

Fremont City Schools



Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week

Grading Period One

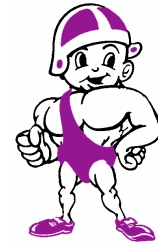
9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
1	<p>Ohio's Geography and Early People <u>Unit 1</u></p> <p>Introduction Lesson 1 The Geography of Ohio</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 2 - Describe the earliest settlements in Ohio including those of prehistoric peoples.</p> <p>PIS 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>GEO 2- Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 3- Describe the location of Ohio relative to other states and countries.</p> <p>GEO 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>GEO 5- Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>GEO 6 -Identify manufacturing, agricultural, mining and Forestry regions in Ohio.</p> <p>GEO 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>GEO 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>SSSM 5-Identify main ideas and supporting details from factual information.</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
3	<p>Ohio's Geography and Early People Unit 1</p> <p>Lesson 2 People and Resources</p>	<p>PIS 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>GEO 2- Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 3- Describe the location of Ohio relative to other states and countries.</p> <p>GEO 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>GEO 5- Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>GEO 6 -Identify manufacturing, agricultural, mining and Forestry regions in Ohio.</p> <p>GEO 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>GEO 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>GEO 9 — Identify ways that people have affected the physical environment of Ohio including:</p> <ul style="list-style-type: none"> a. Use of wetlands; b. Use of forests; c. Building farms, towns and transportation systems; d. Using fertilizers, herbicides and pesticides; e. Building dams. <p>GEO 10 - Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.</p> <p>ECON 1-Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p>	7
5	<p>Ohio's Geography and Early People Unit 1</p> <p>Lesson 3 Ohio's Early People</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 2 - Describe the earliest settlements in Ohio including those of prehistoric peoples.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time:</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
		<p>a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient);</p> <p>b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);</p> <p>c. European immigrants;</p> <p>d. Amish and Appalachian populations;</p> <p>e. African-Americans;</p> <p>f. Recent immigrants from Africa, Asia and Latin America.</p> <p>GEO 2- Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 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>GEO 9 - Identify ways that people have affected the physical environment of Ohio including:</p> <p>a. Use of wetlands;</p> <p>f. Use of forests;</p> <p>g. Building farms, towns and transportation systems;</p> <p>h. Using fertilizers, herbicides and pesticides;</p> <p>i. Building dams.</p> <p>GEO 10 - Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.</p> <p>SSSM 4 -Describe how archaeologists and historians study and interpret the past.</p>	
<p>7</p>	<p>Ohio's Geography and Early People Unit 1</p> <p>Lesson 4 Iroquois, Mingo, and Wyandot</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 2 - Describe the earliest settlements in Ohio including those of prehistoric peoples.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time:</p> <p>b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);</p> <p>GEO 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>SSSM 3- Use primary and secondary sources to answer questions about Ohio history</p> <p>SSSM 4 -Describe how archaeologists and historians study and interpret the past.</p>	<p>7</p>
<p>9</p>	<p>Ohio's Geography and Early People Unit 1</p> <p>Lesson 5 The Delaware, Ottawa,</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 2 - Describe the earliest settlements in Ohio including those of prehistoric peoples.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio</p>	<p>7</p>

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
	Shawnee and Miami	over time: 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); GEO 2- Use cardinal and intermediate directions to describe the relative location of places. GEO 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. SSSM 3 -Use primary and secondary sources to answer Questions about Ohio history. SSSM 4 -Describe how archaeologists and historians study and interpret the past. SSSM 7 -Read and interpret pictographs, bar graphs, line graphs and tables.	End of the first quarter.

