

**Trumbull County ESC Standards-Based Social Studies Course of Study 2008**

**Fourth Grade: Ohio Its Past, Its Location, Its Government**

History	People in Societies	Geography	Economics	Government	Citizenship Rights - Responsibilities	Study Skills and Methods
<p>canals centuries decades frontier wars intervals inventors Northwest Ordinance prehistoric people settlements patterns significant individuals &amp; events statehood territory *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. chronological order historical era intervals time periods</p> <p><b>This 4<sup>th</sup> Grade content vocabulary is necessary for the 5<sup>th</sup> Grade Achievement Test and the Ohio Graduation Test. (OGT)</b></p>	<p>African-Americans agriculture cultural practices cultural products European immigrants expansion historic Indians of Ohio manufacturing mining minority groups political oppression populations: Amish Appalachian religious oppression *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. ancestors &amp; continent of origin customs / traditions immigrant migrant worker migration minority groups national origin Native Americans Shaker/Quakers</p> <p>1c-f. cultural group ethnic groups/ ethnicity nationalities race / racial groups religious groups religious freedom</p>	<p>agricultural regions bordering states cardinal/intermediate directions climate economic characteristics elevation environmental process forestry regions glaciation human features industries Lake Erie landforms linear scale location manufacturing regions mining regions natural resource physical environment physical feature plains plateau regions resources road maps settlement (patterns) transportation (routes) vegetation (natural) weathering wetlands *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. map legend map key symbols map scale 3. relative location 4a. Great Lakes, St. Lawrence Seaway 4b. Ohio River 5. terrain, valley 8. natural environment</p>	<p>distribution entrepreneurs household income individual income production productive resources profit specialization taking risks trade *MEPCV</p> <p><b>Note:</b> Factors of production is <b>no longer used</b>. It has been replaced with <b>productive resources</b> which includes:</p> <ul style="list-style-type: none"> <li>• capital goods resource</li> <li>• entrepreneurship</li> <li>• natural resource</li> <li>• human resource</li> <li>• profit seeking decision makers.</li> </ul> <p><u>Suggested Vocabulary</u> 2. consumption 3. entrepreneurship 6. foreign nations</p>	<p>applies the law authority of elected officials branches state gov't. legislative executive judicial carries out the law democratic constitution elections enforces the law General Assembly governor guarantees rights interprets the law issues makes the law Ohio Supreme Court purposes of state gov't. rights of individuals *MEPCV</p> <p><u>Suggested Vocabulary</u> 1a. House of Representatives and Senate = General Assembly 1b. order and security 1c. court, criminal court judge - justice - justly 2. campaign, politics, qualifications, voting</p>	<p>civic life civic organization civil responsibilities characteristics fairness leadership officials personal responsibilities promote the common good public service qualities reliability responsibilities rights of others service organizations voluntary service voting *MEPCV</p> <p><u>Suggest Vocabulary</u> 1. common welfare</p>	<p>advantages/ disadvantage archeologists atlas author's perspective criteria for judging bar graph decision making process encyclopedia fact glossary historian index line graph main idea opinion pictograph primary &amp; secondary source relevance of information supporting details tables *MEPCV</p> <p><b>See the extensive number of required Thinking Processes and Skills on the next page.</b></p>

**A newly designed Suggested Pacing Guide is available beginning on page 4<sup>th</sup>-16.**

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

**\*(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **goods and services** - would have been previously mastered, and it is now maintained or enhanced at 4th Grade.)

**Trumbull County ESC Standards-Based Social Studies Course of Study 2008**  
**Fourth Grade: Ohio Its Past, Its Location, Its Government**

Stated Thinking Processes and Skills from the Indicators		“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<p><b>compare:</b> to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p><b>Compare is involved in ALL of the following:</b></p> <p><b>describe:</b> to analyze into its parts but less detailed than explain</p> <p><b>identify:</b> to show or prove the sameness of</p> <p><b>interpret:</b> a student must 1<sup>st</sup> <b>analyze</b> and then make an <b>inference</b> as they clarify the meaning of a situation or idea</p> <p><b>cause and effect:</b> the relationship between the Cause = a reason or motive - the WHY Effect = the results or outcomes the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p> <p><b>Note:</b> The cause/effect relationship is involved in a minimum of <b>10</b> of the <b>44</b> Indicators.</p>	<p><b>communicate</b></p> <p><b>construct</b></p> <p><b>distinguish</b></p> <p><b>formulate</b></p> <p><b>obtain</b></p> <p><b>read</b></p> <p><b>use</b></p> <p><b>Implied Skills</b> observe classify sequence</p>	<p>Explain is the <b>most frequently</b> stated verb in short and extended response questions.</p> <p><b>Explain means to:</b></p> <ul style="list-style-type: none"> <li>• make plain or clear; understandable</li> <li>• give reasons for.</li> </ul> <p><b>Explain requires the application of prior knowledge.</b></p> <ul style="list-style-type: none"> <li>• Students will need to communicate their responses with concise but complete information.</li> <li>• In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences.</li> <li>• The written response must include sufficient quality information and proof.</li> </ul> <p>Explain requires <b>more details</b> than describe. Explain is at the <b>analysis level or above</b> for problem solving.</p> <p><b>Technique Suggestion:</b> Each time “explain” is given in a prompt, student must cross out the word and replace it with - Give Details. This raises the <u>first</u> awareness of what is required.</p> <p><b>Note:</b> The 4<sup>th</sup> Grade Standards include “explain” in <b>19</b> of the <b>44</b> Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> <li>identifying a problem;</li> <li>gathering information;</li> <li>listing and considering options;</li> <li>considering advantages and disadvantages of options;</li> <li>choosing and implementing a solution;</li> <li>developing criteria for judging its effectiveness;</li> <li>evaluate the effectiveness of the solution.</li> </ol> <p><b>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</b></p> <p><b>Introduce: PROP</b></p> <p><b>Universal Steps for Evaluating Evidence</b></p> <p><b>P</b> = Is it a primary or secondary source?  <b>R</b> = If the source is a person, does he or she have a reason to lie?  <b>O</b> = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge?  <b>P</b> = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>. Critical Thinking Books and Software, 1990.</small></p>

