

4th Grade Social Studies

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

Developed by:

Jennifer Maille, GMLSD School Improvement Coordinator
Natalie Lewellen, GMLSD School Improvement Coordinator
Natalie, Blake, GMLSD School Improvement Coordinator
Kerri Lloyd, GMLSD School Improvement Coordinator
John Brown, GMLSD School Improvement Coordinator
Sheryl Hernandez, GMLSD School Improvement Coordinator
Carri Meek, School Improvement Specialist,
Instructional Growth Seminars and Support
Garilee Ogden, GMLSD Director of Curriculum, Instruction and Professional Development

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Groveport Madison Social Studies Pacing Guide

Theme: Ohio in the United States

4	History	Geography	Government	Economics
1st 9 wks	<u>Historical Thinking & Skills</u> HI.1 Timeline HI.2 Source narratives <u>Heritage</u> HI.3 prehistoric/historic American Indians, migrating settlers & immigrants HI.8 Ohio Innovations	<u>Spatial Thinking & Skills</u> GE.9 Map Skills <u>Places & Regions</u> GE.10 Influence of agriculture, industry & natural resources <u>Human Systems</u> GE.12 Modified environment GE.13 US diversity		<u>Economic Decisions Making & Skills</u> EC.22 Tables & charts
2nd 9 wks	<u>Historical Thinking & Skills</u> HI.1 Timeline HI.2 Source narratives <u>Heritage</u> HI.4 American Revolution HI.5 Northwest Ordinance HI.6 War of 1812, Battle of Lake Erie HI.7 Underground Railroad	<u>Places & Regions</u> GE.11 US Regions <u>Human Systems</u> GE.12 Modified environment GE.13 US diversity GE.14 Ohio transportation		<u>Economic Decisions Making & Skills</u> EC.22 Tables & charts
3rd 9 wks	<u>Historical Thinking & Skills</u> HI.1 Timeline HI.2 Source narratives		<u>Civic Participation & Skills</u> GO.15 Rights & responsibilities GO.16 Informed decision making GO.17 Democratic society <u>Rules & Laws</u> GO.18 Laws GO.19 First Amendment <u>Roles & Systems of Government</u> GO.20 Constitution GO.21 Ohio Constitution, 3 branches	<u>Economic Decisions Making & Skills</u> EC.22 Tables & charts
4th 9 wks	<u>Historical Thinking & Skills</u> HI.1 Timeline HI.2 Primary & Secondary <u>Heritage</u> HI.8 Ohio Innovations		<u>Civic Participation & Skills</u> GO.16 Informed decision making	<u>Economic Decisions Making & Skills</u> EC.22 Tables & charts <u>Production & Consumption</u> EC.23 Entrepreneurs <u>Financial Literacy</u> EC.24 Financial well-being

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.1

The order of significant events in Ohio and the United States can be shown on a timeline.

Essential Understanding

- Chronological thinking
- Temporal sequence

- Appropriate titles
- Evenly spaced intervals for years, decades, and centuries

Extended Understanding

- Cause and effect relationships

Vocabulary

- construct
- significant
- chronology
- temporal
- intervals
- decades
- centuries

Essential Skills

- The student can construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
- The student can recognize the temporal order of events in history.
- The student can differentiate time span using years, decades and centuries.
- The student can list events in historical order.
- The student can place events on a timeline.
- The student can arrange events from a timeline in order.
- The student can create evenly spaced intervals.
- The student can write a title for a given timeline.
- The student can construct a time line based on given information.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Place an event on a timeline.

Proficient: Use a timeline to show correct chronological order among several events.

Accelerated: Create a timeline with appropriate intervals.

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Chronological thinking helps students develop a clear sense of historical time in order to recognize the temporal sequence of events in history. Students were first introduced to timelines in grade two. Grade-three students practiced chronological order by placing local events on a timeline. By grade four, students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.
- As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE. (Note: Students begin using these conventions in grade six).
- In grade five, students will examine relationships between events on multiple-tiertimelines.
- Teacher posts a timeline that can remain in the classroom all year long. As people and events are studied, students add information, such as images, primary sources, annotations and other resources to the timeline.
- Students can practice by constructing timelines ordering significant events in Ohio and United States history. The timelines could be based on themes like transportation, industrialization, etc.
- Use partially completed timelines to practice chronological order with students.

Sample Question Stems and Performance Tasks

- Locate the date for each of the primary sources included in this unit. Arrange the documents in chronological order on your table.
- How does a timeline help make sense of text?
- Identify 10 significant events in the history of Ohio. List each event and the date. Then, construct an original timeline of the events with evenly spaced intervals for years, decades, and centuries.
- Discuss the cause and effect relationship between two or more of the events listed on the timeline. How did event 1 help lead to event2?
- What is an appropriate title for the timeline shown?
- Use a list of events to construct an original timeline about_____.

Prior Knowledge

3.HI.1: Events in local history can be shown on timelines organized by years, decades and centuries.

Future Knowledge

5.HI.1: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.2

Primary and secondary sources can be used to create historical narratives.

Essential Understanding

- Research process
- Locate sources
- Evaluate information
- Reconstruct an historical event
- Primary and secondary sources

Extended Understanding

- Identify supporting details
- Distinguish fact from opinion
- Historical perspective
- Cause and effect relationship

Vocabulary

- research
- evaluate
- reconstruct
- primary source
- secondary source
- historical narrative

Essential Skills

- The student can research, organize, and evaluate information from primary and secondary sources to create an historical narrative.
- The student can identify different types of primary or secondary sources.
- The student can identify an appropriate narrative based on two sources.
- The student can arrange historical events in order based on information from sources.
- The student can organize information using graphic organizers such as Venn diagrams and webs.
- The student can categorize a source as primary or secondary.
- The student can justify why a source is a primary source/first-hand account.
- The student can evaluate information from sources.
- The student can create an historical narrative based on information from primary and secondary sources.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Distinguish between primary and secondary sources.

Proficient: Organize information from primary and secondary sources.

Accelerated: N/A

Advanced: Evaluate information from primary and secondary sources.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, official documents, original artwork, posters, films) also are important primary sources.
- Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.
- An engaging way to introduce students to the narrative process is to have them write their own personal history. Students research, organize and evaluate personal photos, documents and other primary and secondary sources to tell their story. Students can use various media to share their stories (e.g., graphic software, poster display, word processor, presentation tools). This same process can be applied to reconstruct historical narratives of events in Ohio and U.S. History.
- Have students create a National History Day exhibit or performance, analyzing primary and secondary sources to construct a historical narrative. For more information, visit <http://www.ohiohistoryday.org>
- The Library of Congress - <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Sample Question Stems and Performance Tasks

- Choose a significant event from a textbook chapter. Use research to locate at three primary sources and three secondary sources on the event. How did the information gained from your research add to your understanding of this event?.
- Using primary sources, compare and contrast _____ by creating a Venn diagram.
- Which source would be considered a primary source about _____?
- Explain why a source material would be considered a primary (or secondary) source.
- Explain why a source would be appropriate for researching a topic: _____.

Prior Knowledge

3.HI.2: Primary sources such as artifacts, maps and photographs can be used to show change over time.

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.3

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.

