



**Macmillan
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Academic Content Standards
Grade Four



OHIO

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STANDARDS	PAGE REFERENCES
History	
<i>Chronology</i>	
1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.	<p>Student Edition: 79, R8-R9 <i>Chart and Graph Skills</i> 76-77 <i>Differentiated Instruction</i> 122F <i>Skills Check</i> 97</p> <p>Teacher's Edition: ATL 77; CC 76; QT 98; SG 102</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 14</p>

STANDARDS	PAGE REFERENCES
<i>Settlement</i>	
<p>2. Describe the earliest settlements in Ohio including those of prehistoric peoples.</p>	<p>Student Edition: 72-75, 78-82, 86-90, 92 <i>Datagraphic</i> 91</p> <p>Teacher’s Edition: A 74; BI 79; C 82, 92; DI 73, 74, 79, 81, 89</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 13, 15, 17</p>
<p>3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.</p>	<p>Student Edition: 122-123, 134-135, 136-137, 147-148 <i>Test Preparation</i> 177</p> <p>Teacher’s Edition: DI 148; UO 122</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 18, 24, 25</p>
<i>Growth</i>	
<p>4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p>	<p>Student Edition: 113, 114, 142-145 <i>Primary Sources</i> 113</p> <p>Teacher’s Edition: DI 143, 144, 215; DT 144; RL 145</p>
<p>5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio’s economic and political status in the United States.</p>	<p>Student Edition: 26, 158, 159, 173, 205, 214</p> <p>Teacher’s Edition: DI 158; RL 159</p>

STANDARDS	PAGE REFERENCES
<p>6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.</p>	<p>Student Edition: 214, 215, 217 <i>Comprehension Check 236 #6</i> <i>Skills Check 237</i></p> <p>Teacher’s Edition: A 215; DI 215; RL 217</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 32, 33, 39</p>
<p>People in Societies</p>	
<p><i>Cultures</i></p>	
<p>1. Describe the cultural practices and products of various groups who have settled in Ohio over time:</p> <ul style="list-style-type: none"> a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient); b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; d. Amish and Appalachian populations; e. African-Americans; f. Recent immigrants from Africa, Asia and Latin America. 	<p>Student Edition: 24-25, 74, 78-79, 80-81, 86-90, 92, 167, 243, 251, 218-219 <i>Using Primary Sources 84-85</i></p> <p>Teacher’s Edition: BI 25, 88, 219; CC 251; DI 25, 74, 81</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 11, 13, 15, 17</p>
<p><i>Interaction</i></p>	
<p>2. Describe the impact of the expansion of European settlements on American Indians in Ohio.</p>	<p>Student Edition: 102-103, 107, 108, 146, 147-148 <i>Comprehension Check 152 #11</i> <i>Explore the Big Idea 63</i> <i>Reading Strategy 134</i></p> <p>Teacher’s Edition: DI 107, 148; RL 103, 108</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 11, 18, 28</p>

STANDARDS	PAGE REFERENCES
<p>3. Explain the reasons people came to Ohio including:</p> <ul style="list-style-type: none"> a. Opportunities in agriculture, mining and manufacturing; b. Family ties; c. Freedom from political and religious oppression. 	<p>Student Edition: 25, 165, 167, 194, 205, 213, 218-219, 245 <i>Focus Lesson Review 27 #4</i> <i>Literature 6-7, 184-187</i></p> <p>Teacher’s Edition: DI 165; RL 169</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 12, 23, 40</p>
Geography	
<i>Location</i>	
<p>1. Use a linear scale to measure the distance between places on a map.</p>	<p>Student Edition: G11, A2-A12 <i>Map and Globe Skills 110-111</i> <i>Skills Check 117</i></p> <p>Teacher’s Edition: A A2, A12; CC 110, 162; LI 110</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 4-27 <i>Student Practice and Activity Workbook</i> 3, 21, 58-61</p>
<p>2. Use cardinal and intermediate directions to describe the relative location of places.</p>	<p>Student Edition: G11, G13, G14, A2-A13 <i>Map and Globe Skills 16-17</i> <i>Skills Check 29, 175</i></p> <p>Teacher’s Edition: A A9; DI 14; HW 17</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 4-27 <i>Student Practice and Activity Workbook</i> 2, 3, 58-61</p>