**Fourth Grade Scope & Sequence - Ohio: Its Past, Its Location, Its Government**  
 The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

**Fourth Grade – History Standard**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p style="text-align: center;">- - - - -</p> <p><b>Suggested ESC Units and Pacing Guide</b>          (The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit. See page 4<sup>th</sup> – 16.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Chronology</u></p> <p>1. Construct time lines with evenly spaced <b>intervals</b> for years, <b>decades</b> and <b>centuries</b> to show the order of <b>significant events</b> in Ohio history. (<i>Units: 1, 2, 3, 4M, 5, 6, 7</i>)</p> <p><u>Settlement</u></p> <p>2. Describe the earliest settlements in Ohio <u>including</u> those of <b>prehistoric people</b>. (<i>Unit: 1M</i>)</p> <p>3. Explain the cause and effects of the <b>frontier wars</b> of the 1790s, <u>including</u> the Battle of Fallen Timbers, on American Indians in Ohio and the United States. (<i>Unit: 2M</i>)</p> <p style="text-align: center;">- - - - -</p> <p style="text-align: center;"><b>Trumbull County ESC Units &amp; Pacing Guide</b>          The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit section. See page 4<sup>th</sup> -16.</p> <p style="text-align: center;"><b>NEW: The unit # with the blue "M" indicates where students are required to have mastery of the concept.</b></p>	<p><b>Vocabulary/Strategies</b></p> <p>1. Sample eras could include: Ice Age, Mound Builders, frontier, territorial expansion, early statehood, industrial expansion, etc. Time lines use <b>A.D.</b> dates or express time as number of “years ago” such as 1000 years ago.</p> <p>1. <u>Suggested Vocabulary</u>:          chronological order, historical era interval = evenly spaced, time periods</p> <p>2. Significant individuals are identified with major events.</p> <p>2. Apply Study Skills Indicators: 1-4</p> <p>3. Explain = cause and effect</p> <p>3. Apply People in Societies Indicator: 1a. Apply Study Skills Indicators: 3, 6, 10</p> <p>3. Apply Lang. Arts Indicator: identify examples of cause and effect used in informational text. <b>or</b> Select, create and use graphic organizers to interpret textual information.</p> <p>3. Use the graphic organizer on page 4<sup>th</sup> - 10.</p>
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**Fourth Grade — History Standard (continued)**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>C. Explain how new developments led to the growth of the United States.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Growth</u></p> <p>4. Explain how Ohio progressed from <b>territory</b> to <b>statehood</b>, <u>including</u> the terms of the <b>Northwest Ordinance</b>. (Unit: 2M)</p> <p>5. Explain how <b>canals</b> and railroads changed <b>settlement patterns</b> in Ohio and Ohio’s economic and political status in the United States. (Unit: 3M)</p> <p>Venn Diagram</p> <table border="1" data-bbox="457 820 1159 1112"> <thead> <tr> <th data-bbox="457 820 688 885">A</th> <th data-bbox="688 820 928 885">Both A &amp; B</th> <th data-bbox="928 820 1159 885">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 885 688 950"></td> <td data-bbox="688 885 928 950" style="background-color: #e0e0e0;"></td> <td data-bbox="928 885 1159 950"></td> </tr> <tr> <td data-bbox="457 950 688 1015"></td> <td data-bbox="688 950 928 1015" style="background-color: #e0e0e0;"></td> <td data-bbox="928 950 1159 1015"></td> </tr> <tr> <td data-bbox="457 1015 688 1079"></td> <td data-bbox="688 1015 928 1079" style="background-color: #e0e0e0;"></td> <td data-bbox="928 1015 1159 1079"></td> </tr> </tbody> </table> <p><b>The Big Idea:</b> (It is <b>essential</b> for students to complete this conclusion from their diagram.)</p> <p><b>Note: Resource:</b> United Streaming Videos There are many video clips available to facilitate students listening for information at: <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a> . Many Trumbull County ESC districts already participate, just ask your principal for a username and password.</p>	A	Both A & B	B										<p><b>Vocabulary/Strategies</b></p> <p>4. Student identify settlement patterns, trade routes, changes in land use and the natural regions of Ohio.</p> <p>4. Explain = sequence and analyze</p> <p>4. Apply Study Skills Indicator: 7</p> <p>4. Apply Lang. Arts Indicator: list questions and search for answers within the text to construct meaning.</p> <p>5. Explain = compare / analyze</p> <p>5. Use a Block Venn diagram to compare the changes in Ohio’s settlement patterns.</p> <p>4-5. Apply the Study Skills Indicator :10 with the historic problems created in the territory, statehood, canal era, etc.</p> <p><b>Literature Connections:</b></p> <p>4. <u>Aurora Means Dawn</u> - Scott Sanders (PB) <u>Flatboats on the Ohio</u> - Scott Sanders (PB)</p> <p>5. <u>The Amazing Impossible Erie Canal</u> - Cheryl Harness (CH) “B” is for Buckeye - Marcia Schonberg (PB) <u>The Beaded Moccasin</u> - Lynda Durant(Mary Campbell story) (CH) <u>Carry Me Home, Cuyahoga</u> - Christine P. Kallevig (CH) <u>Silver Ribbon Skinny</u> – Marilyn W. Seguin (Canal Era) (CH) <u>Zoar Blue</u> - Janet Hickman (Mennites during the Civil War) (CH) (PB = picture book CH = chapter book)</p> <p><b>Resources:</b></p> <p>1-5. <u>Ohio the Crossroads State</u> – Newbridge Read-to-Learn Social Studies Series at 1-800-867-0307</p> <p>5. The Summit County ESC <b>Canal Era Trunk</b> contains artifacts and pictures. (For reservations - call 330-945-5600, ext. 1271)</p>
A	Both A & B	B												

