

WLS Social Studies “I can...” Statements – Grade 4

Strand: History	“I can...” Statement
4.H.1. The order of significant events in Ohio and the United States can be shown on a timeline.	<ul style="list-style-type: none"> I can construct a timeline with titles, evenly spaced intervals and events in order.
4.H.2. Primary and secondary sources can be used to create historical narratives.	<ul style="list-style-type: none"> I can locate primary sources to reconstruct a historical event. I can locate secondary sources to reconstruct a historical event.
4.H.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.	<ul style="list-style-type: none"> I can explain how interactions among prehistoric American Indians resulted in both cooperation and conflict. I can explain how interactions among historic American Indians resulted in both cooperation and conflict. I can explain how interactions among settlers and immigrants resulted in both cooperation and conflict.
4.H.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.	<ul style="list-style-type: none"> I can explain the causes of the Revolutionary War.
4.H.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.	<ul style="list-style-type: none"> I can explain what rights the Northwest Ordinance guaranteed to the people. I can explain how the Northwest Ordinance helped Ohio become a state.
4.H.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.	<ul style="list-style-type: none"> I can explain the causes of the War of 1812. I can explain the importance of the Battle of Lake Erie to the American victory in the War of 1812.
4.H.7. Sectional issues divided the United States after the War of	<ul style="list-style-type: none"> I can describe what differences divided the United States after

<p>1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.</p>	<p>the War of 1812.</p> <ul style="list-style-type: none"> • I can explain the anti-slavery movement. • I can explain the purpose of the Underground Railroad. • I can describe Ohio’s role in the anti-slavery movement and the Underground Railroad.
<p>4.H.8. Many technological innovations that originated in Ohio benefited the United States.</p>	<ul style="list-style-type: none"> • I can identify innovations/inventions Ohio has made in communications, technology and transportation.
<p>Strand: Geography</p>	<p>“I can...” Statement</p>
<p>4.G.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.</p>	<ul style="list-style-type: none"> • I can use map scale to find distances. • I can name and explain cardinal and intermediate directions. • I can use map scale, cardinal and intermediate directions to describe relative locations.
<p>4.G.10. The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.</p>	<ul style="list-style-type: none"> • I can explain how agriculture effects economic development in Ohio. • I can explain how industry effects economic development in Ohio. • I can explain how natural resources effect economic development in Ohio.
<p>4.G.11. 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.</p>	<ul style="list-style-type: none"> • I can describe the physical environments and economic characteristics of the Northern region of the United States in the early 1800s. • I can describe the physical environments and economic characteristics of the Southern region of the United States in the early 1800s. • I can describe the physical environments and economic characteristics of the Western region of the United States in the early 1800s.
<p>4.G.12. People have modified the environment since prehistoric</p>	<ul style="list-style-type: none"> • I can give examples of human modifications (changes) to the

times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.	<p>environment.</p> <ul style="list-style-type: none"> • I can explain the positive and negative consequences of humans changing their environment.
4.G.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.	<ul style="list-style-type: none"> • I can explain the classifications of cultural diversity (e.g. racial, ethnic, linguistic, religious). • I can use sources to explain how Ohio’s cultural diversity has changed over time.
4.G.14. Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	<ul style="list-style-type: none"> • I can explain how location and transportation systems have influenced Ohio’s development.
Strand: Government	“I can...” Statement
4.Gov.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.	<ul style="list-style-type: none"> • I can describe ways that I can participate in my state and national governments. • I can explain my rights and responsibilities as a citizen.
4.Gov.16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	<p>I can make informed decisions by:</p> <ul style="list-style-type: none"> • identifying cause and effect. • identifying main idea and supporting details. • distinguishing between fact and opinion. • reading and interpreting graphs and tables. • comparing and contrasting. • recognizing point of view and purpose.
4.Gov.17. Effective participants in a democratic society engage in compromise.	<ul style="list-style-type: none"> • I can define a compromise. • I can describe a strategy for a compromise in a given situation.
4.Gov.18. Laws can protect the rights, provide benefits and assign responsibilities.	<ul style="list-style-type: none"> • I can describe ways in which laws protect rights. • I can describe ways in which laws provide benefits. • I can describe ways in which laws assign responsibilities.

<p>4.Gov.19. The U.S. Constitution establishes a system of limited government and protects citizen’s rights; five of these are addressed in the First Amendment.</p>	<ul style="list-style-type: none"> • I can explain why the U.S. Constitution was created. • I can explain how the U.S. Constitution limits the powers of the government. • I can explain the rights protected by the First Amendment.
<p>4.Gov.20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</p>	<ul style="list-style-type: none"> • I can define a constitution. • I can describe the purpose of both the Ohio and U.S. Constitutions.
<p>4.Gov.21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	<ul style="list-style-type: none"> • I can explain the responsibilities of the legislative branch. • I can explain the responsibilities of the executive branch. • I can explain the responsibilities of the judicial branch.
<p>Strand: Economic</p>	<p>“I can...” Statement</p>
<p>4.E.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).</p>	<ul style="list-style-type: none"> • I can use tables and charts to understand information.
<p>4.E.23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<ul style="list-style-type: none"> • I can identify the productive resources (natural resources, human resources, and capital goods) used to make good and services. • I can explain the job of the entrepreneur.
<p>4.E.24. Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.</p>	<ul style="list-style-type: none"> • I can explain the benefits of saving money.