

Parent Guide for Social Studies

Grade Four

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Literacy in History/Social Studies–Reading: Informational Text	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	Explain how an author uses reasons and evidence to support particular points in a text.
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Literacy in History/Social Studies–Reading: Foundational Skills	
	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Read grade-level text with purpose and understanding.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Literacy in History/Social Studies–Writing	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	Provide reasons that are supported by facts and details.

Literacy in History/Social Studies–Writing continued	
	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Provide a concluding statement or section related to the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	Use a variety of transitional words and phrases to manage the sequence of events.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	Provide a conclusion that follows from the narrated experiences or events.
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Literacy in History/Social Studies–Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Identify the reasons and evidence a speaker provides to support particular points.

Literacy in History/Social Studies–Speaking and Listening continued	
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Literacy in History/Social Studies–Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use correct capitalization.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose words and phrases to convey ideas precisely.
	Choose punctuation for effect.
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
OH: History	
Theme: Ohio in the United States Historical Thinking and Skills	
	The order of significant events in Ohio and the United States can be shown on a timeline.
	Primary and secondary sources can be used to create historical narratives.
Heritage	
	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.
	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.
	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.
	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.
	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.
	Many technological innovations that originated in Ohio benefited the United States.
OH: Geography	
Theme: Ohio in the United States Spatial Thinking and Skills	
	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.

OH: Geography continued

Places and Regions

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

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.

Human Systems

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.

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 multicultural diversity of the United States.

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

OH: Government

Theme: Ohio in the United States Civic Participation and Skills

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.

Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.

Effective participants in a democratic society engage in compromise.

Rules and Laws

Laws can protect rights, provide benefits and assign responsibilities.

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

Roles and Systems of Government

A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

OH: Economics

Theme: Ohio in the United States Economic Decision Making and Skills

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).

Production and Consumption

Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

Financial Literacy

Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

Notes: _____