Essential Understanding

- Prehistoric American Indians
- Historic American Indians
- Cooperation and conflict between American Indians and European settlers

Extended Understanding

- Unresolved issues surface in later conflicts

Essential Skills

- The student can explain how interactions among prehistoric peoples and historic American Indians and European settlers resulted in both cooperation and conflict.
- The student can give examples of cooperation among prehistoric groups.
- The student can give examples of conflict among prehistoric groups.
- The student can identify European groups that settled in Ohio.
- The student can discuss ways that American Indians and migrating settlers worked together in Ohio.
- The student can explain sources of conflict among the various historic groups that have lived in Ohio.
- The student can cite reasons why the arrival of European settlers in Ohio led to conflict with American Indians.
- The student can provide historic examples of how cooperation can solve a problem experienced by one or more groups.
- The student can sort interactions between "conflict" and "cooperation"

Criteria for Success (performance Level Descriptors)

Limited/Basic: Identify evidence of cooperation among prehistoric groups.

Proficient/: Describe points of cooperation or conflict among different groups of people in Ohio's past (e.g., hunting strategies).

Accelerated: N/A

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Prehistoric (Paleo, Archaic, Woodland, Late Prehistoric [Fort Ancient]) and historic (Delaware, Miami, Ottawa, Seneca, Shawnee and Wyandot) American Indians were the original inhabitants of Ohio. While information on prehistoric groups is somewhat limited, there is evidence of cooperation involving the construction of mounds and trade with distant groups. In addition, there is evidence of conflict, especially among the Late Prehistoric groups as they sometimes fought over access to hunting territories or the most fertile agricultural lands.
- Europeans began to appear in the Ohio Country beginning with the French in the late 1600s followed closely by the English. Later waves of immigration included, but were not limited to, the Scotch-Irish and Germans. Migrating settlers came into the Ohio Country from other colonies.
- Immigrants worked together to create new settlements in Ohio. They cooperated in building transportation systems and developing new businesses. Hunting strategies and agricultural practices were sometimes shared among American Indians and European settlers. On the other hand, issues surrounding the use and ownership of land caused conflict between these groups.
- The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.
- Divide the class into groups representing American Indians, migrating settlers and immigrants. Have each group determine how they will use available resources (e.g., land, timber, water). Guide students to evaluate the impact of each decision on the other groups.

Sample Question Stems and Performance Tasks

- List two ways that American Indians and migrating settlers worked together in Ohio.
- Explain how the need for land resulted in conflict between American Indians and European settlers in Ohio.
- Explain two sources of conflict between historic American Indians and European settlers in Ohio.
- Sort a list into the appropriate columns, "Conflict" and "Cooperation."
- How did the lack of _____ as a resource lead to cooperation or conflict between _____ and _____ groups in Ohio?
- How does trade solve problems among two groups?
- Share an example of cooperation between American Indians and European settlers in Ohio?
- How did the French and Indian War cause further conflict among European settlers and American Indians in Ohio?

Prior Knowledge

3.HI.3: Local communities change over time.

Future Knowledge

5.HI.3: European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.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.

Essential Understanding

- Unjust taxes – taxation without representation
- Proclamation of 1763 prohibited settlement west of Appalachians
- Declaration of Independence announced colonies' reasons for separation (grievances)

Extended Understanding

- In-depth examination of colonial dissatisfaction leading the Declaration

Vocabulary

- explain
- prohibited
- united
- liberty
- justice
- grievances
- taxation

Essential Skills

- The student can explain why the 13 American colonies united to fight for independence from Great Britain and form a new nation.
- The student can list reasons why American colonies were dissatisfied with British rule.
- The student can discuss the concept of taxation without representation.
- The student can explain why Americans resented the Proclamation of 1763.
- The student can explain the grievances listed in the Declaration of Independence against Britain.
- The student can analyze cause and effect relationships in the American Revolution.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Identify sources of colonial frustration.

Proficient: Explain why the American colonists united to fight for independence from Great Britain.

Accelerated: N/A

Advanced: Analyze British policy from an American Revolutionary perspective.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The American colonies united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain. They felt two practices of the British were particularly unjust:
 1. High taxes were levied on stamps, paint and tea without input from the colonists, who had no representation in Parliament.
 2. The Proclamation of 1763 prohibited the colonists from settling west of the Appalachians.
- The colonists had begun to think of themselves as Americans and wanted to govern themselves. They fought the American Revolution to end British rule. During this same time period, Ohio was developing as a populated frontier. Fort Laurens was the only fort built in Ohio during the American Revolution since no major battles were fought in the Ohio Country.
- Divide the class into three groups representing the Northern, Middle and Southern colonies. Have each group identify the economic characteristics of the region and then explain why colonists would have found issue with British policies.
- Have students examine the Declaration of Independence section that begins “When in the Course of human events...” and ends with “...Life, Liberty and the Pursuit of Happiness...” Then have the students examine the Preamble of the United States’ Constitution. Allow students to restate the ideas in these parts of the documents through class presentations, drawings, poems, collages, etc.
- American Memory Collection - <http://memory.loc.gov/ammem/index.html>
- National Archives - http://www.archives.gov/exhibits/charters/charters_of_freedom_1.html - The original text of the Declaration of Independence and the U.S. Constitution can be found at - the National Archives webpage.

Sample Question Stems and Performance Tasks

- List the grievances the colonists had against Britain from the Declaration of Independence. Then, use your textbook or internet to identify which specific events the Declaration is referring to each in each grievance.
- Create a cause and effect graphic organizer to show why the American colonies united to fight for independence against Great Britain.
- Describe the reasons that the American colonists found a common cause to fight for independence.
- Explain two reasons why America colonists believed British rule in the American colonies was unjust.

Prior Knowledge	Future Knowledge
N/A	N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.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.

Essential Understanding

- Democratic ideals
- Process for territory to become a state
- Ohio's transition to statehood

Extended Understanding

- How democratic ideals of the Northwest territory have shaped the world today

Vocabulary

- explain
- incorporation
- progressed
- democratic ideals
- territory
- state

Essential Skills

- The student can explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
- The student can explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory
- The student can define democratic ideal.
- The student can identify the democratic ideals in the Northwest Ordinance.
- The student can outline the steps for territory to become a state under the Northwest Ordinance.
- The student can connect ideals from the Northwest Ordinance to the Ohio Constitution.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Identify rights contained in the Northwest Ordinance.

Proficient: Sequence the steps in the process to statehood.

Accelerated: N/A

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Northwest Ordinance guaranteed rights to the people such as freedom of religion and the right to a trial by jury. Education would be encouraged and the Indians would be treated in good faith. It also banned slavery in the Northwest Territory.
- In addition, the Northwest Ordinance established a three–step plan for admitting states from the Northwest Territory (like Ohio) to the United States. The steps included: 1. Congress would appoint a group of leaders to govern people in the territory. 2. With a minimum population, the people of a part of the territory could elect political leaders to govern them. 3. When the population of the district was large enough, it could be admitted as a state.
- Political leaders in Ohio wrote Ohio’s first constitution so Ohio could become a state. Ohio’s Constitution was modeled after the U.S. Constitution.
- Some land from Northwest Territory was granted to Revolutionary War veterans as compensation for their service.
- On a map, have students locate the states that were created as a result of the Northwest Ordinance.
- Ohio History Central: <http://www.ohiohistorycentral.org/> Enter Northwest Ordinance in search box for numerous resources.
- Our Documents: <http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript> original text of the Northwest Ordinance

Sample Question Stems and Performance Tasks

- Create a flow chart showing how a territory becomes a state under the terms of the Northwest Ordinance.
- Look at the Northwest Ordinance. Decide which terms express a democratic right and which terms are conditions of statehood.
- Explain how Ohio became a state based on the terms of the Northwest Ordinance.
- What is a democratic ideal in the Northwest Ordinance?
- Describe one democratic ideal in the Northwest Ordinance.

Prior Knowledge

N/A

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.6

Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.