**Fourth Grade — History Standard (continued)**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>C. Explain how new developments led to the growth of the United States. <b>(continued)</b></p>	<p><b>Grade-Level Indicators</b></p> <p><u>Growth</u></p> <p>6. Explain the importance of <b>inventors</b> such as, the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison. <i>(Unit: 7M)</i></p> <p>(See this website for other Ohio inventors: <a href="http://www.heartlandscience.org/">http://www.heartlandscience.org/</a>)</p>	<p><b>Vocabulary/Strategies</b></p> <p>6. Granville Woods - The Black Thomas Edison web sites: <a href="http://www.blackinventor.com/pages/granvillewoods.html">http://www.blackinventor.com/pages/granvillewoods.html</a></p> <p>6. Explain = evaluate</p> <p>6. Apply Study Skills Indicator: 9 and the decision making process page 4<sup>th</sup> - 15.</p> <p>6. Apply Lang. Arts Indicator: summarize main ideas in informational text, using supporting details as appropriate (as students gather their evidence for the importance of each inventor)</p> <p>6. Apply Study Skills Indicator: 6 - distinguish between fact and opinion as to the importance of various inventors.</p> <p>6. Apply Lang. Arts Indicator: distinguish fact from opinion</p> <p><b>Resources:</b> Ohio Windows - 18 issues per year - \$4.00 per student - order at 1-800-748-5439, ext. 148.</p> <p>10. <u>Problem Solving Process</u> page 4<sup>th</sup> - 15 - Apply it to inventors.</p> <p>a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages</b> of options; e. choosing and implementing a solution; f. developing <b>criteria for judging</b> its effectiveness; g. evaluate the effectiveness of the solution.</p> <p><b>Note:</b> There is a <u>major</u> emphasis on the Study Skills and Methods Standard at 4<sup>th</sup> grade. See pages 4<sup>th</sup> - 13 to 15.</p>
<p>6. <b>Apply the Problem Solving Process</b> (page 4<sup>th</sup> - 15) to the <b>Big Idea: <u>humans are born with the desire to know and to be free.</u></b> Use the inventors from History Indicator 6 as the content for implementing the process.</p> <p>a. People wanted better lighting as they completed their tasks. (identify the problem)</p> <p>b. People had been using candles, fireplaces, oil lamps, etc. but they wanted reliable, safer, and longer lasting sources of light. (freedom). (gather information)</p> <p>c. Thomas Edison studied previous knowledge from Ben Franklin and others about experiments with electricity, conductors, condensers, etc. (list and consider options)</p> <p>d-e. Edison used over 1,000 different filaments to determine that carbonized <u>sewing thread</u> was best. (Knowledge: "I discovered 1,000 filaments that didn't work.")</p> <p>f. The filament must be long lasting, safe, and cost efficient. (criteria)</p> <p>g. His carbonized sewing thread for the incandescent lamp lasted 13½ hours. Today a light bulb lasts 1,000 hours or 70 times longer than the original. Electric lights created new jobs like the movies. The U.S. economy grew as workers spent their money. (evaluate)</p> <p>This problem solving process applies to every Indicator in the Standards.</p>		

