

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<p>-The order of significant events in Ohio and the United States can be shown on a timeline (History:1)</p> <p>-Primary and secondary sources can be used to create historical narratives (History:2)</p>	<p>Timelines</p> <p>Primary and Secondary Sources</p>	<p>-Chapter 1 - Ohio Experience Text</p> <p>-Constructing timelines of life events</p> <p>-Chapter 2 - Ohio Experience text</p>	<p>-Students can demonstrate an understanding of units of time and chronological order on a timeline.</p> <p>-Students can construct a timeline of significant events in Ohio and the United States.</p> <p>-Students can use primary and secondary sources to create a historical narrative.</p>	<p>-time line</p> <p>-chronological interval</p> <p>-temporal cause and effect</p> <p>-primary sources</p> <p>-secondary sources</p> <p>-historical narrative</p> <p>-cooperation</p> <p>-conflict</p> <p>-prehistoric Indians</p> <p>-historic Indians</p> <p>-immigrants</p> <p>-French & Indian War</p>	
	<p>-Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. (History:3)</p>	<p>Cooperation and Conflict</p> <p>History: Early People of Ohio</p>	<p>-Chapter 3 - Ohio Experience text</p> <p>-Chapter 4 - Ohio Experience text</p>	<p>-Students can explain how interactions among prehistoric peoples and between historic American Indians and European settlers resulted in both cooperation and conflict.</p> <p>-Students can explain why the American colonists worked together to fight for independence from Great Britain and form a new nation.</p>	<p>-Proclamation of 1763</p> <p>-American Revolution</p> <p>-Declaration of Independence</p> <p>-Fort Laurens</p> <p>-Articles of Confederation</p> <p>-U.S. Constitution</p> <p>-Bill of Rights</p>	
	<p>-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. (History:4)</p> <p>-The Northwest Ordinance established a process for creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. (History:5)</p>	<p>Northwest Ordinance</p> <p>Northwest Territory</p>	<p>-Chapter 5 - Ohio Experience text</p>	<p>-Students can explain how the Northwest Ordinance influenced the democratic ideals in the states formed from the Northwest Territory.</p>	<p>-Northwest Territory</p> <p>-Northwest Ordinance</p> <p>-statehood</p> <p>-constitution</p> <p>-democratic ideals</p> <p>-veterans</p>	

Nine
Weeks: 1st 9 Weeks

Class: Social Studies

Grade: 4

Curriculum Map
ShadySide Local Schools

Instructor: Bonar, Coyne & Simpson
Building: Leona Middle School

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<ul style="list-style-type: none"> -The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. (History:6) 	Ohio & the War of 1812	<ul style="list-style-type: none"> -Chapter 6- Ohio Experience text 	<ul style="list-style-type: none"> -Students can explain how conflicts with Great Britain and with American Indians led to the War of 1812. -Students can explain the importance of the Battle of Lake Erie to America's success in the War of 1912 	<ul style="list-style-type: none"> -Northwest Territory -Battle of Fallen Timbers -Treaty of Greenville -Battle of Tippecanoe -War of 1812 -Fort Meigs -Battle of Lake Erie 	
	<ul style="list-style-type: none"> -Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. (History:7) 	Ohio & the War of 1812	<ul style="list-style-type: none"> - Chapter 7 - Ohio Experience text 	<ul style="list-style-type: none"> -Students can describe issues that divided the United States after the War of 1812. -Students can explain Ohio's role in the anti-slavery movement and the Underground Railroad. 	<ul style="list-style-type: none"> -free state -slaves -sectional issues -states' rights -abolitionists -anti-slavery movement -Underground Railroad -Fugitive Slave Act -Uncle Tom's Cabin 	
	<ul style="list-style-type: none"> - Many technological innovations that originated in Ohio benefited the United States. (History:8) 	Ohio's Technology	<ul style="list-style-type: none"> - Chapter 8 - Ohio Experience text - Famous Ohioan presentations 	<ul style="list-style-type: none"> - Students can identify important inventions that began in Ohio and explain how those inventions helped the United States. 	<ul style="list-style-type: none"> -invention -technological innovations 	