Essential Understanding

- American Indian resistance in the Ohio valley
- Causes of the War of 1812
- Battle of Lake Erie significance

Extended Understanding

- Significance of the War of 1812 in American history

Vocabulary

- explain
- inability
- conflict
- significance
- success

Essential Skills

- The student can explain how the inability to resolved standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.
- The student can explain the significance of the Battle of Lake Erie to American success in the War of 1812.
- The student can cite reasons for conflict between Great Britain and the U.S.
- The student can cite reasons for conflict between American Indians and American settlers in Ohio.
- The student can explain how American Indians resisted American settlement in Ohio.
- The student can discuss the results of the Treaty of Greenville.
- The student can describe the outcome of the Battle of Tippecanoe.
- The student can explain how the American victory in the Battle of Lake Erie impacted the War of 1812.
- The student can analyze cause and effect relationships in the War of 1812.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: N/A

Proficient: N/A

Accelerated: Explain the significance of the Battle of Lake Erie.

Advanced: Explain how issues left unresolved between American Indians and European settlers surfaced again in the War of 1812.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- For years following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, allowing native tribes to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.
- A coalition of American Indians rejected the Americans' claim that the Treaty of Paris gave the United States title to Indian lands in the Ohio valley. Tribal leaders, such as Blue Jacket and Little Turtle, fought to resist the flood of American settlers into the region. After initial victories against the American army, the coalition was defeated at the Battle of Fallen Timbers. Many tribes signed the Treaty of Greenville, giving up their claims to land in much of Ohio. Others, with British aid, continued the fight to defend their lands.
- Tecumseh and his brother, the Prophet, attempted to form a new Indian confederacy, but they suffered a serious defeat at the Battle of Tippecanoe, leaving the confederacy in a weakened state.
- The United States declared war on Great Britain in June of 1812. Fort Meigs was constructed along the Maumee River as a staging area for an invasion of British Canada. British troops and Indian warriors attacked the fort, but were defeated.
- Oliver Hazard Perry and American sailors defeated the British navy at the Battle of Lake Erie (1813). This defeat meant the British could no longer provide American Indians with weapons to continue the fight. Even though the War of 1812 would not end until 1814, Indian resistance to the American settlement of Ohio ended with the Battle of Lake Erie.
- As a class, generate a cause and effect chart to explain some of the unresolved issues that led to the War of 1812. Begin with the arrival of the settlers in the Ohio territory and guide the class to review issues that resulted in the French and Indian War, Revolutionary War, Northwest Ordinance, frontier wars, etc.

Sample Question Stems and Performance Tasks

- Create a flow chart of steps leading to the War of 1812, beginning with the Treaty of Paris and ending with the Battle of Lake Erie.
- Create a timeline with the following events: Battle of Fallen Timbers, Battle of Tippecanoe, Construction of Fort Meigs, Battle of Lake Erie. Under each event, explain the results of the event.
- Which statement is one reason for conflict that led to the War of 1812?
- What is the significance of the Battle of Fallen Timbers and the Treaty of Greenville?
- Describe the results of the Battle of Lake Erie.

Prior Knowledge

N/A

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.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.

Essential Understanding

- Relationship between expansion and debates over slavery
- Admission of Ohio as a free state
- Role of Ohio in antislavery and Underground Railroad

Extended Understanding

- How slavery and sectional conflict led to a growing North/Side and Civil War

Vocabulary

- describe
- explain
- sectional issues
- anti-slavery
- abolitionist
- Underground Railroad

Essential Skills

- The student can describe the sectional issues that divided the United States after the War of 1812.
- The student can explain the role of Ohio in the anti-slavery movement and the Underground Railroad.
- The student can explain why Ohio became a free state under the terms of the Northwest Ordinance.
- The student can explain the relationship between U.S. expansion and debates over slavery.
- The student can describe the terms of the Fugitive Slave Act of 1850.
- The student can explain the methods of abolitionists in Ohio.
- The student can explain the purpose and workings of the Underground Railroad in Ohio.
- The student can map the expansion of the United States after the War of 1812.
- The student can compare points of view on whether or not to allow slavery in the new territories.

Criteria for Success (performance Level Descriptors)

Limited: Define the Underground Railroad.

Basic: Identify a sectional issue that divided the nation in the early 1800s (e.g., slavery).

Proficient: Explain Ohio's role in the Underground Railroad;

Accelerated: Explain the influence of the Northwest Ordinance. Describe how Ohio became a center for the anti-slavery movement.

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new territories.
- Under the terms of the Northwest Ordinance, Ohio was admitted to statehood as a freestate.
- The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the anti-slavery movement were planted by local antislavery newspapers, growing Ohio into a strong center of opposition to slavery. The Ohio Anti-Slavery Society employed lecturers to travel across the state, hoping they would convince
- Ohioans to join the abolitionist movement. Uncle Tom’s Cabin was a popular novel based on runaway slaves the author had met in Cincinnati.
- Ohio served as the northern “trunk line” of the Underground Railroad, a system of secret routes used by free people in the
- North and South to help slaves escape to freedom. Escape routes developed throughout Ohio with safe houses where slaves could be concealed during the day. Escaped slaves typically traveled at night to their destinations. Many cities in Ohio today have houses that were once used by fugitive slaves heading north along the Underground Railroad.

Sample Question Stems and Performance Tasks

- How did the Northwest Ordinance lead to the admission of Ohio to the Union as a free state?
- On a map, label the territories that were added as states to the Union after the War of 1812. Explain how adding these states to the Union led to division over slavery.
- What did abolitionist leaders want to accomplish?
- Use the internet to locate some Underground Railroad safe houses in your area. What information do we know about these houses? Why is it difficult to know for certain which houses were used and how many escaped slaves may have passed through a particular safe house?
- Explain why fugitive slaves traveling through Ohio were not safe in Ohio even though it was a free state.
- How did the location of Ohio make the state an active system for the Underground Railroad?

Prior Knowledge

N/A

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.HI.8

Many technological innovations that originated in Ohio benefitted the United States.

Essential Understanding

- Impact of technological innovations from Ohio inventors

Extended Understanding

- Relationship between technological innovations and industrial growth

Vocabulary

- explain
- benefitted
- originated
- technological
- innovations
- inventors

Essential Skills

- The student can explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.
- The student can identify important inventions in communications, technology or transportation that began in Ohio.
- The student can explain the benefits of the light bulb.
- The student can explain the benefits of the phonograph.
- The student can explain how the traffic light and gas mask improved safety.
- The student can explain how the cash register helped businesses.
- The student can explain how the electric started and ethyl gasoline improved transportation.
- The student can explain the benefits of airplane travel for people and goods.
- The student can analyze cause and effect relationships of new technology.

Criteria for Success (performance Level Descriptors)

Limited: N/A
Basic: N/A
Proficient: N/A
Accelerated: N/A
Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Ohio has influenced the development of the United States. Inventors from Ohio have contributed innovations which have benefitted the United States.
- For example, the light bulb made it possible for people to work and play after dark. The phonograph allowed people to be entertained in their home. The traffic light and gas mask improved safety. The cash register helped businesses keep track of money.
- Other inventions, such as the electric starter and ethyl gasoline for the automobile improved transportation. The airplane made it possible for people and goods to travel long distances in less time.
- Ohio Inventors: <http://www.oplin.org/famousohioans/inventors/puzzler.html> -Online game of Ohio inventors
- Bibliography of Ohio Inventors: <http://www.oplin.org/famousohioans/inventors/reading.html>

Sample Question Stems and Performance Tasks

- Identify two important inventions in communications or transportation that began in Ohio.
- Research an Ohio inventor/invention using your textbook and other printed and internet sources. Create a poster displaying the results of your research. Be sure to explain the importance of this invention to the United States using words and pictures.