## Fourth Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>A. Compare practices and products of North American cultural groups.</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Cultures</u></p> <p>1. Describe the <b>cultural practices and products</b> of various groups who have settled in Ohio over time:</p> <ul style="list-style-type: none"> <li>a. the Paleo Indians, Archaic Indians, Woodland Indians <b>including</b> Adena and Hopewell and Late Prehistoric Indians <b>including</b> Fort Ancient; <i>(Unit: 1M)</i></li> <li>b. <b>historic Indians of Ohio</b> <b>including</b> Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware; <i>(Unit: 1M)</i></li> <li>c. <b>European immigrants</b>; <i>(Unit: 5M)</i></li> <li>d. Amish and Appalachian <b>populations</b>; <i>(Unit: 5M)</i></li> <li>e. <b>African-Americans</b>; <i>(Unit: 5M)</i></li> <li>f. recent immigrants from Africa, Asia and Latin America. <i>(Units: 4, 6M)</i></li> </ul> <p><u>Interactions</u></p> <p>2. Describe the impact of the <b>expansion</b> of European settlements on American Indians in Ohio. <i>(Unit: 2M)</i></p> <p>3. Explain the reasons people came to Ohio <b>including</b>:</p> <p><i>(Units: 2, 4, 5M)</i></p> <ul style="list-style-type: none"> <li>a. opportunities in <b>agriculture, mining and manufacturing</b>; <i>(Unit: 3)</i></li> <li>b. family ties;</li> <li>c. freedom from <b>political and religious oppression</b>.</li> </ul> <p style="text-align: center;">- - - - -</p> <p><b>Note:</b> <a href="http://www.ohiohistorycentral.org/category.php?c=PH">http://www.ohiohistorycentral.org/category.php?c=PH</a> Ohio History Central is an dynamic online encyclopedia that includes information about Ohio's natural history, prehistory and history. Each section contains written information, maps, timelines, and images.</p>	<p><b>Vocabulary/Strategies</b></p> <p>1. <u>Suggested Vocabulary</u>: ancestors &amp; continent of origin, customs / traditions, immigrant, migrant worker, migration, minority groups, national origin, Native Americans, Shakers/Quakers</p> <p>1. Identify and compare various ethnic fairs, festivals or traditional holidays using Venn Diagrams (see page 4<sup>th</sup> - 4); relate to cultural literature or community ethnic speakers.</p> <p>1c. People of German ancestry have helped to establish colleges and universities.</p> <p>1. <b>cultural practices</b>: a pattern of behavior accepted by a society.</p> <p>1. <b>cultural products</b>: A tangible aspect produced by a cultural group, such as a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks or intangible such as an oral tale, a dance, a sacred ritual, a system of education, etc.</p> <p>1. <u>Suggested Vocabulary</u>: cultural groups – refers to a number of individuals sharing unique characteristics such as race, ethnicity, national origin, and religion, religious freedom: race / racial groups - such as African American ethnic groups / ethnicity - such as Mound Builders, Native Americans nationalities - such as Polish, German, Irish, Chinese religious groups - such as Amish, Mormon, Shakers, etc.</p> <p>3c. Vast numbers of African-Americans came to Ohio after the Civil War and both world wars.</p> <p>3. Explain = causes (effects) Apply graphic organizer page 4<sup>th</sup> - 10.</p> <p>3. Apply Lang. Arts Indicator: identify examples of cause and effect used in informational text.</p> <p><b>Literature Connection:</b></p> <p>1c. <u>The Memory Coat</u> – Elivra Woodridge <u>Susannah</u> - Janet Hickman (Shaker culture) <u>Song of Courage, Song of Freedom</u> – Marilyn Seguin (Mary Campbell Story)</p>
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## Fourth Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Use map elements or coordinates to locate physical and human features of North America.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> <li>1. Use a <b>linear scale</b> to measure the distance between places on a map. (Units: <b>1M</b>, 3, 6)</li> <li>2. Use <b>cardinal and intermediate directions</b> to describe the <b>relative location</b> of places. (Units: <b>1M</b>, 3)</li> <li>3. Describe the location of Ohio relative to other states and countries. (Units: <b>1M</b>, 2)</li> <li>4. Use maps to identify the location of major <b>physical and human features</b> of Ohio <u>including</u>: (Units: 1, <b>2M</b>)               <ol style="list-style-type: none"> <li>a. <b>Lake Erie</b>; (Units: 3, 5)</li> <li>b. rivers; (Units: 3, 5)</li> <li>c. <b>plains</b>;</li> <li>d. the Appalachian <b>Plateau</b>;</li> <li>e. <b>bordering states</b>; (Unit: 3, 5)</li> <li>f. the capital city; (Unit: 3)</li> <li>g. other major cities; (Unit: 5)</li> <li>h. Ohio River. (Unit: 3, 5)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use linear scale plus any other given units of length: beans, coins, etc.</li> <li>1. Experiment with comparison models (scale, models vs. life size, and picture representation vs. real life).           <ol style="list-style-type: none"> <li>1. <u>Suggested Vocabulary</u>: map legend, map key symbols, map scale</li> <li>2. <b>cardinal directions</b>: the four main points of the compass (north, east, south and west).</li> <li>2. <b>intermediate directions</b>: the points of the compass that fall between north and east, north and west, south and east, south and west such as NE, NW, SE, and SW.</li> <li>2. <b>relative location</b>: the location of a place in relation to other places (such as northwest, downstream).</li> <li>2. <u>Suggested Vocabulary</u>: reference points - teach in conjunction with cardinal / intermediate such as: Akron (local community) is southeast of Cleveland.</li> <li>2. Construct and discuss a floor plan of classroom, playground, child's home.</li> <li>3. <u>Suggested Vocabulary</u>: relative location: the location of a point relative to another point or points. (Example: The relative location of Nordonia is north of Mogadore rather than absolute location using longitude and latitude.)</li> <li>3. Introduce: longitude, latitude, parallels</li> <li>4. <b>physical feature</b>: a natural aspect or quality of the Earth's surface that includes land formations and vegetation zones. (Such as valley, plateau)</li> <li>4. <b>human feature</b>: an aspect of a place or a quality of the Earth's surface constructed by people including cities, parks, buildings and roads.           <ol style="list-style-type: none"> <li>4a. <u>Suggested Vocabulary</u>: Great Lakes, St. Lawrence Seaway</li> <li>4b. Suggest the following: Cuyahoga River, Great Miami, Maumee River, Mississippi, etc.</li> <li>4c. till, lake, plains - Display on Ohio map to distinguish between till, lake, Allegheny Plateau</li> </ol> </li> </ol> </li></ol>

