

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement****1. Events in local history can be shown on timelines organized by years, decades, and centuries.****CONTENT ELABORATION**

Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order by placing these events in sequential order on a timeline.

EXPECTATIONS FOR LEARNING

Place local historical events accurately on a timeline organized by years, decades, or centuries.

Content Statement**2. Primary and secondary sources can be used to show change over time.****CONTENT ELABORATION**

Students have been using primary sources since grade one. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.

Secondary sources are first introduced to students in grade three. Secondary sources are written after the events have taken place by people who were not present at the events. As students examine primary and secondary sources from the local community, they begin to understand the concept of change over time.

Change may be observed in:

- businesses;
- architecture;
- physical features;
- employment;
- education;
- transportation;
- technology;
- religion; and
- recreation.

EXPECTATIONS FOR LEARNING

Locate and use primary and secondary sources as evidence to describe change over time.

TOPIC: HERITAGE**Content Statement****3. Local communities change over time.****CONTENT ELABORATION**

As students examine primary and secondary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government.

Characteristics for analysis include:

- businesses;
- architecture;
- physical features;
- employment;
- education;
- transportation;
- technology;
- religion; and
- recreation.

EXPECTATIONS FOR LEARNING

Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement****4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.****CONTENT ELABORATION**

Political maps show boundaries, towns, and other human features while physical maps show physical features like elevation or landforms.

When students say that the park is on the north side of main street, they demonstrate an understanding of relative location.

If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location. The use of an alphanumeric grid at this level lays the foundation for understanding absolute location, and latitude and longitude in later grades.

Students can find the cardinal directions (NSEW) on a map.

Students can use maps of the local community to find landmarks and other familiar places.

EXPECTATIONS FOR LEARNING

Describe characteristics of physical and political maps and identify the purpose for each.

Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.

TOPIC: PLACES AND REGIONS**Content Statement****5. Daily life is influenced by the agriculture, industry, and natural resources in different communities.****CONTENT ELABORATION**

Primary and secondary sources can be used to help students understand life in the local community.

Artifacts and photographs from the past and present, and places far and near help us make inferences about the influence of agriculture, industry, and natural resources on daily life.

EXPECTATIONS FOR LEARNING

Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life.

Evaluate the influence of agriculture, industry, and natural resources on daily life.

TOPIC: HUMAN SYSTEMS**Content Statement****6. Evidence of positive and negative human modification of the environment can be observed in the local community.****CONTENT ELABORATION**

As students go about daily activities in the community, they see numerous examples of human changes to the environment.

There are positive and negative consequences for those changes.

Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides, and pesticides.

EXPECTATIONS FOR LEARNING

Identify and evaluate positive and negative examples of human modification to the environment in the local community.

Content Statement**7. Systems of transportation and communication move people, products, and ideas from place to place.****CONTENT ELABORATION**

Systems of transportation move people and products from place to place. Systems of communication move ideas and products from place to place. Students focus on systems of transportation and communication that are present in the local community.

EXPECTATIONS FOR LEARNING

Identify and describe the systems of transportation used to move people and products from place to place.

Identify and describe the systems of communication used to move ideas from place to place.

TOPIC: HUMAN SYSTEMS**Content Statement****8. Communities may include diverse cultural groups.****CONTENT ELABORATION**

A cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity.

Communities are characterized by varying levels of diversity. Diversity can be explored through cultural practices including artistic expression, religion, language, and food. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four.

EXPECTATIONS FOR LEARNING

Compare cultural products and practices of different groups who live in the local community.

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****9. Members of local communities have rights and responsibilities.****CONTENT ELABORATION**

Local community members have rights and responsibilities that are important for preserving our democracy. Rights and responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws.

An understanding of rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community.

EXPECTATIONS FOR LEARNING

Explain the rights and responsibilities of local community members.

Content Statement**10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.****CONTENT ELABORATION**

There are a variety of ways individuals help solve problems to make the community a better place for everyone including:

- working to preserve the environment;
- helping the homeless;
- restoring houses in low-income areas;
- supporting education;
- planning community events;
- starting a business; and
- understanding differences.