Prior Knowledge

3.HI.3: Local communities change over time.

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GE.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.

Essential Understanding

- Using cardinal and intermediate directions
- Using map scales
- Describing the location of one place relative to another

Extended Understanding

- Interpreting maps and other geographic data

Vocabulary

- scale
- cardinal directions
- intermediate directions
- relative location
- physical characteristics
- human characteristics

Essential Skills

- The student 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.
- The student can explain what information is provided on a map scale.
- The student can define and identify cardinal directions.
- The student can define and identify intermediate directions.
- The student can explain the concept of relative location.
- The student can use cardinal directions to describe relative location.
- The student can use intermediate directions to describe relative location.
- The student can use a map scale to approximate distances between places.

Criteria for Success (performance Level Descriptors)

Limited: Locate Ohio on a map. Follow the four cardinal directions (i.e., north, south, east and west).

Basic: N/A

Proficient: Locate features on a map using cardinal directions.

Accelerated: Describe the relative location of physical characteristics using scale and intermediate directions.

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- First introduced in grade four, relative location is the location of a place relative to other places (e.g., northwest or downstream). Fourth-grade students describe the relative location of the physical and human characteristics of Ohio and the United States using a map scale and cardinal and intermediate directions.
- A map scale shows the relationship between a unit of length on a map and the corresponding length on the Earth's surface. Students can describe relative location by using the map scale to approximate the distance between places.
- Cardinal directions are the four main points of the compass (north, south, east and west).
- Intermediate directions are the points of the compass that fall between north and east, north and west, south and east, and south and west, i.e., NE, NW, SE and SW.
- Cardinal and intermediate directions also can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio.
- Using Ohio and U.S. maps, students challenge each other by identifying a starting city and directions for another student to reach a destination. The student reading the map should end up at the correct destination by using the map scale and the cardinal and intermediate directions provided. Students also can describe the relative location of the end point to the starting point.

Sample Question Stems and Performance Tasks

- Look at the map of Ohio:
 1. In which direction would travel to go from Cincinnati to Columbus?
 2. About how miles apart are the cities of Cleveland and Columbus?
 3. Which statement is true about the relative location of Dayton and Zanesville?
 4. Using the map scale, describe how many miles someone would have to travel on a trip from Cincinnati to Cleveland, and then from Cleveland to Toledo.
- Using a map Ohio with the capital city of Columbus labeled, and four unmarked cities. Use the statements provided to identify the name of the city and place the name on the city.
 1. Lima is about 90 miles northwest of Columbus.
 2. Wooster is about 100 miles northeast of Columbus.
 3. Chillicothe is about 50 miles south of Columbus.
 4. Salem is about 150 miles northeast of Columbus.

Prior Knowledge

3.GE.4: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

Future Knowledge

5.GE.4: Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GE.10

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

Essential Understanding

- The importance of Ohio's resources and industry in early development of the U.S.
- Current challenges and opportunities in Ohio industry

Vocabulary

- explain
- influence
- agriculture
- industry
- natural resources
- economic development

Essential Skills

- The student can explain how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.
- The student can identify natural resources in Ohio.
- The student can explain the importance forests, waterways, and coal as natural resources.
- The student can describe Ohio's role in early in early development of the United States.
- The student can identify agricultural products from Ohio.
- The student can explain the importance of Ohio's corn and soybeans to the nation.
- The student can identify in industries in Ohio.
- The student can cite current challenges to industries in Ohio and the United States.
- The student can explain current opportunities provided by Ohio's wind turbines and waterways.
- The student can draw connections between industries and naturalresources.

Criteria for Success (performance Level Descriptors)

Limited: Group different Ohio resources into sources of food or energy (e.g., corn, soybeans, coal).

Basic: N/A

Proficient: N/A

Accelerated: Explain how Ohio's agriculture, industry, and natural resources can both influence and be influenced by the economic development of the United States.

Advanced: Explain the relationship between a region's physical characteristics and the region's economy.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Ohio’s abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. Ohio’s forests provided the resources for building materials and paper. Ohio farms, as well as the fisheries along Lake Erie, supplied food for a rapidly growing nation.
- Ohio coal powered the factories producing goods and the ships and trains that carried products to market during the late 19th and early 20th centuries.
- While a significant percentage of Ohio’s corn was once used to feed the growing nation, a significant portion of corn and soybeans is now used in the production of bio-fuels, reflecting national fuel conservation efforts.
- Current economic challenges such as global competition influence basic industries in Ohio (e.g., automobile, rubber, steel, heavy equipment) and in the nation as a whole.
- Wind turbines are being constructed in Ohio as the nation moves toward alternative energy sources. Ohio’s waterways serve as a conduit for transportation and provide recreational opportunities.
- Connect to History Content Statement 8, regarding the idea that innovations in communications, technology and transportation that began in Ohio benefited the United States.
- Connect to Geography Content Statement 11 and Geography Content Statement 14, regarding the influence of the physical environment on the economic development of a region.

Sample Question Stems and Performance Tasks

- Look at the map of natural resources in Ohio. Identify which industries would be supported by the natural resources in each region.
- Which industries have been affected by global competition in recent years? Check all that apply.
- Glassmaking was once an important industry in Ohio. Identify two natural resources in Ohio that are important to making glass.
- Identify two industries that were powered by Ohio coal. How did these industries help lead to the growth of the United States economy in the 1800s and 1900s?
- Which letter on the map of Ohio is the most likely for a fishery? Explain your answer.
- In addition to being used a food source, what other uses of Ohio’s corn and soybeans are important to the nation today?

Prior Knowledge

3.GE.5: Daily life is influenced by the agriculture, industry and natural resources in different communities.

Future Knowledge

5.GE.10: The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">4.GE.11</h3> </div>	<p>The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – physical and economic characteristics – characteristics of the North, South, and West in the 1800s <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – how regional characteristics impacted American history in the 19th century 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – describe – physical characteristics – economic characteristics – region
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can describe the physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s. – The student can define and give examples of physical characteristics. – The student can define and give examples of economic characteristics. – The student can locate the northern, southern, and western regions of the U.S. in the early 1800s. – The student can identify common physical characteristics of the North in the early 1800s. – The student can identify common economic characteristics of the North in the early 1800s. – The student can identify common physical characteristics of the South in the early 1800s. – The student can identify common economic characteristics of the South in the early 1800s. – The student can identify common physical characteristics of the West (including Ohio) in the early 1800s – The student can identify common economic characteristics of the West (including Ohio) in the early 1800s. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: N/A Basic: N/A Proficient: N/A Accelerated: N/A Advanced: N/A</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River.
- Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during this time.
- North: large cities, small cities and towns; rocky and thin soil; trade centers; manufacturing centers (shipbuilding), logging; and factories, ironworks, textiles, cottage industries.
- South: rural, with few large cities and towns; coastal marshes; plantation economy; tobacco, cotton and sugar cash crops; long growing season; and producers of raw materials for northern and British factories.
- West (including Ohio): rural with growing cities and towns; inexpensive farmland; rich soil for farming; and producers of raw materials for northern and British factories (timber, minerals).
- Students identify distinctive characteristics of each region by creating a tri-fold or poster and presenting this information during a classroom gallery walk. Have the class come back together to analyze similarities and differences within the regions.
- Students use electronic or print resources to research the physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s. Students search for information on manufacturing, the physical environment, economic development, etc. Students organize the information to complete a regional summary in the form of a chart or narrative for each region. Students can learn about each of the regions by participating in a gallery walk.