**Fourth Grade — Geography Standard (continued)**

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Identify the physical and human characteristics of places and regions of North America.</p> <p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<p><u>Places and Regions</u></p> <p>5. Describe and compare the <b>landforms, climates</b>, population, <b>vegetation</b> and <b>economic characteristics</b> of places and <b>regions</b> in Ohio. (Units: 2, 3, <b>4M</b>, 5)</p> <p>6. Identify <b>manufacturing, agricultural, mining and forestry</b> regions in Ohio. (Units: 3, <b>4M</b>, 5, 6)</p> <p>7. Explain how <b>resources, transportation</b> and <b>location</b> influenced the development of cities and <b>industries</b> in Ohio <u>including</u> major industries such as, oil, steel, rubber and glass. (Units: 3, <b>4M</b>, 5, 6)</p> <p><u>Human Environmental Interaction</u></p> <p>8. Identify how <b>environmental processes</b> <u>including</u> <b>glaciation</b> and <b>weathering</b> and characteristics <u>including</u> landforms, bodies of water, climate, vegetation influence human <b>settlement</b> and activity in Ohio. (Units: 1, <b>2M</b>)</p> <p>9. Identify ways that people have affected the <b>physical environment</b> of Ohio <u>including</u>: (Unit: 5)</p> <p>a. use <b>wetlands</b>; (Units: 1, 2, <b>3M</b>)</p> <p>b. use of forests; (Units: 1, 2, <b>3M</b>)</p> <p>c. building farms, towns and transportation systems; (Units: 1, 2, <b>3M</b>, 4, 5)</p> <p>d. using fertilizers, herbicides and pesticides; (Unit: <b>4M</b>)</p> <p>e. building dams. (Unit: <b>4M</b>)</p> <p><u>Movement</u></p> <p>10. Use <b>elevation, natural resources</b> and <b>road maps</b> to answer questions about patterns of settlement, economic activity and movement. (Units: 2, <b>3M</b>, 4)</p>	<p>5. <u>Suggested Vocabulary</u>: terrain, valley</p> <p>5. Use maps or documents to illustrate how climate, waterways, and terrain have affected population patterns, transportation routes, or land use in Ohio and other states.</p> <ul style="list-style-type: none"> <li>• practice with color-coded maps</li> <li>• use daily newspaper weather maps</li> </ul> <p>5. See <b>Addendum B</b> for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. Posters are provided.</p> <p>7. Explain = cause and effect</p> <p>7. Apply Lang. Arts Indicator: draw conclusions from information in maps, charts, graphs and diagrams.</p> <p>8. <u>Suggested Vocabulary</u>: natural environment = environmental processes</p> <p>8. Vegetation refers to natural vegetation in nature (grasses, clover, and trees) rather than planted gardens and formal landscaping.</p> <p>9c. Help students to realize the “interdependence” between changing farmland into industrial parks (regions) with new roads and highways. How do these influence population patterns?</p> <p>9d. See Science unit: Environments and Adaptations of Plants for the cause/effect relations</p> <p>10. Use road maps to identify transportation routes</p> <p>10. <b>natural resource</b>: a productive resource supplied by nature such as ores, trees, arable land.</p>



## Fourth Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Explain the opportunity costs involved in the allocation of scarce <b>productive resources</b>.</p> <p>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p>	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> <li>1. Identify the <b>productive resources</b> needed to produce a good or service and suggest opportunity costs for the resources involved. <i>(Units: 2, 3, 4M, 5, 6)</i></li> <li>2. Explain how the availability of productive resources in Ohio promotes <b>specialization</b> in the <b>production</b> of goods and services and leads to <b>trade</b>. <i>(Units: 2, 3, 4M, 5, 6)</i></li> </ol> <p><u>Production, Distribution and Consumption</u></p> <ol style="list-style-type: none"> <li>3. Explain how <b>entrepreneurs</b> organize productive resources to produce goods and services and that they seek to make <b>profits</b> by <b>taking risks</b>. <i>(Units: 3, 4M, 5, 6)</i></li> </ol> <p style="text-align: center;">- - - - -</p> <p><b>Note:</b> “Factors of production” is no longer used. It is replaced with “productive resources” which includes:</p> <ul style="list-style-type: none"> <li>• capital goods resource</li> <li>• entrepreneurship</li> <li>• natural resource</li> <li>• human resource</li> <li>• profit seeking decision makers</li> </ul> <p><b>Note:</b> See the <u>Homer Price</u> notation page 4<sup>th</sup> – 21 for introducing economics through a fictional story.</p>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li>1. Give students a production resource (aluminum) and ask them to identify a good or service (cans) that could be produced with the resource.             <ol style="list-style-type: none"> <li>1. <b>productive resource:</b> the resources used to make goods and services (Must include: natural resources, human resources, capital goods).</li> </ol> </li> <li>1. <u>Suggested Vocabulary:</u> <b>productive resources</b> = factors of production:             <ol style="list-style-type: none"> <li>1. Examples of Productive resources:                     <ul style="list-style-type: none"> <li>natural resources (formerly land resources: coal, iron ore, trees)</li> <li>human resources (formerly labor resources: people, workers, training skills)</li> <li>capital goods / resources (equipment, buildings, tools, technology)</li> <li>entrepreneurship / decision makers: people who make decisions on how to organize and use the productive resources</li> <li>profit-seeking decision makers: a main motive for an entrepreneur</li> </ul> </li> <li>2. <b>production:</b> the act of combining natural resources, human resources, (capital goods and entrepreneurship to make goods and services.)</li> <li>2. Explain = cause and effect</li> <li>2. <u>Suggested Vocabulary:</u> <b>consumption</b> is the opposite of production consumption refers to the purchase and / or use of goods and services.</li> <li>2. Apply Study Skills Indicator: 7</li> <li>2. Create graphs and tables for production and trade</li> <li>3. Explain = sequence / analyze</li> <li>3. <b>entrepreneur:</b> an individual who organizes the use of productive resources to produce goods or services.</li> <li>3. <u>Suggested Vocabulary:</u> entrepreneurship is the actual decision making process from the creativity of an idea to the final product or service.</li> <li>3. Apply Study Skills Indicator: 10 for the problem-solving process used by entrepreneurs.</li> <li>3. Apply Lang. Arts Indicator: make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.</li> </ol> </li> </ol>

