

Social Studies Curriculum Map- Grade 4

Quarter 1

Unit - Historical thinking (content statement 1)

Unit - Primary/secondary sources (content statement 2)

Unit - History of Historical people (content statement 3)

Unit- Geography (content statement 9 & 10)

During the quarter students must become proficient in the significant order of events in Ohio and the United States in the areas of:

- Locating locations on a map using map skills
- Researching primary and secondary sources to understand relationships among events and draw conclusions
- Analyzing sources such as maps, secondary & primary sources to draw conclusions.
- Create historical narratives
- How ideas and events from the past have shaped the world today
- Prehistoric and historic Indians and how they have shaped Ohio as it is today.

- Students will place events on a timeline to begin to understand cause/effect.
- Students will construct a timeline
- Students will write their own personal history
- Students will organize and evaluate photos, documents and other primary and secondary sources
- Students will research how different indian groups influenced other indian groups over time
- Students will be able to identify and correctly use relative location, map scales, cardinal directions, and intermediate directions.
- Students will be able to locate regions on a map of Ohio

Quarter 1& 2

Unit : History/Heritage (content statement 4, 5, 6, 7)

Ideas and events from the past have shaped the world today. The actions of individuals and groups has made a difference in the lives of others.

- Students will be divided into parliament and colonists to explain why the colonists would have found issues with British policies.
- Students will perform a program for our current veterans and learn about the branches of our armed forces.
- Students will examine the Declaration of Independence through a class presentation on the Preamble.
- On a map students will locate the states that were created as a result of the Northwest Ordinance.
- Explain unresolved issues that led to the War of 1812
- Research what Ohio's role was in the anti-slavery movement and the Underground Railroad

Quarter 3

Unit: Technological Innovations (content standard 8)

Unit: Geography (content standard 12 & 13)

How the world was shaped today from ideas and events of the past

- Students will research and make trading cards for inventors in Ohio and how their innovations benefitted the United States
- Students will write an opinion piece on what innovation they feel was the most important and why.
- Students can construct a table/chart identifying positive and negative ways in which people have modified the environment of Ohio.
- Students will research how the population of the United States has changed over time and became more diverse and what has led to this diversity.

Quarter 4

Unit : Government (content statement 15 - 20)

Unit: Economics (content standard 22-24)

- Students will make a poster, write a song, poem, play to demonstrate the understanding of individual rights and responsibilities.
- Students will read the First Amendment and re-write it in their own words to explain what it means to them.
- Students will watch the news and discuss and interpret data on biases
- Students will be divided into different groups with certain problems and have to come up with a compromise to meet each groups needs.
- Students will make a slide- show of the branches of government and the roles of responsibility.
- Students will learn to read and interpret tables, charts
- Students will become entrepreneurs and design a product they will sell making a chart of their expenditures, profits etc.
- Students will demonstrate how to budget money and explain how individuals can save money and reduce spending of one's income.