Sample Question Stems and Performance Tasks.

- Describe two physical characteristics of the South in the early 1800s.
- Describe two economic characteristics of the North in the early 1800s.
- Compare the characteristics of the South and West in the early 1800s by completing the Venn diagram.
- Suppose you were a farmer growing cash crops in the 1800s in the United States. Why would you likely not live in the North?

Prior Knowledge

N/A

Future Knowledge

5.GE.6: Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GE.12

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

Essential Understanding

- Consequences of human modification of environment

Extended Understanding

- Responsibility of citizens to use resources in a sustainable way

Vocabulary

- describe
- modification
- environment
- positive consequences
- negative consequences

Essential Skills

Broad Learning Target:

- The student can describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.
- The student can cite examples of ways humans have modified the environment in Ohio and the U.S.
- The student can define positive and negative consequences.
- The student can explain the consequences of the construction of farms, towns, transportation systems, and dams.
- The student can explain the consequences of fertilizers, herbicides, and pesticides.
- The student can explain the consequences of the destruction of wetlands and forests.
- The student can classify consequences as positive or negative.
- The student can explain how one act of environmental modification can have both positive and negative consequences.
- The student can develop a course of action to address environmental conditions.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Identify examples of human modifications of the physical environment (e.g., construction of dams, use of fertilizers).

Proficient: Describe how human activity has modified the environment.

Accelerated: Explain a positive consequence of a human modification to the environment.

Advanced: Explain both a positive and negative consequence of a human modification to the environment.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Students at this level should be able to explain the consequences (both positive and negative) of human modifications to the environment in Ohio and the United States.
- Examples of modifications to the environment include: construction of farms, towns, transportation systems and dams; use of fertilizers, herbicides and pesticides; and destruction of wetlands and forests.
- As students look at the positive and negative consequences of these human modifications to the environment, they begin to understand the responsibility of individual citizens to use resources in ways that are sustainable to future generations, building on the concept of the common good begun in grade three.
- This content statement can be embedded in multiple units of instruction using an environmental theme.
- Students can construct a table or chart identifying various ways in which people have modified the environment of Ohio and the U.S. The charts could include positive and negative consequences associated with each modification.

Sample Question Stems and Performance Tasks

- Describing two positive and/or negative consequences of one of the following:
 1. use of fertilizers, herbicides and/or pesticides;
 2. clearing of wilderness for farms;
 3. conversion of wetlands to other uses, such as construction of houses, highways or farms.
- Identify one way that humans have modified the environment of Ohio and the United States for their benefit. Then, explain one positive and one negative consequence of this modification.
- Forests are needed to make lumber. What is one positive consequence of cutting forests for lumber for people and economy? What is one negative consequence of this action?
- The chart shows modifications of the environment. In the middle column, identify one positive and one negative consequence of each modification. In the right column, explain one action that could be taken to prevent the negative consequence of each modification.

Prior Knowledge

3.GE.6: Evidence of human modification of the environment can be observed in the local community.

Future Knowledge

5.GE.7: The variety of physical environments within the Western Hemisphere influence human activities. Likewise, human activities also alter the physical environment.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GE.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.

Essential Understanding

- Increasing cultural diversity of Ohio and the U.S.

Extended Understanding

- Predicting how Ohio and the U.S. will look in the future based on current trends in population changes

Vocabulary

- explain
- cultural diversity
- population
- demographic
- immigration
- minority

Essential Skills

- The student can explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.
- The student can describe Ohio's population growth in the early 1800s.
- The student can define cultural diversity.
- The student can explain how Ohio's cultural diversity has changed over time.
- The student can identify groups that came to Ohio in the late 1800s and early 1900s.
- The student can describe changes in immigration patterns in the late 1800s and early 1900s.
- The student can describe recent trends in population patterns of Ohio and the United States.
- The student can draw connections between Ohio's population changes and cultural diversity in the U.S.
- The student can interpret population data from a map, chart, or pictograph.

Criteria for Success (performance Level Descriptors)

Limited: N/A
Basic: N/A
Proficient: N/A
Accelerated: N/A
Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Ohio’s population grew slowly during the colonial period, totaling 45,365 persons in 1800. When the Ohio territory became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.
- In 1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland and Britain.
Industrialization altered the demographic data for Ohio and the United States. The 1900s brought increased immigration from eastern, central and southern Europe (Spain, Italy and Greece) especially to Ohio’s largest cities.
- In 2003, Blacks made up 12.7 percent of the nation’s population. According to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S. The Hispanic population is projected to nearly triple. Asians comprise the third largest minority group – and the second fastest-growing group – in the United States. The U.S. Census Bureau predicts that the numbers of Asians will increase from 5 percent of the U.S. population in 2008 to 9 percent by 2050.
- By 2008, the three largest groups of immigrants to Ohio were from India, Mexico and China. Ohio’s population increasingly reflects the cultural diversity of the nation.
- Using census data for Ohio, students construct a chart or table showing population data and data on race, ethnicity, language and religion. Guide students as they analyze the relationship between Ohio’s data and that of the U.S. about diversity.
- 2000 US Census Data Diversity Report - <http://www.census.gov/topics/population.html>. This site provides U.S. maps highlighting diversity.
- 2010 US Census Data – <http://www.census.gov/>. This site provides population data for the U.S.

Sample Question Stems and Performance Tasks

- Based on the chart, what conclusion can you draw about Ohio’s cultural diversity in the 1800s?
- What changes in population are reflected in the data in the pictograph?
- How did Ohio’s population change after Ohio became a state in 1803?
- The chart shows the changes in foreign born population of Ohio’s largest cities. How does information reflect the increasing cultural diversity of the United States?
- Which statement is true about population changes in the United States in the 2000s?
- Explain how Ohio’s cultural diversity has changed over time.

Prior Knowledge

3.GE.8: Communities may include diverse cultural groups.

Future Knowledge

5.GE.10: The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">4.GE.14</h3> </div>	<p>Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Impact of Ohio's location and transportation systems, past and present. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Predict Ohio's role in future decades of the 21st century 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – explain – location – transportation – products
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can explain how Ohio's location and its transportation systems have influenced the movement of people, products and ideas. – The student can describe the relative location of Ohio. – The student can identify various means of transportation. – The student can identify major water routes in or near Ohio that are important for national transportation. – The student can describe the changes in Ohio's transportation systems in the early 1800s. – The student can explain the role of canals, railroads, and roads in westward expansion of the U.S. – The student can explain canals were replaced by railroads and highways. – The student can describe how people, products, and ideas move from place to place. – The student can discuss the significance of Ohio's travel arteries (air, highway, rail, and river). – The student can identify Ohio products that are sold throughout the world. – The student can use maps to show the movement of people, products, and ideas. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: N/A Basic: N/A Proficient: N/A Accelerated: N/A Advanced: Explain how Ohio's evolving transportation systems have influenced the movement of people and products throughout history.</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- At one time, Ohio was a gateway to the West. Ohio’s principal commercial artery was the Ohio River. During the 19th century, canals, railroads and roads were constructed to accommodate the needs of a westward-expanding nation.
- Ohio continues to function as a major transportation hub for the nation. Ohio’s extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas.
- Ohio is home to corporate offices for banks, insurance companies and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone.
- Students create a travel brochure promoting various transportation systems in Ohio. Sections of the brochure can focus on early roads, canals, railroads, highways and air travel. The brochure includes an illustration and information about each transportation system, such as how people use it, when it was first used and if it is still in use today.
- As a culminating activity, have students write an essay describing how transportation systems in Ohio continue to influence the movement of people, products and ideas in the United States, and the significance of Ohio’s location in the U.S.