**Fourth Grade — Economics Standard (continued)**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Markets</u></p> <p>4. Explain ways in which <b>individuals and households</b> obtain and use <b>income</b>. (Unit: 4M, 5, 6)</p> <p>5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods &amp; services available. (Units: 2, 3, 4M, 6)</p> <p>6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries. (Unit: 4M, 6)</p> <p style="text-align: center;">- - - - -</p> <p>5-6. Show cause-effect relationships using a graphic organizer as Ohio solves production / market problems.</p> <table border="1" data-bbox="495 1138 1117 1450"> <thead> <tr> <th>Cause – Why?</th> <th>So</th> <th>Effect - What Happened?</th> </tr> </thead> <tbody> <tr> <td>Toledo produces high quality glass.</td> <td style="text-align: center;">→</td> <td>Other countries want to purchase the Toledo glass.</td> </tr> <tr> <td>The demand for the Saturn - small car increased.</td> <td style="text-align: center;">→</td> <td>More factory workers were hired to build the cars.</td> </tr> </tbody> </table>	Cause – Why?	So	Effect - What Happened?	Toledo produces high quality glass.	→	Other countries want to purchase the Toledo glass.	The demand for the Saturn - small car increased.	→	More factory workers were hired to build the cars.	<p><b>Vocabulary/Strategies</b></p> <p>4. Describe the similarities and differences in obtaining and using <b>individual income</b> and <b>household income</b> by citing examples from personal experiences. (such as: a student’s allowance v. parent’s paycheck)</p> <p>4. Ask students to cite examples of their decision making process in relationship to birthday money.</p> <p>4. Make a pie graph of family income.</p> <p>4. Explain = analyze</p> <p>5-6. Explain = cause and effect</p> <p>6. <u>Suggested Vocabulary</u>: other countries = <u>foreign nations</u></p> <p>5-6. Cue words for cause: caused, due to, brought about, resulted in Cue words for effect: as a result of, therefore, thus, so, etc.</p> <p>5-6. Apply Study Skills Indicator: 10 for example, ways companies solve problems on production. Sample lead questions such as: - What caused ____production to change? - Why do Ohioans purchase goods such as _____?</p> <p><b>Literature Connections:</b>  <u>The Tortilla Factory</u> – Gary Paulsen (PB)  <u>Agatha’s Feathered Bed: Not Just Another Wild Goose Story</u> - Carmen Deedy (PB)  <u>Homer Price</u> - Robert McCloskey (Focus on the chapter “The Doughnuts” which is also filled with examples of cause/effect.) See pg. 4<sup>th</sup> – 21.  <u>Ox Cart Man</u> - Donald Hall (PB)  <u>The Toothpaste Millionaire</u> - Jean Merrill (CH)  <u>Encyclopedia Brown: The Case of the Missing Watermelon</u> - Donald Sobol (CH)                  (PB = picture book CH = chapter book)</p> <p><b>Resources:</b>  <u>Our Region</u> - Junior Achievement Unit: 330-434-1875 (be sure the presenter makes the appropriate vocabulary adjustments)  <u>Ohio: An Economic Adventure</u> - Economics/America at Ashland University 216-831-7788 designed for the 4<sup>th</sup> Grade State Course of Study * correlates with other disciplines and standards.</p>
Cause – Why?	So	Effect - What Happened?									
Toledo produces high quality glass.	→	Other countries want to purchase the Toledo glass.									
The demand for the Saturn - small car increased.	→	More factory workers were hired to build the cars.									