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<p>3. Describe the location of Ohio relative to other states and countries.</p>	<p>Student Edition: A2-A12, 13-15 <i>Comprehension Check 28 #7, #10</i></p> <p>Teacher’s Edition: DI 14</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 6-9, 22-27 <i>Student Practice and Activity Workbook</i> 2, 58-59</p>
<p>4. Use maps to identify the location of major physical and human features of Ohio including:</p> <ul style="list-style-type: none"> a. Lake Erie; b. Rivers; c. Plains; d. The Appalachian Plateau; e. Bordering states; f. The capital city; g. Other major cities. 	<p>Student Edition: A12-A13, 14-15, 32-35, 39 <i>Comprehension Check 28 #9, #12, #16</i></p> <p>Teacher’s Edition: DI 39; RL 15, 35</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 25, 27 <i>Student Practice and Activity Workbook</i> 9, 60, 61</p>

STANDARDS	PAGE REFERENCES
<i>Places and Regions</i>	
<p>5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p>	<p>Student Edition: A13, 32-35 <i>Activity 61</i> <i>Comprehension Check 56 #10</i> <i>Explore the Big Idea 3</i> <i>Map 34</i> <i>Reading Skills 8-9</i></p> <p>Teacher's Edition: BI 33; CC 8; DI 34, 40; HW 9; RL 35</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 26, 28 <i>Student Practice and Activity Workbook</i> 7, 61</p>
<p>6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.</p>	<p>Student Edition: 38-41, 43 <i>Comprehension Check 56 #13</i> <i>Datagraphic 42</i> <i>Primary Sources 40</i></p> <p>Teacher's Edition: DI 39, 40, 41, 42; RL 43</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 4, 9</p>
<p>7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.</p>	<p>Student Edition: 39-41, 43, 157-159, 172-173, 217 <i>Datagraphic 42, 216</i></p> <p>Teacher's Edition: BI 216; DI 40, 42, 213; RL 43, 173</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 9, 15, 29</p>

STANDARDS	PAGE REFERENCES
<i>Human Environmental Interaction</i>	
<p>8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.</p>	<p>Student Edition: 33, 34 <i>Comprehension Check</i> 56 #8 <i>Comprehension and Critical Thinking Check</i> 58 #1, #7 <i>Focus Lesson Review</i> 35 #1</p> <p>Teacher’s Edition: BI 33; DI 33, 34</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 7</p>
<p>9. Identify ways that people have affected the physical environment of Ohio including:</p> <ol style="list-style-type: none"> Use of wetlands; Use of forests; Building farms, towns and transportation systems; Using fertilizers, herbicides and pesticides; Building dams. 	<p>Student Edition: 19-21, 46-48, 103-107, 114, 116, 159, 173, 220-221 <i>Then and Now</i> 114</p> <p>Teacher’s Edition: A 221; BI 147; DI 19, 20, 47; RL 48, 159</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 10</p>
<i>Movement</i>	
<p>10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.</p>	<p>Student Edition: A13 <i>Datagraphic</i> 91 <i>Map</i> 20 <i>Map and Globe Skills</i> 36-37, 162-163</p> <p>Teacher’s Edition: CC 162; HW 163; LI 36, 162</p> <p>Teacher Resources: <i>World Atlas Grades 4-6</i> 27-28 <i>Student Practice and Activity Workbook</i> 8, 30</p>

STANDARDS	PAGE REFERENCES
Economics	
<i>Scarcity and Resource Allocation</i>	
<p>1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p>	<p>Student Edition: 20-21, 171-173, 277-279, 281 <i>Comprehension Check</i> 290 #10 <i>Comprehension and Critical Thinking Check</i> 176 #10 <i>Map</i> 20 <i>Reading Skills</i> 272-273 <i>You Are There</i> 274</p> <p>Teacher’s Edition: DI 20, 277, 278; RL 173</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 52</p>
<p>2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p>	<p>Student Edition: 171, 173, 244, 278, 282-285 <i>Comprehension Check</i> 290 #9 <i>Reading Skills</i> 272-273 <i>Review the Big Idea</i> 175</p> <p>Teacher’s Edition: DI 278, 284; RL 173</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 52</p>