Sample Question Stems and Performance Tasks

- A map of Ohio is shown. Label three bodies of water that are important to the transportation of goods.
- Why did railroads replace canals as a transportation system in Ohio?
- Lake Erie, the Ohio River, and the Mississippi River are labeled on the map of the U.S. What is the best way to transport a product from Steubenville, Ohio to Memphis, Tennessee using water routes?
- How did Ohio’s location make it a “gateway” to the West in the early 1800s?
- Ohio’s waterways, roads, railroads and highways have influence the way people live in Ohio. Select one method of transportation and explain how it changed the way people live in Ohio.
- Identify two Ohio products or materials that are used by people around the world.

Prior Knowledge

3.GE.7: Systems of transportation and communication move people, products and ideas from place to place.

Future Knowledge

5.GE.9: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GO.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.

Essential Understanding

- Opportunities for citizen participation to influence government
- Rights and responsibilities of citizens

Extended Understanding

- How civic action has led to governmental change in American history

Vocabulary

- describe
- explain
- citizens
- rights
- responsibilities
- democratic

Essential Skills

- The student can describe the ways citizens participate in and influence their state and national government.
- The student can explain the rights and responsibilities of citizens in a democratic government.
- The student can identify methods of citizen participation in state government.
- The student can identify methods of citizen participation in national government.
- The student can explain how various methods of citizen participation influence government.
- The student can define, identify and give examples of rights of citizenship.
- The student can explain the meaning of freedom of religion, speech and press, right of petition and right of assembly.
- The student can define, identify and give examples of responsibilities of citizenship.
- The student can classify statements as rights or responsibilities of citizenship.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Define a civic right (e.g., freedom of religion, freedom of speech).

Proficient: Describe a way citizens can participate in government.

Accelerated: Explain how citizens exercise rights to influence their government.

Advanced: Distinguish civic rights from responsibilities.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Students examine the opportunities citizens have to participate in and influence their state and national governments, including voting, communicating with officials, participating in civic and service organizations, and performing voluntary service.
- Students understand the rights of citizenship including freedom of religion, speech and press, right of petition and right of assembly. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities including obeying the law and respecting the rights of others.
- Citizens have an obligation (duty) to uphold both the Ohio and U.S. Constitutions by obeying laws, paying taxes, serving on juries and (for men) registering for the selective service.
- As a class, students use print or electronic resources to identify a state/national concern or issue and investigate the ways in which citizens can participate in and influence their government. Some things they can do now (letter writing, volunteering, communicating with officials) and some will come later (voting).
- Through visual or performing arts (e.g., collages, posters, songs, role play) have students demonstrate an understanding of the individual rights and responsibilities of citizens in a democratic government.
- Read the First Amendment as a class. Have students re-write the First Amendment in their own words or draw pictures explaining the meaning of the First Amendment.
- Student groups create designs (e.g., a calendar, coloring book, PowerPoint presentation, brochure, documentary, collage, website) to promote various service organizations.

Sample Question Stems and Performance Tasks

- Describe one way citizens may participate in their state government in Ohio.
- Give two examples of the responsibilities of citizens.
- Complete a graphic organizer by identifying two additional rights of citizens.
- Which is an example of a duty of citizens?
- Write a letter to an elected official to explain how you feel about an issue and what action the government should take.

Prior Knowledge

3.GO.9: Members of local communities have social and political responsibilities.

3.GO.10: Individuals make the community a better place by solving problems in a way that promotes the common good.

Future Knowledge

5.GO.11: Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GO.16-17

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.

Essential Understanding

- Evaluating information critically

Extended Understanding

- Explaining errors in reasoning that make information unreliable

Vocabulary

- explain
- evaluate
- reasoned
- informed
- critical

***Combine content statements 16 and 17 to encourage students to become active citizens instead of passively learning about citizenship. Also, combining content statements 16 and 17 reflects how the content is taught.**

Essential Skills

- The student can use information effectively to make an informed decision.
- The student can identify digital and non-digital sources of information.
- The student can explain why informed and reasoned decisions are important to civic participation.
- The student can identify main ideas and supporting details from factual information.
- The student can distinguish between fact and opinion.
- The student can recognize perspective and purpose.
- The student can compare points of agreement and disagreement in a text.
- The student can read and interpret pictographs, bar graphs, line graphs, and tables.
- The student can analyze possible cause and effect relationships.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: N/A

Proficient: Compare points of agreement and disagreement to make an informed decision.

Accelerated: Analyze the perspective or purpose of sources of information to make an informed decision.

Advanced: Evaluate information from multiple sources effectively to make informed decisions.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically.
- Have students look into an issue that is on the ballot for their home area in the fall or spring elections. Then, have them create a chart showing reasons people are opposed to or in favor of the issue. Students can use the information to take a personal position and defend it.
- Use a variety of graphs and polls to interpret and analyze data related to a public issue for accuracy and/or bias.

Sample Question Stems and Performance Tasks

- Use the information on the table to decide which action is the best one to take.
- Read an editorial. What position does the editorial take on the issue of _____.
- In an informational text , what is the main idea? What is one supporting detail of this mainidea?
- You have been asked to make an informed decision about the following issue_____. What sources of information would you use to make your decision?
- Identify points of agreement and disagreement between two articles.

Prior Knowledge

3.GO.10: Individuals make the community a better place by solving problems in a way that promotes the common good.
3.GO.14: Line graphs are used to show changes in data over time.

Future Knowledge

5.GO.11: Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GO.16-17

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.

Essential Understanding

- Resolving differences through compromise

Extended Understanding

- Examples of compromise in U.S. history.

Vocabulary

- describe
- strategy
- opinion
- compromise
- common good
- democratic society

*Combine content statements 16 and 17 to encourage students to become active citizens instead of passively learning about citizenship. Also, combining content statements 16 and 17 reflects how the content is taught.

Essential Skills

- The student can describe a strategy for compromise in a situation where there are differences of opinion on a matter.
- The student can define compromise.
- The student can define common good.
- The student can explain how compromise promotes the common good.
- The student can explain why compromise is important to democratic society.
- The student can cite compromise strategies, including take turns, look for common goals, and give and take.
- The student can recognize situations in which differences of opinion exist.
- The student can apply a particular strategy of compromise to a specific situation.

Criteria for Success (performance Level Descriptors)

Limited: Determine whether or not a given way of settling differences is an example of a compromise.

Basic: Define the elements of compromise (e.g., taking turns, looking for common goals).

Proficient: N/A

Accelerated: Apply a strategy for compromise in a given situation.

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A compromise is a settlement of differences in which each side makes concessions. Compromise is important in a democratic society, which seeks the common good.
- Compromise involves taking turns, looking for common goals or principles, and give and take.
- To introduce compromise, give examples from a storybook (e.g., Because of Winn Dixie by Kate DiCamillo). Ask the follow-up question: When people face differences of opinions on a given situation, how do they resolve the issue?

Sample Question Stems and Performance Tasks

- Think of an example in which you had a difference of opinion with someone. What was your position? How was it different from the other person’s opinion? Did you compromise to resolve the situation? If so, how?
- What steps are necessary in order to reach a compromise?
- The article provides about a difference of opinion about the issue of _____. What does each side want? What compromise strategy could be used in this situation?
- What is an example of how a compromise has been reached in government?
- Explain why compromise is necessary for a democratic government to work.

Prior Knowledge

- 3.GO.10:** Individuals make the community a better place by solving problems in a way that promotes the common good.
- 3.GO.14:** Line graphs are used to show changes in data over time.