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Grading Period Two

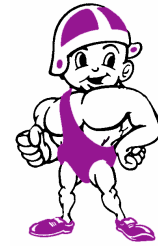
9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
10	<p>Ohio's Government and Economy Unit 4</p> <p>Introduction Lesson 1 National Government</p>	<p>GEO 2- Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 3- Describe the location of Ohio relative to other states and countries.</p> <p>GEO 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. and activity in Ohio.</p> <p>GEO 9. Identify ways that people have affected the Physical environment of Ohio including: c. Building farms, towns and transportation systems; e. Building dams.</p> <p>SSSM 3 -Use primary and secondary sources to answer Questions about Ohio history.</p> <p>ECON 4-Explain ways in which individuals and households obtain and use income.</p> <p>GOV 2 - Explain why elections are used to select leaders and decide issues.</p> <p>GOV 3 - Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials.</p> <p>GOV 4 - Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.</p> <p>CCR 3 - Explain the importance of leadership and public service.</p> <p>CCR 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>	7
12	<p>Ohio's Government and Economy Unit 4</p> <p>Lesson 2 Ohio State Government</p>	<p>GOV 1- Explain major responsibilities of each of the three branches of government in Ohio: 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> <p>GOV 3 - Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials.</p> <p>GOV 4 - Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.</p> <p>SSSM 3 -Use primary and secondary sources to answer</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
		<p>Questions about Ohio history. SSSM 7- Read and interpret pictographs, bar graphs, line graphs and tables.</p>	
14	<p>Ohio's Government and Economy Unit 4</p> <p>Lesson 3 Ohio's Local Government</p>	<p>ECON 1-Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved. ECON 4-Explain ways in which individuals and households obtain and use income. SSSM 10- Use a problem-solving/decision-making process which includes: 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>	7
16	<p>Ohio's Government and Economy Unit 4</p> <p>Lesson 4 Ohio's Economy</p>	<p>GEO 5- Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio. GEO 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. ECON 3- Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks. ECON 4- Explain ways in which individuals and households obtain and use income. ECON 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. ECON 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. SSSM 7- Read and interpret pictographs, bar graphs, line graphs and tables.</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week

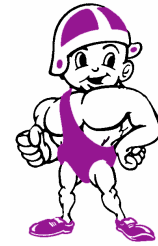


Approx. week	Topics	GLI's	Days to Teach
18	<p>Ohio's Government and Economy Unit 4</p> <p>Lesson 5 Ohioans Today</p>	<p>GEO 5- Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time: c. European immigrants; f. Recent immigrants from Africa, Asia and Latin America.</p> <p>CCR1- Describe the ways in which citizens can promote the common good and influence their government including: a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service.</p> <p>CCR 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>CCR 3 - Explain the importance of leadership and public service.</p> <p>CCR 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>	

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Grading Period Three

9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
19	Research Report and Project	SSSM 8 - Formulate a question to focus research. SSSM 9 - Communicate relevant information in a written report including the acknowledgement of sources.	7
21	The Ohio Territory Unit 2 Lesson 1 Europeans in North America	H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history. H 2 - Describe the earliest settlements in Ohio including those of prehistoric peoples. H 4 - Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance. PIS 1 - Describe the cultural practices and products of Various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; PIS 2 - Describe the impact of the expansion of European settlements on American Indians in Ohio. PIS 3- Explain the reasons people came to Ohio including: c. Freedom from political and religious oppression. GEO 2- Use cardinal and intermediate directions to describe the relative location of places. GEO 3- Describe the location of Ohio relative to other states and countries. GEO 4.-Use maps to identify the location of major physical and human features of Ohio including: e. Bordering states; f. The capital city; g. Other major cities.	7
23	The Ohio Territory Unit 2 Lesson 2 The French and Indian War	H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history. PIS 1 -Describe the cultural practices and products of Various groups who have settled in Ohio over time: c. European immigrants; PIS 2 -Describe the impact of the expansion of European settlements on American Indians in Ohio. PIS 3 - Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing; b. Family ties; c. Freedom from political and religious oppression. GEO 2- Use cardinal and intermediate directions to describe the relative location of places.	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
25	<p>The Ohio Territory Unit 2</p> <p>Lesson 3 American Revolution</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 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>PIS 1 -Describe the cultural practices and products of Various groups who have settled in Ohio over time: c. European immigrants;</p> <p>PIS 2 -Describe the impact of the expansion of European settlements on American Indians in Ohio.</p> <p>SSSM7- Read and interpret pictographs, bar graphs, line graphs and tables.</p>	7
27	<p>The Ohio Territory Unit 2</p> <p>Lesson 4 The Northwest Territory</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 4 - Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>PIS 1 - Describe the cultural practices and products of Various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; d. Amish and Appalachian populations;</p> <p>PIS 2 - Describe the impact of the expansion of European settlements on American Indians in Ohio.</p> <p>PIS 3 - Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing;</p> <p>GEO 3- Describe the location of Ohio relative to other states and countries.</p> <p>GEO 9 - Identify ways that people have affected the physical environment of Ohio including: a. Use of wetlands; j. Use of forests; k. Building farms, towns and transportation systems; l. Using fertilizers, herbicides and pesticides; m. Building dams.</p>	7
28	<p>The Ohio Territory Unit 2</p> <p>Lesson 5 Frontier Wars</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 4 - Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>PIS 1 - Describe the cultural practices and products of</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
		Various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; d. Amish and Appalachian populations;	