Individuals participate effectively in the community when they exhibit citizenship traits such as:

- civility;
- respect for the rights and dignity of each person;
- volunteerism;
- compromise;
- compassion;

TOPIC: CIVIC PARTICIPATION AND SKILLS

- persistence in achieving goals; and
- civic-mindedness.

The problem-solving process involves:

- identifying the problem;
- gathering information;
- listing and considering options;
- considering advantages and disadvantages of options; and
- choosing and implementing a solution.

EXPECTATIONS FOR LEARNING

Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

TOPIC: RULES AND LAWS**Content Statement**

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.

CONTENT ELABORATION

Laws are rules to describe how people are expected to behave.

Citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.

Laws apply to both individuals and groups. For example:

- an individual driver is responsible for abiding by the speed limit when driving; and
- groups of people need a permit issued by the government to hold a parade.

There are consequences for not obeying the laws.

EXPECTATIONS FOR LEARNING

Explain how laws affect the behavior of individuals and groups in a community.

Explain the benefits of having laws in a local community.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

12. Governments have authority to make and enforce laws.

CONTENT ELABORATION

Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights.

Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).

Governments have the authority to change laws as necessary.

EXPECTATIONS FOR LEARNING

Explain why governments have authority to make and enforce laws.

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

13. The structure of local governments may differ from one community to another.

CONTENT ELABORATION

Local governments in Ohio vary according to the way they are structured. The main types of local government in Ohio are:

- county;
- municipal (city or village); and
- township.

Students should be familiar with the basic organization of their local government and understand that their local government may be unlike that of a nearby community.

EXPECTATIONS FOR LEARNING

Explain the structure and type of the local government.

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement**

14. Line graphs are used to show changes in data over time.

CONTENT ELABORATION

Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line.

Line graphs are useful in comparing economic data.

EXPECTATIONS FOR LEARNING

Interpret line graphs showing economic data related to a specific topic.

TOPIC: SCARCITY**Content Statement**

15. Both positive and negative incentives affect individuals' choices and behaviors.

CONTENT ELABORATION

Positive economic incentives reward individuals financially for making certain choices and behaving in a certain way, for example:

- extra money for raking leaves;
- free toy with a meal; and
- allowance for doing chores at home.

Negative economic incentives penalize individuals financially for making certain choices and behaving in a certain way, for example:

- late fee for a library book;
- cost of receiving a speeding ticket; and
- fine for littering at the park.

EXPECTATIONS FOR LEARNING

Give examples of positive and negative incentives that affect individuals' choices and behaviors.

TOPIC: SCARCITY**Content Statement**

16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

CONTENT ELABORATION

Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.

Individuals must make choices about how they spend their money and time because these are limited resources. Individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else. For example, a student wants to buy both a bicycle and computer game but does not have enough money for both. The student decides to purchase the bicycle and the trade-off is the computer game.

EXPECTATIONS FOR LEARNING

Describe the cost or trade-off of making economic decisions.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement**

17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

CONTENT ELABORATION

Consumers are people who acquire goods and services to satisfy their personal needs. Producers are people and businesses that use resources to make goods and services.

Goods are objects that satisfy people's wants such as food and clothing. Services are actions or activities that satisfy people's wants such as a haircut or car repair.

EXPECTATIONS FOR LEARNING

Identify consumers and producers in the local community.

TOPIC: MARKETS**Content Statement**

18. A market is where buyers and sellers exchange goods and services.

CONTENT ELABORATION

Markets involve the interaction of buyers and sellers exchanging goods and services.

The market is the place where people purchase the goods or services that they need from the businesses that sell them. Markets exist virtually and physically.

EXPECTATIONS FOR LEARNING

Describe markets that exist in the local community.

TOPIC: FINANCIAL LITERACY**Content Statement****19. Making decisions involves weighing costs and benefits.****CONTENT ELABORATION**

Students understand that there are costs and benefits associated with each personal decision.

A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision.

This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.

Students also understand that the cost of a decision is not always monetary.

EXPECTATIONS FOR LEARNING

Evaluate the costs and benefits of an individual economic decision.

Content Statement**20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.****CONTENT ELABORATION**

A budget helps individuals take personal responsibility for financial decisions.

A budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses.

Budgeting is important for organizing personal finances.

EXPECTATIONS FOR LEARNING

Explain how using a budget helps individuals make responsible economic decisions.