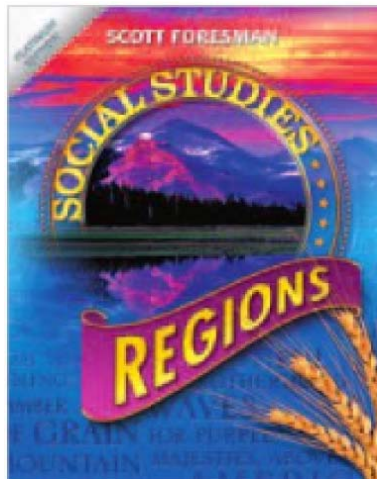


A Correlation of

**Scott Foresman
Social Studies
Grade 4 – Regions**

© 2011



To the

Ohio

**Grade 4 Model Curriculum for
Social Studies**

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to the
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INTRODUCTION

This document demonstrates how **Scott Foresman Social Studies ©2011 Platinum Edition** meets the objectives of the Ohio Grade 4 Model Curriculum for Social Studies. Correlation page references are to the Student and Teacher's Editions.

Scott Foresman Social Studies provides teachers with reading, hands-on, and technology options to support classroom instruction so your students will feel comfortable learning at their own pace and exploring the “big ideas” in social studies. **Scott Foresman Social Studies** provides explicit, four-step reading instruction in every unit, as well as a *Quick Planning Guide* co-authored by *Understanding by Design®* author Grant Wiggins.

The Pearson Advantage

- **Connect to what they know.** *Scott Foresman Social Studies* helps students see the “big ideas” they’re learning about, activate their prior knowledge, and allow them to engage in an active discussion of what they already know about the topics.
- **Experience through hands-on, minds-on activities.** *Scott Foresman Social Studies* offers a variety of ways for your students to think critically about key concepts—through reading, hands-on activities, and technology—so they actively experience the world they live in.
- **Understand today and tomorrow.** Developing true understanding means that students learn more than facts, dates, and places. It means taking what they’ve learned and transferring that knowledge to new learning, situations, and ideas.

Learning by doing

The Social Studies Plus! book provides your classroom with hands-on options for every unit, chapter, or lesson of instruction.

Interact with history

Students can explore homes of the past, read or hear stories of famous and not-so-famous people, piece together artifacts, and get a feel for the life of our nation’s history with the *Colonial Williamsburg Primary Sources CD-ROM*.

Direct, explicit reading instruction

No other social studies program has a four-step plan for explicit reading instruction in every unit. *Scott Foresman* helps your students read for meaning.

Extended reading opportunities

Enrich and extend the topics with the *Literature Library*, *Literature Big Books*, *Multi-Leveled Library*, and *Online Leveled Reader Database*.

Active Learning in a 21st century classroom

Go farther than you ever imagined. Whatever you want, whatever you need, digital components from *Pearson Scott Foresman Social Studies* keep your instruction fresh, engaging, and inspiring. With just one click, you can see the difference the right tools can make. Go anywhere. Go Digital!

Plan lessons with the *Online Teacher’s Edition*. Give students full access to the *Student Edition* while at home or in the classroom.

- *Digital Learning CD-ROM powered by KnowledgeBox®*
- *Video Field Trips Package*
- *MindPoint® Quiz Show CD-ROM*
- *Songs and Music Audio CD*
- *AudioText CD*
- And much more!

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Ohio Grade 4 Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Grade 4 – Regions
Grade Four	
Theme	
<i>Ohio in the United States</i>	
Strand	
<i>History</i>	
Topic	
<i>Historical Thinking and Skills</i>	
Historical thinking begins with a clear sense of time: past, present and future, and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	
<i>1. The order of significant events in Ohio and the United States can be shown on a timeline.</i>	SE/TE: 38, 130, 134-135, 136, 150-151, 188, 194, 202, 216-217, 264, 276, 284-285, 324, 332, 338, 346, 352-353, 400, 418-419
<i>2. Primary and secondary sources can be used to create historical narratives.</i>	SE/TE: 2-3, 53, 61, 75, 96-97, 118, 140-141, 148-149, 158-159, 206, 207, 224-225, 239, 244, 261, 278, 292-293, 305, 329, 330, 331, 333, 344-345, 351, 353, 357, 360-361, 398-399, 404, 416-417, R24, R27, R28-R31
Strand	
<i>History</i>	
Topic	
<i>Heritage</i>	
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement	
<i>3. 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.</i>	SE/TE: 154, 155, 245, 256-259, 264-266, 267, 268-269, 271-273, 277 These pages provide coverage of these concepts in the Midwest.
<i>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.</i>	SE/TE: 56-57, 130-131, R27, R28-R31