Future Knowledge

- 5.GO.11:** Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GO.18

Laws can protect rights, provide benefits and assign responsibilities.

Essential Understanding

- The purpose of laws and the relationship between laws and citizens.

Extended Understanding

- Connect specific laws and rules to rights, benefits and responsibilities.

Vocabulary

- describe
- benefits
- laws
- rights
- responsibilities
- citizens

Essential Skills

- The student can describe ways in which laws protect the rights, provide benefits and assign responsibilities to citizens.
- The student can define and give examples of rules and laws.
- The student can define and give examples of rights.
- The student can define and give examples of benefits.
- The student can define and give examples of responsibilities of citizens.
- The student can classify statements as rights, benefits, or responsibilities.
- The student can draw connections between specific laws and rights, benefits, and responsibilities.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: N/A

Proficient: N/A

Accelerated: Describe the ways laws are used to protect the rights of citizens.

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Laws in a democratic society establish rule and order.
- Laws are established by governments to protect rights such as religion, speech, press, petition and assembly.
- At this level, students understand a few of the benefits provided to citizens by laws such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech).
- Laws also assign responsibilities (obligations/duties) to citizens like paying taxes, serving on juries and obtaining licenses.

Sample Question Stems and Performance Tasks

- Write a list three rules for our class. What should the penalty be for breaking each of these rules? Why do you think each rule is important to the class?
- Explain two important benefits of laws.
- Describe two ways that a law can protect the rights of citizens.
- Which is an example of a duty of citizens under the law?

Prior Knowledge

3.GO.11: Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">4.GO.19</h3> </div>	<p>The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Constitutional limits of governmental power and first amendment rights <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Applying Constitutional limits and rights to historical and contemporary situations. 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – explain – limited powers – rights – representatives – First Amendment
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can explain how the U.S. Constitution limits the power of government and protects the rights of citizens. – The student can identify the U.S. Constitution as the framework for government. – The student can explain why the U.S. Constitution replaced the Articles of Confederation. – The student can cite examples of Constitutional limits to the power of the government. – The student can identify the people as the source of the government's authority. – The student can explain how representatives make laws on behalf of citizens. – The student can explain the protections granted by the First Amendment including freedom of religion speech, press, petition, and assembly. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: Name a First Amendment right (e.g., freedom of religion, speech, press, petition and assembly). Basic: N/A Proficient: N/A Accelerated: N/A Advanced: N/A</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Fourth-grade students should understand that the U.S. Constitution provides a framework for government, describing what it may and may not do.
- Weaknesses in the Articles of Confederation led to calls for a new framework for government. (At this level, a basic understanding that the Articles of Confederation were not working is appropriate, with a more in-depth analysis to follow in grade eight).
- The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens.
- Fourth-grade students need to understand that in the United States, the people are the source of the government’s authority and that citizens choose representatives and decide issues through the process of voting.
- They also need to understand that the U.S. Constitution protects the basic rights of citizens. Students at this level become familiar with the First Amendment, guaranteeing the freedoms of religion, speech, press, petition and assembly.
- Organize groups of students to research each of the rights included in the First Amendment. Have students compare information from the small groups and explore the ways in which the Constitution limits governmental power and protects citizens’ rights. A participation rubric can be used to evaluate the group’s work.
- Divide students into groups to research each of the rights addressed in the First Amendment. Each group will create and perform a skit demonstrating those rights.

Sample Question Stems and Performance Tasks

- Identify two freedoms that are protected under the First Amendment.
- Explain why the U.S. Constitution limits the power of government.
- Which is a right protected by the First Amendment?

Prior Knowledge

3.GO.12: Governments have authority to make and enforce laws.

Future Knowledge

5.GO.12 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.GO.20-21	<p>A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.</p> <p style="background-color: yellow;">*Combine content statements 20 and 21 to reflect the way the content is taught and provide clarity.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – How the constitutions of Ohio and the U.S. establish democratic frameworks. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evaluating how democratic the constitutions of Ohio and the U.S. are. 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – describe – constitution – democratic – framework
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can describe the purpose of democratic constitutions in Ohio and the United States. – The student can explain what a constitution is. – The student can define democracy. – The student can explain how a constitution organizes government and allocates power. – The student can identify the purpose of a democratic constitution. – The student can identify democratic features of the constitutions of Ohio and the United States. – The student can explain how the constitutions of Ohio and the U.S. limit the powers of the government. – The student can explain how the constitutions of Ohio and the U.S. define the authority of elected officials. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: N/A</p> <p>Basic: Define a constitution (e.g., a written plan for government)</p> <p>Proficient: Describe how First Amendment rights are exercised (e.g., freedom of religion, speech, press, petition and assembly); Identify the purpose of a constitution (e.g., organizing the structure of government, protecting basic rights)</p> <p>Accelerated: N/A</p> <p>Advanced: Explain how the Constitution limits the power of government</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A constitution is a written document describing the way a government is organized and how its power is allocated.
- Ohio and the United States have democratic constitutions that provide frameworks limiting the powers of the government and defining the authority of elected officials.
- Ohio History Central - <http://www.ohiohistorycentral.org/index.php> - Search this site using keywords 1803 Ohio Constitution and U.S. Constitution.
- Connect to History Content Statement 4, Government Content Statement 19 and Government Content Statement 21 regarding the U.S. Constitution.

Sample Question Stems and Performance Tasks

- Read a passage from the constitution. Based on this passage, would this constitution be considered democratic? Why or why not?
- Share examples of how the Ohio Constitution grants powers to power.
- Describe two ways the U.S. Constitution provides a framework for the U.S. government.
- Read a passage from the Ohio Constitution. What democratic feature of government is stated in this passage?

Prior Knowledge

3.GO.12: Governments have authority to make and enforce laws.

Future Knowledge

5.GO.12 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> 4.GO.20-21 </div>	<p>A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.</p> <p style="background-color: yellow; font-size: small;">*Combine content statements 20 and 21 to reflect the way the content is taught and provide clarity.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Separation of powers and responsibilities among branches of government <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – How each branch checks the power of the others 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – explain – responsibilities – branches – legislative – executive – judicial
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can explain major responsibilities of each of the three branches of government in Ohio and the United States. – The student can identify the three branches of government. – The student can explain the responsibilities of the legislative branch. – The student can explain the responsibilities of the executive branch. – The student can explain the responsibilities of the judicial branch. – The student can give specific examples of how each branch of government fulfills its responsibilities. – The student can describe how the U.S. Constitution defines the roles of elected officials. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: Name the three branches of government Basic: N/A Proficient: Describe the roles of the three branches of government Accelerated: N/A Advanced: N/A</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Both the Ohio Constitution and the United States Constitution establish governments with three branches, each having a distinctive role: the legislative branch passes laws; the executive branch carries out and enforces the laws; and the judicial branch interprets and applies the laws.
- Students work in small groups to research a branch of government in Ohio and the United States. They organize information to complete the appropriate section of a color-coded chart showing the responsibilities of all three branches. As each group presents its information, students complete the corresponding section of the chart.
- Extension Activity: Allow students to role play the law-making process. Organize students into groups representing the legislative, executive and judicial branches of government. The process could involve the lawmakers drafting a proposal for a new bill, debating it, approving it and passing it on to the executive to be signed into law. The judicial group can determine constitutionality.
- Extension Activity: Have students use a graphic organizer to illustrate differences and similarities between the three branches at the state and national level.
- Ben’s Guide to U.S. Government for Kids - <http://bensguide.gpo.gov/> - Select Branches of Government.
- Connect to History Content Statement 4, Government Content Statement 18, Government Content Statement 19 and Government Content Statement 20 regarding the U.S. Constitution.