STANDARDS	PAGE REFERENCES
<i>Production, Distribution and Consumption</i>	
<p>3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.</p>	<p>Student Edition: 214-215, 217, 276-279 <i>Comprehension Check</i> 290 #9 <i>Literature</i> 270-271 <i>Writing About Economics and Government</i> 321 #16</p> <p>Teacher’s Edition: BI 214; DI 271, 277; RL 217</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 51</p>
<i>Markets</i>	
<p>4. Explain ways in which individuals and households obtain and use income.</p>	<p>Student Edition: 226-228, 283 <i>Primary Source Questions</i> 237 <i>Readers Theater</i> 230-235</p> <p>Teacher’s Edition: BI 227; RL 227</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 and services available.</p>	<p>Student Edition: 283-285, 286-288 <i>Focus Lesson Review</i> 285 #2, #4 <i>Skills Check</i> 291</p> <p>Teacher’s Edition: DI 287; RL 285, 288</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 53</p>

STANDARDS	PAGE REFERENCES
<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.</p>	<p>Student Edition: 284, 286-288 <i>Focus Lesson Review 288 #1</i></p> <p>Teacher’s Edition: DI 284, 287; RL 288</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 53</p>
<p>Government</p>	
<p><i>Role of Government</i></p>	
<p>1. Explain major responsibilities of each of the three branches of government in Ohio:</p> <ul style="list-style-type: none"> a. The legislative branch, headed by the General Assembly, makes state laws. b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly. c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law. 	<p>Student Edition: 296-297, 303, 305 <i>Chart 296, 303</i> <i>Comprehension Check 318 #8, #9</i> <i>Comprehension and Critical Thinking Check 320 #5</i> <i>Writing About Economics and Government 321 #17</i></p> <p>Teacher’s Edition: DI 303; RL 305</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 28 <i>Student Practice and Activity Workbook</i> 54</p>
<p>2. Explain why elections are used to select leaders and decide issues.</p>	<p>Student Edition: 294</p> <p>Teacher’s Edition: DI 295</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 12-13</p>

STANDARDS	PAGE REFERENCES
<i>Rules and Laws</i>	
<p>3. Explain the purpose of a democratic constitution:</p> <ul style="list-style-type: none"> a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials. 	<p>Student Edition: 144, 295, 296, 300-301, C10-C32 <i>Focus Lesson Review 297 #3</i> <i>Primary Source 301</i></p> <p>Teacher’s Edition: A C11; DI 144, 295, 296; EPS 301</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 38-62</p>
<p>4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.</p>	<p>Student Edition: 144, 300-301, 303 <i>Comprehension Check 318 #8</i> <i>Primary Sources 301</i></p> <p>Teacher’s Edition: BI 301; DI 144</p>
Citizenship Rights and Responsibilities	
<i>Participation</i>	
<p>1. Describe the ways in which citizens can promote the common good and influence their government including:</p> <ul style="list-style-type: none"> a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service. 	<p>Student Edition: 193, 253, 257-259, 300 <i>Citizenship 50, 93</i> <i>Comprehension Check 318 #13</i> <i>Readers Theater 52-55, 314-317</i></p> <p>Teacher’s Edition: CC 53; DI 257; WA 317</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 21 <i>Student Practice and Activity Workbook</i> 56, 57</p>

STANDARDS	PAGE REFERENCES
<i>Rights and Responsibilities</i>	
<p>2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.</p>	<p>Student Edition: 204, 295, 309 <i>Readers Theater</i> 314-317 <i>Reading Skills</i> 188-189</p> <p>Teacher’s Edition: DI 295, 315</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 2 <i>Student Practice and Activity Workbook</i> 56, 57</p>
<p>3. Explain the importance of leadership and public service.</p>	<p>Student Edition: 309, 311-312 <i>Citizenship</i> 93, 313 <i>Readers Theater</i> 52-55</p> <p>Teacher’s Edition: DI 309</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 2, 14-15</p>
<p>4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.</p>	<p>Student Edition: 221-222 <i>Biography</i> 201 <i>Datagraphic</i> 302 <i>Then and Now</i> 221</p> <p>Teacher’s Edition: A 302; B 201; BI 201; RL 222</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 2, 14-15</p>

