

Comparison of the Ohio Academic Content Standards and Proficiency Learning Outcomes

Social Studies - Grade Four

Ohio has adopted academic content standards in social studies. These standards describe what students should know and be able to do and go beyond the proficiency learning outcomes. Over the next several years, Ohio will implement a standards-based assessment system. New achievement tests will replace the current proficiency tests.

This chart shows the match between the academic content standards and the fourth-grade proficiency learning outcomes. The academic content standards provide the basis for instructional planning, and educators can use this chart as a supplementary resource while new achievement tests are being developed.

Ohio Academic Content Standards Grades 3-5 Benchmarks	Fourth-Grade Proficiency Learning Outcomes And Excerpts From <i>Information Guide</i>
<p>History Standard A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p>	<p>American Heritage 1. Demonstrate knowledge of and ability to think about the relationship among events by: (a) identifying sequence of events in history; (b) grouping events by broad historical eras on a time line; (c) recognizing that change occurs in history; or (d) identifying cause-and-effect relationships.</p> <p>Items addressing this learning outcome refer to the significance of historical events in the context of other events and various time periods. The items can refer to a graphic time line. Students could be asked to examine a time line to locate needed information or they could be asked to indicate the placement of an historical development on a time line.</p>
<p>Social Studies Skills and Methods Standard A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p>	<p>2. Identify and use sources of information about a given topic in the history of Ohio and the United States.</p> <p>Students need to know how to obtain historical information from a variety of sources. Reference materials could include dictionaries, almanacs, encyclopedias, magazines, pamphlets, atlases, maps, or globes, as well as primary sources. Primary source information could include diary entries, letters, eyewitness newspaper accounts, or other documents prepared by persons participating in a particular event. Items could also refer to artifacts and to places such as museums and historical sites.</p>

<p>History Standard C. Explain how new developments led to the growth of the United States.</p>	<p>3. Relate major events and individuals in state history to time periods in the history of the nation and the world.</p> <p>Events in Ohio do not occur in isolation from developments in the nation and the world. This learning outcome requires students to examine specific information or the dates provided about historical developments in the state. . . . The items could ask the students to identify in which national or world era a particular event falls.</p>
<p>People In Societies Standard B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>	<p>People in Societies 4. Identify the various kinds of cultural groups that have lived or live in Ohio.</p> <p>Students should be able to apply basic ideas and principles learned from the study of specific cultural groups . . . to groups described in test items.</p>
	<p>5. Identify or explain how various cultural groups have participated in the state's development.</p>
<p>People In Societies Standard A. Compare practices and products of North American cultural groups.</p>	<p>6. Identify or compare the customs, traditions, and needs of Ohio's various cultural groups.</p> <p>Items addressing this learning outcome deal with how various cultural groups uniquely express the common needs of all people. Students could be asked to identify customs, traditions, and needs of groups or to compare the similarities and differences among groups.</p>
<p>Geography Standard A. Use map elements or coordinates to locate physical and human features of North America.</p>	<p>World Interactions 7. Demonstrate map skills by: (a) identifying various major reference points on the Earth; (b) locating major landforms and bodies of water; or (c) using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distances on a map, and a direction indicator.</p> <p>Students need to utilize a variety of basic map skills. Identification and interpretation of information on maps are important capabilities . . .</p>

<p>Geography Standard B. Identify the physical and human characteristics of places and regions in North America.</p> <p>Geography Standard D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<p>8. Use maps and diagrams as a source of information to:</p> <ul style="list-style-type: none"> (a) recognize continents by their outlines and major physical features; (b) recognize characteristics of major land forms and bodies of water; (c) describe physical differences between places; or (d) explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation, and land use. <p>This learning outcome focuses on the association of maps as sources of information with actual physical and human features or activities on the Earth's surfaces. It also calls for identification and interpretation of information found on maps and diagrams.</p>
<p>Geography Standard A. Use map elements or coordinates to locate physical and human features of North America.</p>	<p>9. Identify or describe the location of Ohio in relation to other states, to regions of the United States, and to major physical features of North America.</p> <p>This learning outcome focuses on students' understanding of relative location. The use of appropriate maps should enable students to draw conclusions about the location of Ohio.</p>
<p>Economics Standard B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p>	<p>Decision Making and Resources 10. Identify the factors of production (land, labor, capital, and entrepreneurship) needed to produce various goods and services.</p> <p>This learning outcome requires students to identify the four basic factors of production – land, labor, capital, and entrepreneurship. [NOTE: The Academic Content Standards refer to productive resources.]</p>
	<p>11. Name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors.</p>
<p>Economics Standard B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p>	<p>12. Classify various economic activities as examples of production or consumption.</p> <p>People help to produce and consume goods and services. Production is the act of combining land, labor, capital, and entrepreneurship to make goods and services.</p>

<p>Government Standard A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</p>	<p>Democratic Processes 13. Identify the function of each branch of state government.</p> <p>There are three branches of state government: legislative, executive, and judicial. The primary function of the legislative branch is to make laws . . . The primary function of the executive branch is to enforce the laws of the state. . . . The primary function of the judicial branch is to interpret the meaning of the laws and to apply the laws in specific cases.</p>
	<p>14. Identify the purposes of state government.</p>
	<p>15. Identify or explain the purposes of local government.</p>
<p>Social Studies Skills and Methods Standard B. Use a variety of sources to organize information and draw inferences.</p>	<p>Citizenship Rights and Responsibilities 16. Differentiate between statements of fact and opinion found in information about public issues and policies.</p> <p>Students could be asked to examine materials and indicate whether a particular statement is a factual statement or a statement of opinion. Students could be asked to explain why a particular statement is factual or is a statement of opinion.</p>
<p>Citizenship Rights and Responsibilities Standard A. Explain how citizens take part in civic life in order to promote the common good.</p>	<p>17. Identify and assess the possibilities of group decision making, cooperative activity, and personal involvement in the community.</p> <p>Items addressing this learning outcome explore the impact of local public issues and decisions (e.g., vandalism, school rules, and recycling) on groups to which the student belongs. The items also explore the student's personal responsibility in working with others.</p>
	<p>18. Identify the elements of rules relating to fair play.</p>
<p>History Standard B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p>	
<p>Geography Standard C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p>	

<p>Economics Standard</p> <p>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>	
<p>Government Standard</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>Citizenship Rights and Responsibilities Standard</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>	
<p>Social Studies Skills and Methods Standard</p> <p>C. Communicate social studies information using graphs or tables.</p>	
<p>Social Studies Skills and Methods Standard</p> <p>D. Use problem-solving skills to make decisions individually and in groups.</p>	