDARD

SS GV 4.2 Civic participation requires individuals to make informed and reasoned decisions based by accessing and using information effectively.

STANDARD

SS GV 4.2.1 Identify main ideas and supporting details from factual information in social studies reading.

SS GV 4.2.2 Distinguish between “fact and opinion” when discussing social studies.

SS GV 4.2.3 Read and interpret with accuracy:

-Pictographs

-Bar graphs

-Line graphs

-Tables

SS GV 4.2.4 Recognize and discuss “Perspective and Purpose”.

SS GV 4.2.5 Compare “Points of Agreement and Disagreement”.

SS GV 4.2.6 Think of and discuss some “cause and effect” relationships that have happened within your local government.

ANCHOR STANDARD

SS GV 4.3 Effective participation in a democratic society engage and rely on compromise.

STANDARD

SS GV 4.3.1 Clearly state the meaning of “compromise”.

SS GV 4.3.2 Compare/contrast “compromises” with “concessions”.

Rules and Laws

ANCHOR STANDARD

SS GV 4.4 Laws can protect rights, provide benefits, and assign responsibilities.

STANDARD

- SS GV 4.4.1 Discuss with classmates how laws in a democratic society establish rule and order and help protect citizens.
- SS GV 4.4.2 Laws are established by government to protect “Rights such as: religion, speech, press, petition and assembly. Discuss specific laws that have been established to provide rights to protect citizens in Ohio and the U.S.
- SS GV 4.4.3 Laws also assign “responsibilities to citizens”. Create a list explaining the responsibilities and reasons for certain laws. Include:
- Paying taxes
 - Serving on juries
 - Obtaining certain licenses

ANCHOR STANDARD

- SS GV 4.5 The U.S. Constitution establishes a system of limited government and protects “citizens’ rights”.

STANDARD

- SS GV 4.5.1 The U.S. Constitution created a government with 1.) Limited Powers and 2.) Protections for the rights of citizens. Discuss what each of these terms are and why the U.S. Constitution was created this way.
- SS GV 4.5.2 Weaknesses in the Articles of Confederation led to calls for a new framework of government. Research and discuss the weaknesses of the Articles of Confederation.

Roles and Systems of Government

ANCHOR STANDARD

- SS GV 4.6 **A constitution is a written plan of government.**

STANDARD

- SS GV 4.6.1 Describe the purpose of a “democratic constitution” in Ohio and the United States.
- SS GV 4.6.2 Describe what a “democratic constitution” may provide.

ANCHOR STANDARD

SS GV 4.7 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

STANDARD

SS GV 4.7.1 List the three branches of Ohio's and the U.S. Constitution and the distinctive role that each branch has.

ECONOMICS – E***Economic Decision Making and Skills*****ANCHOR STANDARD**

SS E 4.1 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.

STANDARD

SS E 4.1.1 Create tables displaying information about the seven most populated cities in Ohio in the 21st century.

SS E 4.1.2 Create charts that display information regarding professional sports teams in Ohio.

ANCHOR STANDARD

SS E 4.2 Entrepreneurs in Ohio and the U.S. organize productive resources and take risks to make a profit and compete with other producers.

STANDARD

SS E 4.2.1 Describe "Productive Resources" and explain how they are used to make "goods" and "services".

SS E 4.2.2 Explain the meaning of "Entrepreneur" and his/her role with productive resources.

SS E 4.2.3 Entrepreneurs take risks to develop new products to make a profit. List and describe three basic questions for every entrepreneur.

Production and Consumption

ANCHOR STANDARD

SS E 4.2 **Entrepreneurs in Ohio and the U.S. organize productive resources and take risks to make a profit and compete with other producers.**

STANDARD

SS E 4.2.1 Describe “Productive Resources” and explain how they are used to make “goods” and “services”.

SS E 4.2.2 Explain the meaning of “Entrepreneur” and his/her role with productive resources.

SS E 4.2.3 Entrepreneurs take risks to develop new products to make a profit. List and describe three basic questions for every entrepreneur.

Financial Literacy

ANCHOR STANDARD

SS E 4.3 **Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.**

STANDARD

SS E 4.3.1 Explain the advantages of “saving” a portion of income to meet a goal.

SS E 4.3.2 Describe the term “trade-off” and what it entails.

SS E 4.3.3 Describe the benefits of making a good economic decision and the steps needed to increase savings.