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
<p>1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:</p> <ul style="list-style-type: none"> a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; e. Multimedia/Electronic sources. 	<p>Student Edition: <i>Citizenship</i> 313 <i>Review the Big Idea</i> 322 <i>Skills Check</i> 209 <i>Study and Research Skills</i> 104-105, 202-203</p> <p>Teacher’s Edition: CC 202; HW 105, 203; LI 104</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 31-76 <i>Student Practice and Activity Workbook</i> 19, 37</p>
<p>2. Use a glossary and index to locate information.</p>	<p>Student Edition: R20-R35 <i>Study and Research Skills</i> 104-105</p> <p>Teacher’s Edition: LI 104</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 1</p>
<p>3. Use primary and secondary sources to answer questions about Ohio history.</p>	<p>Student Edition: <i>Primary Source Questions</i> 97, 209 <i>Primary Sources</i> 20, 40, 113, 168, 206, 243, 301 <i>Using Primary Sources</i> 44-45, 150-51, 196-197, 298-299</p> <p>Teacher’s Edition: DI 243; EPS 20, 113; LI 150, 196</p> <p>Teacher Resources: <i>Citizenship Grades 4-6</i> 31-76 <i>Student Practice and Activity Workbook</i> 37</p>

STANDARDS	PAGE REFERENCES
<p>4. Describe how archaeologists and historians study and interpret the past.</p>	<p>Student Edition: 75 <i>Using Primary Sources</i> 44-45, 84-85</p> <p>Teacher’s Edition: DI 74; HW 85; RL 75</p>
<p><i>Thinking and Organizing</i></p>	
<p>5. Identify main ideas and supporting details from factual information.</p>	<p>Student Edition: <i>Focus Lesson Review</i> 15 #5, 21 #6, 169 #5, 222 #5 <i>Reading Skills</i> 8-9 <i>Review the Big Idea</i> 60, 120, 175, 264, 322</p> <p>Teacher’s Edition: CC 8; HW 9</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 1</p>
<p>6. Distinguish between fact and opinion.</p>	<p>Student Edition: <i>Citizenship</i> 140-141 <i>Critical Thinking Skills</i> 139 <i>Focus Lesson Review</i> 15 #4 <i>Skills Check</i> 153</p> <p>Teacher’s Edition: HW 139</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 26</p>

STANDARDS	PAGE REFERENCES
7. Read and interpret pictographs, bar graphs, line graphs and tables.	<p>Student Edition: <i>Chart</i> 26 <i>Chart and Graph Skills</i> 22-23 <i>Datagraphic</i> 42, 91, 166, 216, 302 <i>Map and Globe Skills</i> 254-255 <i>Reading Skills Check</i> 262 <i>Review the Big Idea</i> 60</p> <p>Teacher’s Edition: A 42, 166; DI 91; LI 22, 254</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 5</p>
8. Formulate a question to focus research.	<p>Student Edition: <i>Review the Big Idea</i> 60, 120, 178, 264, 322</p>
<i>Communicating Information</i>	
9. Communicate relevant information in a written report including the acknowledgement of sources.	<p>Student Edition: <i>Reading Skills</i> 188-189 <i>Study and Research Skills</i> 104-105</p> <p>Teacher’s Edition: HW 105, 189; LI 104</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 48</p>

STANDARDS	PAGE REFERENCES
<i>Problem Solving</i>	
<p>10. Use a problem-solving/decision-making process which includes:</p> <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness. 	<p>Student Edition: <i>Critical Thinking Skills</i> 83, 246-247 <i>Focus Lesson Review</i> 21 #4, 27 #4, 75 #4, 82 #4 <i>Review the Big Idea</i> 60 <i>Skills Check</i> 261</p> <p>Teacher's Edition: HW 83, 247</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 16, 44</p>