## Fourth Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</p> <p>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> <li>1. Explain major responsibilities of each of the three <b>branches of government</b> in Ohio: <i>(Unit: 6M)</i> <ol style="list-style-type: none"> <li>a. the <b>legislative branch</b>, headed by the <b>General Assembly, makes state laws</b>;</li> <li>b. the <b>executive branch</b>, headed by the <b>governor, carries out and enforces laws</b> made by the <b>General Assembly</b>;</li> <li>c. the <b>judicial branch</b>, headed by the <b>Ohio Supreme Court, interprets and applies the law.</b></li> </ol> </li> <li>2. Explain why <b>elections</b> are used to select leaders and decide <b>issues</b>. <i>(Units: 2, 6M)</i></li> </ol> <p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> <li>3. Explain the purpose of a <b>democratic constitution</b>: <i>(Units: 2, 6M)</i> <ol style="list-style-type: none"> <li>a. to provide a framework for government;</li> <li>b. to limit the power of government;</li> <li>c. to define the <b>authority of elected officials.</b></li> </ol> </li> <li>4. Explain that the Ohio Constitution tells how the state government should be organized and <b>guarantees the rights of individuals</b>. <i>(Units: 2, 6M)</i></li> </ol>	<p><u>Suggested Vocabulary</u>:</p> <ol style="list-style-type: none"> <li>1a. House of Representatives and Senate = General Assembly</li> <li>1b. order and security</li> <li>1c. court, criminal court judge - justice - justly</li> </ol> <p>1. Explain = prioritize</p> <p>1. <u>Suggested Vocabulary</u>: synonyms for major responsibilities would be:</p> <ul style="list-style-type: none"> <li>• purposes of state government</li> <li>• functions of state government (basic level)</li> </ul> <p>1. Role-play a simulation such as a mock council meeting, mock trial</p> <p>1. Use tree model from the “4<sup>th</sup> Grade Summit County Resource Guide” to show the 3 branches of government.</p> <p>2. Explain = cause and effect</p> <p>2. <u>Suggested Vocabulary</u>: campaign, politics, qualifications, voting</p> <p>2. Apply Study Skills Indicator 1</p> <p>3-4. Explain = analyze</p> <p>4. <b>rights</b>: just claims that belong to a person by law, nature or tradition.</p> <p>4. Apply Study Skills Indicator: 3</p> <p><u>Literature Connection</u>:</p> <p>1. <u>Here’s To You America</u> – Charles Schulz (PB) <u>Duck for President</u> – Doreen Cronin (PB) use as an introduction to government</p>

### Fourth Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Explain how citizens take part in <b>civic life</b> in order to promote the common good.</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>	<p><u>Participation</u></p> <p>1. Describe the ways in which citizens can <b>promote the common good</b> and influence their government <u>including</u>: (Units: 4, 6M)</p> <p>a. <b>voting</b>; (Units: 2, 3)</p> <p>b. communicating with <b>officials</b>; (Units: 2, 3)</p> <p>c. participating in <b>civic</b> and <b>service organizations</b>;</p> <p>d. performing <b>voluntary service</b>.</p> <p><u>Rights and Responsibilities</u></p> <p>2. Explain why <b>personal responsibilities</b> <u>such as</u>, taking advantage of the opportunity to be educated and why <b>civic responsibilities</b> <u>such as</u> obeying the law and respecting the <b>rights of others</b> is important. (Units: 2, 6M)</p> <p>3. Explain the importance of <b>leadership</b> and <b>public service</b>. (Units: 2, 4, 6M)</p> <p>4. Explain why <b>characteristics</b> such as, respect for the rights of others, <b>fairness, reliability</b>, honesty, wisdom and courage are desirable <b>qualities</b> in the people citizens select as their leaders. (Units: 2, 5, 6M)</p>	<p>1a. mock election</p> <p>1. <u>Suggested Vocabulary</u>: common welfare = common good ; civic activities</p> <p>1. Apply Study Skills Indicator: 10</p> <p>2. <b>responsibility</b>: the conditions or tasks for which a person is accountable or answerable.</p> <p>2. To be educated would imply that people are to be informed about state issues or public issues <u>before</u> they vote.</p> <p>2-3. Explain = cause and effect</p> <p>4. <u>Suggested Vocabulary</u>: maintaining public service</p> <p>4. Explain = evaluate</p> <p>5. Link the characteristics of elected leaders to reliability, honesty, etc.</p> <p>5. Explain = cause and effect</p> <p>5. Apply Government Indicators: 1, 2</p>

**Fourth Grade – Social Studies Skills and Methods Standard**

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p><b>Ohio Benchmarks Grades 3-5</b></p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p> <p>-----</p> <p>1. Obtaining information is not necessarily one large project, rather it could be the process of researching evidence throughout the year.</p>	<p><b>Universal: Applies to All Indicators</b>  <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> <li>1. Obtain information about state issues from a variety of print and electronic sources, and determine the <b>relevance of information</b> to a research topic:  <i>(Units: 1, 2, 3M, 4, 5, 6, 7)</i> <ol style="list-style-type: none"> <li>a. <b>atlases</b>;</li> <li>b. <b>encyclopedia</b>;</li> <li>c. <b>dictionaries</b>;</li> <li>d. <b>newspapers</b>;</li> <li>e. <b>multimedia / electronic sources</b>.</li> </ol> </li> <li>2. Use a <b>glossary</b> and <b>index</b> to locate information.  <i>(Units: 1, 2, 3M, 4, 5, 6, 7)</i></li> <li>3. Use <b>primary and secondary sources</b> to answer questions about Ohio history. <i>(Units: 1, 2, 3M, 5, 7)</i></li> <li>4. Describe how <b>archaeologists</b> and <b>historians</b> study and interpret the past. <i>(Units: 1M, 2, 3, 4, 5)</i></li> </ol>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li>1. Apply to History Indicators: 1-6</li> <li>1. Alternative resources could include: dictionaries, almanacs, magazines, pamphlets, maps and globes.</li> <li>1. Apply to Government Indicator: 2</li> <li>1. Apply Lang. Arts Indicator: locate important details about topics, using different sources of information, including books, magazines, newspapers and online resources.</li> <li>1. Apply Lang. Arts Indicator: independently read books for various purposes, such as for enjoyment, for literary experience, to gain information or to perform a task.</li> <li>3. Primary sources include diaries, letters, eyewitness newspaper accounts, photographs, etc.</li> <li>3. <b>primary source</b>: an account of an event by someone who was present at the event.</li> <li>3. <b>secondary source</b>: an account of an event by someone who was not present at the event.</li> <li>3. Apply to History Indicators: 3-4</li> <li>3. Apply to Government Indicator: 4</li> <li>4. Students need to identify the archaeologist's / historian's perspective as they interpret the past by asking:             <ul style="list-style-type: none"> <li>• Was the author there?</li> <li>• Whose side was the author on?</li> <li>• Give words or phrases to support your position.</li> </ul> </li> </ol>
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**Fourth Grade – Social Studies Skills and Methods Standard (continued)**