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<i>5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.</i>	The Northwest Ordinance is explored in Grade 5, SE/TE: The United States: 342-343
<i>6. 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.</i>	The War of 1812 is explored in grade 5, SE/TE: The United States: 380-384
<i>7. 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</i>	SE/TE: 136-137, 154, 200-201, 202-203 These pages provide coverage of abolition in the context of the United States.
<i>8. Many technological innovations that originated in Ohio benefitted the United States.</i>	SE/TE: 234-235, 236-237, 273, 275, 280, 281, 282 These pages provide coverage of technological innovations in the Midwest.
Strand	
Geography	
Topic	
Spatial Thinking and Skills	
Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
Content Statement	
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.	SE/TE: H16-H22, 11, 19, 20, 22, 24-25, 40-41, 86-87, 105, 114, 133, 167, 170-171, 173, 181, 234, 247, 281, 309, 347, 372, 381, 387, 401, 408-409

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Topic	
<i>Places and Regions</i>	
A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
Content Statement	
<i>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</i>	SE/TE: 232-237, 246-249, 270-274, 275, 280-282 These pages provide coverage of agriculture, industry, and natural resources in the Midwest.
<i>11. The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical, environments and economies.</i>	SE/TE: 92, 93, 94, 104-109, 112-115, 116-119, 120-121, 132-133, 142-146, 147, 163, 166-169, 172-175, 178-179, 180-183, 210-213, 220, 221, 288, 289, 297, 300-304, 308-311, 314-317, 338-343, 346-348, 356, 357, 365, 368-373, 378-383, 384-388, 402-404, 422, 423
Topic	
<i>Human Systems</i>	
Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	
Content Statement	
<i>12. 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.</i>	SE/TE: 29-31, 68-71, 110-111, 113-115, 118, 163, 179, 211, 234-237, 238-239, 246-249, 250-251, 270-274, 275, 280, 281, 282, 314-315, 338-343, 347-348, 384-388, 402-403
<i>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.</i>	SE/TE: E10-E11, 43-44, 45, 53, 126-129, 136-137, 188-192, 193, 205-206, 207, 256-259, 260-261, 324-328, 329, 336-337, 394-397, 398-399, 416-417
<i>14. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.</i>	SE/TE: 226, 234-237, 276-278, 280, 281, 282 These pages provide coverage of transportation systems in the Midwest.

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Strand	
<i>Government</i>	
Topic	
<i>Civic Participation and Skills</i>	
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	
<i>15. 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.</i>	SE/TE: E2-E3, E12-E13, H2-H3, 46-48, 52, 56-59, 60-61, 130-133, 136-137, 138, 139, 140-141, 148-149, 197, 200-201, 205-206, 207, 260-261, 274, 318-319, 354, 416-417
<i>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</i>	SE/TE: H3, 14, 51, 58-59, 138-141, 200-201, 205
<i>17. Effective participants in a democratic society engage in compromise.</i>	SE/TE: H3, 118, 339, 380
Topic	
<i>Rules and Laws</i>	
Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.	
Content Statement	
<i>18. Laws can protect rights, provide benefits and assign responsibilities.</i>	SE/TE: E12-E13, 47, 50-52, 137-138, 140-141, 205-206
<i>19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</i>	SE/TE: E2, 48, 52, 137-138, 222

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Topic	
<i>Roles and Systems of Government</i>	
The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	
<i>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</i>	SE/TE: E14, E15, 48-52, 137, 138
<i>21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</i>	SE/TE: 48-49, 50-51
Strand	
<i>Economics</i>	
Topic	
<i>Economic Decision Making and Skills</i>	
Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.	
Content Statement	
<i>22. 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).</i>	SE/TE: 21, 48, 50, 76, 84, 110-111, 235, 240-241, 315, 334, 382, 413
Topic	
<i>Production and Consumption</i>	
Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
Content Statement	
<i>23. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</i>	SE/TE: 147, 267, 273, 275, 349, 358, 407

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Topic	
<i>Financial Literacy</i>	
Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
Content Statement	
<i>24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</i>	Saving is discussed in Grade 3, SE/TE: Communities: 282-283, 287, 288-289, 292-295, 346