Sample Question Stems and Performance Tasks

- What is the responsibility of the judicial branch of government?
- Describe the responsibility of the legislative branch of government in Ohio?
- Explain the responsibilities of the legislative, executive, and judicial branches of government by completing the graphic organizer web.
- Read a passage from the Ohio Constitution. Which branch of government is described in this passage?
- Explain how the Ohio Constitution and U.S. Constitution are similar in the way power is separated among branches of government.
- Suppose Congress passes a law about _____. If a group of citizens believes this law violates the U.S. Constitution, which branch of government would hear a case about this law to decide if it violates the Constitution?

Prior Knowledge

3.GO.12: Governments have authority to make and enforce laws.

Future Knowledge

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.EC.22

Tables and charts organize in a variety of formats to help individuals understand information and issues.

Essential Understanding

- Interpreting tables and charts

Extended Understanding

- Use tables and charts to support claims

Vocabulary

- tables
- charts
- graphs
- diagrams
- interpret

Essential Skills

- The student can explain use tables and charts to interpret information.
- The student can define a table.
- The student can define a diagram.
- The student can define a graph.
- The student can describe how information is organized in different types of tables and charts.
- The student can list steps necessary to interpret tables and charts.
- The student can interpret information from a table.
- The student can interpret information from a diagram.
- The student can interpret information from a pictograph.
- The student can interpret information from a line graph.
- The student can interpret information from a bar graph.
- The student can interpret information from a circle graph.

Criteria for Success (performance Level Descriptors)

Limited: N/A

Basic: Recognize information found in a chart or table.

Proficient: N/A

Accelerated: Summarize trends or patterns in a table.

Advanced: Interpret data to draw conclusions from tables or charts.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The organization of information in tables and charts can help us understand and present information about our lives as consumers, producers, savers, investors and citizens.
- Tables display information using a series of rows and columns with the resulting cells used to present data. Charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.
- Students learn to read and interpret tables and charts, laying the groundwork for more complex tasks of creating tables and charts to organize and communicate research in later grades.

Sample Question Stems and Performance Tasks

- Which conclusion could you reach from the information on the table? Graph?
- Create a line graph using the information provided in _____.
- Create a bar graph showing changes occurred in the economy of Ohio in the 1800s?

Prior Knowledge

3.EC.14: Line graphs are used to show changes in data over time.

Future Knowledge

5.EC.13: Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <h3 style="margin: 0;">4.EC.23</h3> </div>	<p>Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Benefits and risks of entrepreneurship <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evaluating decisions made by entrepreneurs 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – characteristics – entrepreneur – risks – benefits – productive resources – goods – services – profit – business
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can explain characteristics of entrepreneurship, including the risks and benefits. – The student can define entrepreneur. – The student can define and give examples of productive resources. – The student can explain how productive resources are related to goods and services. – The student can define and give examples of risks. – The student can define and give examples of benefits. – The student can explain the risks taken by entrepreneurs. – The student can explain how profit motivates entrepreneurs. – The student can categorize resources as human resources, natural resources, or capital goods. – The student can analyze why entrepreneurs are willing to take risks. 		
<p>Criteria for Success (performance Level Descriptors)</p> <p>Limited: N/A</p> <p>Basic: Identify productive resources (e.g., natural resources, capital goods).</p> <p>Proficient: Define entrepreneurship.</p> <p>Accelerated: Explain the risks and benefits of entrepreneurship.</p> <p>Advanced: Apply the risks and benefits of entrepreneurship to a situation.</p>			

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make goods and services.
- An entrepreneur is an individual who organizes the use of productive resources to produce goods or services.
- Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.
- To introduce productive resources, have students help you create a list of everything that is needed to make a good (e.g., chocolate chip cookies). Talk with students about where these resources come from and the risks involved in making this product (e.g., What if the price of sugar or chocolate chips rises dramatically?).
- Possible unit question: Do decisions made by entrepreneurs determine the success of a business?
- Students will role-play that they are coordinating a fundraiser and need to buy the resources needed to make cookies. Students will assume career-based roles (e.g., purchasing, advertising, budgeting, baking, logistics) while addressing aspects of entrepreneurship and production. Then, lead a discussion with students addressing the relationship among these skills to the classroom and the workplace.
- Introduce the topic with stories and picture books related to entrepreneurs.

Sample Question Stems and Performance Tasks

- Which choices could be considered risks of starting a business?
- Explain one benefit of being an entrepreneur.
- Working as a group, you will decide what type of business you might like to start.
 1. Brainstorm some business ideas and what goods or services you would like to provide.
 2. Choose one of the business ideas from the list that you would enjoy. Create a web showing the factors of production: natural resources, human resources, and capital goods needed to produce the goods or provide the services.
 3. Estimate the costs you will need to start your business. Then, decide how much you will need to charge for your goods or services in order to make a profit.
 4. Create a t-chart for your business idea and list the benefits and risks for each business idea.
 5. Decide whether starting the business would be a good idea based on all of the information gathered in steps 1-4.

Prior Knowledge

3.EC.17: A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Future Knowledge

5.EC.16: The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 4

4.EC.24

Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

Essential Understanding

- The relationship between saving income, reducing spending, and financial well being

Extended Understanding

- Evaluating effective methods of saving and investing

Vocabulary

- demonstrate
- income
- saving
- financial
- budget

Essential Skills

- The student can explain demonstrate how saving a portion of income contributes to an individual's financial well-being.
- The student can explain how individuals can save more of their income by reducing spending.
- The student can define income.
- The student can define saving.
- The student can explain benefits of saving income.
- The student can explain how saving income can be achieved through reducing spending.
- The student can apply savings to a budget in order to achieve a financial goal.
- The student can explain the effectiveness of a given savings strategy scenario.
- The student can use a graph to show how savings can be increased by reducing spending.

Criteria for Success (performance Level Descriptors)

Limited: Distinguish between examples of saving money and spending money.

Basic: N/A

Proficient: N/A

Accelerated: N/A

Advanced: N/A

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Students need to understand the advantage of saving a portion of their income to meet a short-term goal. They also need to understand that it may involve a temporary sacrifice (trade-off).
- Students looked at the benefit of having a budget to help them make personal economic decisions in grade three. In grade four, students understand that people can save more of their income by reducing the amount of money they spend.
- *Pickle Patch Bathtub* by Frances Kennedy. In 1925 on a farm in Missouri, a young girl concludes that she has grown too tall to fit properly in the family’s washtub to take her bath. Her mom explains that a new “real” bathtub is out of the question since “We need to spend our money on more important things.” The father needs a new tractor. Seeing an ad in the newspaper for a tub, the young girl and her siblings try to figure out ways to save for the tub. It takes them almost a year of doing hard jobs, but they do it!
- *Arthur’s Funny Money* by Lillian Hoban - Arthur attempts to save enough money to buy a T-shirt.

Sample Question Stems and Performance Tasks

- Describe one benefit of saving a portion of your income.
- What is a budget? How does a budget help someone improve his or her financial well-being?.
- Create a budget for one month. You have earned an income of \$100 by doing chores around the house. Your possible expenses for the month include purchasing a video game, downloading a music file, buying candy at the dollar store, going on a ride at the county fair. Decide how much you spend on each activity. Then figure out how much money you would have left at the end of the month. Suppose that you need to increase your savings by \$10. How could do this without earning more money?

Prior Knowledge

3.EC.20: A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

Future Knowledge

5.EC.18: Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.