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Use a variety of sources to organize information and draw inferences.</p>	<p><u>Thinking and Organizing</u></p> <p>5. Identify <b>main ideas</b> and <b>supporting details</b> from factual information. (Units: 1, 2, 3, <b>4M</b>, 5, 6, 7)</p> <p>6. Distinguish between <b>fact</b> and <b>opinion</b>. (Units: 1, 2, 3, <b>4M</b>, 5, 6, 7)</p> <p>7. Read and interpret <b>pictographs, bar graphs, line graphs</b> and <b>tables</b>. (Units: 1, 2, <b>3M</b>, 4, 5, 6, 7)</p> <p>8. Formulate a question to focus research. (Units: 3, 4, 5, <b>6M</b>, 7)</p> <p style="text-align: center;">- - - - -</p> <p><b>Note:</b> Resource: 7. <u>Charts, Graphs, Tables and Diagrams</u> – Newbridge Big Book – call 300-929-6446</p>	<p>5. Apply Lang. Arts Indicator: summarize main ideas in informational text, using supporting details...</p> <p>5-8. Apply to History Indicators: 3-5.</p> <p>6. Students need <u>extensive modeling</u> of the criteria to distinguish main ideas from supporting ideas.</p> <p>6. Sort/Classify examples of information as fact vs. opinion. Many statements are actually <u>mixed statements</u>. The statement contains a fact, but it is paired with an opinion. For example: Jeff is the best runner in the school. You can verify Jeff as a runner. However, as written in the statement, being “best” is an opinion. It would become a fact if his specific winning school records were given.</p> <p>6. Students can analyze sports news article to locate facts - opinions - mixed statements.</p> <p>6. Apply Lang. Arts Indicator: distinguish fact from opinion.</p> <p>7. <b>pictograph</b>: a diagram or graph using pictured objects to convey ideas or information.</p> <p>7. Apply Lang. Arts Indicator: draw conclusions from information in maps, charts, graphs, and diagrams.</p> <p>7. Apply Math Data Analysis Indicator: represent and interpret data using tables, bar graphs, line plots and line graphs. (to draw conclusions)</p> <p>8. Apply Lang. Arts Indicator: list questions and search for answers within the text to construct meaning.</p> <p>8. Apply Math Data Analysis Indicator: propose and explain interpretations and predictions based on data displayed in tables, charts and graphs.</p>

**Fourth Grade – Social Studies Skills and Methods Standard (continued)**

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Communicate social studies information using graphs or tables.</p> <p>D. Use problem-solving skills to make decisions individually and in groups.</p> <p style="text-align: center;">- - - - -</p> <p><b>It is essential to model the steps daily.</b></p>	<p><u>Communicating Information</u></p> <p>9. Communicate relevant information in a written report <b>including</b> the acknowledgement of sources. <i>(Units: 3, 4, 5, <b>6M</b>, 7)</i></p> <p><u>Problem Solving</u></p> <p>10. Use a problem-solving/<b>decision-making process</b> which <b>includes:</b> <i>(Units: 1, 2, <b>3M</b>, 4, 5, 6, 7)</i></p> <ul style="list-style-type: none"> <li>a. identify the problem;</li> <li>b. gather information;</li> <li>c. list and consider options;</li> <li>d. consider <b>advantages and disadvantages</b> of options;</li> <li>e. choose and implement a solution;</li> <li>f. develop <b>criteria for judging</b> its effectiveness;</li> <li>g. evaluate the effectiveness of the solution.</li> </ul> <p style="text-align: center;">- - - - -</p> <p><b>Note:</b></p> <p>10. The problem-solving and decision-making steps <u>apply to every discipline and the daily lives of all students.</u> For example, in the early 1800s it took too long to transport Ohio's products to the east coast. The first solution was to build a series of canals. This helped farmers to move their products, but the problem changed because farmers wanted an even faster transportation system. The new solution was the expansion of the railroad system across Ohio.</p>	<p>9. Model the steps for determining the criteria used to judge relevant information.</p> <p>9. Apply Lang. Arts Indicator: summarize important information in texts to demonstrate comprehension.</p> <p>9. Apply Lang. Arts Indicator: summarize main ideas in information text, using supporting details as appropriate.</p> <p>9. Apply Lang. Arts Indicator: state and develop a clear main idea for writing.</p> <p>10. Model the establishment of <b>criteria for judging</b> the success or failure of a solution.</p> <p>10. Students identify a need from the community that involves gathering data, listing options and making decisions for solving the problem. Example: a community service project.</p> <p>10. Apply to History Indicators: 3-5</p> <p>10. Apply to Economics Indicator: 1 The decision-making process can be used.</p> <p>10. Apply to Citizenship Indicator: 1</p> <p><b>Resource:</b> Inspiration - software for creating visual graphic organizers such as concept mapping, webs, outlines, etc. to develop students planning, organizing, and prewriting. <a href="http://www.inspiration.com">http://www.inspiration.com</a> or call 1- 800-877-4292</p>