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
2nd 9 weeks	<p>-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. (Geography:9)</p> <p>-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. (Geography: 10)</p> <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. (Geography:11)</p> <p>- People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States (Geography:12)</p> <p>- The population of the United States has changed over time, becoming more diverse. Ohio's population has become increasingly reflective of the cultural diversity of the United States (Geography:13)</p> <p>-Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas. (Geography:14)</p>	<p>Relative Locations Cardinal/Intermediate Directions</p> <p>Rich in Resources: Ohio's Natural Resources</p> <p>US Regions</p> <p>Environmental Modifications with Positive and Negative Consequences</p> <p>Population Diversity</p> <p>Ohio's Location</p>	<p>- Chapter 9 Ohio's Experience text</p> <p>- Chapter 10 Ohio's Experience text</p> <p>- Chapter 11 Ohio's Experience text</p> <p>- Chapter 12 Ohio's Experience text</p> <p>- Chapter 13 Ohio's Experience text</p> <p>-Chapter 14 Ohio's Experience text</p>	<p>-Students will be able to read, understand and use a map scale to describe relative location of physical and human characteristics of Ohio and the United States.</p> <p>-Students will explain how agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the US.</p> <p>-Students will be able to describe physical and economic characteristics of the northern, southern and western regions of the US in the early 1800s.</p> <p>-Students will describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.</p> <p>-Students will explain how Ohio's population is increasingly reflective of the cultural diversity of the US.</p> <p>-Students will understand that the location of Ohio and its transportation systems have in the past and currently still influence the movement of people and products.</p>	<p>-relative location -physical characteristics -human characteristics -cardinal directions -intermediate directions -compass rose -map scale</p> <p>-natural resources -agriculture -industry -bio-fuels -global competition -alternative energy source</p> <p>-North -South -West</p> <p>-physical environment -economy -rural</p> <p>-modify -environment -positive consequences -negative consequences -sustainable</p> <p>-population -foreign born -immigrants -industrialization -cultural diversity</p> <p>-gateway -roads -canals -railroads -transportation hub</p>	

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<p>- A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. (Government: 20)</p> <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. (Government: 19)</p>	<p>Democratic Constitutions</p>	<p>- Chapter 15 Ohio's Experience text</p> <p>- Chapter 16 Ohio's Experience text</p>	<p>- Students will describe the purpose of democratic constitutions in Ohio and the United States.</p>	<p>- constitution</p> <p>- Ohio Constitution</p> <p>- democracy</p> <p>- Articles of Confederation</p> <p>- U.S. Constitution</p> <p>- Bill of Rights</p> <p>- First Amendment</p>	

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<ul style="list-style-type: none"> - The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. (Government: 21) - Laws can protect rights, provide benefits and assign responsibilities. (Government: 18) -Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. (Government: 15) -Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. (Government: 16) -Effective participants in a democratic society engage in compromise. (Government: 17) 	<p>Government - 3 Branches</p> <p>Importance of Laws</p> <p>Citizenship In Ohio and the U.S</p> <p>Making Informed Decisions</p>	<p>Chapter 17 Ohio's Experience text</p> <p>Chapter 18 Ohio's Experience text</p> <p>Chapter 19 Ohio's Experience text</p> <p>Chapter 20 Ohio's Experience text</p> <p>Chapter 21 Ohio's Experience text</p>	<ul style="list-style-type: none"> - Students will explain major responsibilities of each of the three branches of government in Ohio and the United States - Students will describe ways in which laws protect the rights, provide benefits and assign responsibilities to citizens. - Students can describe the ways citizens participate in and influence their state and national government. Students can explain the rights and responsibilities of citizens in a democratic government. -The students can use information effectively to make an informed decision. - Students can describe a strategy for compromise in a situation where there are differences of opinion on a matter. 	<ul style="list-style-type: none"> -legislative branch -executive branch -judicial branch -laws -rights -benefits -responsibilities -citizen -rights -personal responsibilities -civic responsibilities - informed decision - reasoned decision - fact - opinion - main idea - supporting details - cause - effect - perspective - purpose - agreement - disagreement -compromise -concession 	

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
4th 9 Wks	<p>-Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs). (Economics: 22)</p> <p>-Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers. (Economics: 23)</p>	<p>Economics</p> <p>Entrepreneurship</p> <p>Importance of Saving Money</p>	<p>-Chapter 22 Ohio's Experience text</p> <p>-Chapter 23 Ohio's Experience text</p> <p>-Chapter 24 Ohio's Experience text</p>	<p>-The students can explain how to use tables and charts to interpret information.</p> <p>-Students can explain characteristics of entrepreneurship, including the risks and benefits.</p> <p>-Students can explain/demonstrate how saving a portion of income contributes to an individual's financial well-being. Students can explain how individuals can save more of their income by reducing their spending.</p>	<p>-tables -charts -pictures -diagrams -graphs</p> <p>-productive resources -natural resources -human resources -capital goods -entrepreneur -profit -benefits -risks</p> <p>-income -budget -spending -saving -interest</p>	