Fremont City Schools



Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week

Grading Period Four

9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
29	<p>The Ohio Territory Unit 3</p> <p>Lesson 1 The New State</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 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>H 4 - Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; d. Amish and Appalachian populations;</p> <p>PIS 2 - Describe the impact of the expansion of European settlements on American Indians in Ohio.</p> <p>PIS 3 - Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing;</p> <p>GEO 1- Use a linear scale to measure the distance between places on a map.</p> <p>GEO 2 - Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 3- Describe the location of Ohio relative to other states and countries.</p> <p>GEO 5 -Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>GEO 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>GEO 9 - Identify ways that people have affected the physical environment of Ohio including: c. Building farms, towns and transportation systems;</p> <p>SSSM 3- Use primary and secondary sources to answer questions about Ohio history.</p> <p>SSSM 6.- Distinguish between fact and opinion.</p> <p>GOV 3 - Explain the purpose of a democratic constitution: a. To provide a framework for a government;</p> <p>GOV 4 - Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week

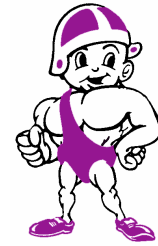


Approx. week	Topics	GLI's	Days to Teach
31	<p>The Ohio Territory Unit 3</p> <p>Lesson 2 A Nation Divided</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time: b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); e. African-Americans;</p> <p>PIS 3 - Explain the reasons people came to Ohio including: c. Freedom from political and religious oppression.</p> <p>GOV 3 - Explain the purpose of a democratic constitution: a. To provide a framework for a government;</p> <p>CCR 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>SSSM 3- Use primary and secondary sources to answer questions about Ohio history.</p>	7
33	<p>The Ohio Territory Unit 3</p> <p>Lesson 3 A Growing Nation</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 4 - Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>H 6 - Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.</p> <p>GEO 2 - Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO6- Identify manufacturing, agricultural, mining and Forestry regions in Ohio.</p> <p>GEO 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>GEO 9 - Identify ways that people have affected the physical environment of Ohio including: c. Building farms, towns and transportation systems;</p> <p>ECON 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>ECON 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>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
35	<p>The Ohio Territory Unit 3</p> <p>Lesson 4 Challenging Times</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>H 5 - Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.</p> <p>H 6 - Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time: d. Amish and Appalachian populations;</p> <p>PIS 3 - Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing; b. Family ties; c. Freedom from political and religious oppression.</p> <p>GEO 2 - Use cardinal and intermediate directions to describe the relative location of places.</p> <p>GEO 5 - Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>GEO 9 - Identify ways that people have affected the physical environment of Ohio including: c. Building farms, towns and transportation systems;</p> <p>CCR 3 - Explain the importance of leadership and public service.</p> <p>CCR 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>SSSM10.-Use a problem-solving/decision-making process which includes: 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>	7
36	<p>The Ohio Territory Unit 3</p> <p>Lesson 5 Changing Times</p>	<p>H 1 - Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p>PIS 1- Describe the cultural practices and products of various groups who have settled in Ohio over time: d. Amish and Appalachian populations; e. African-Americans;</p> <p>PIS 3 - Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing;</p>	7

Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 4

150-160 minutes per week



Approx. week	Topics	GLI's	Days to Teach
		GEO 1- Use a linear scale to measure the distance between places on a map. GEO 2 - Use cardinal and intermediate directions to describe the relative location of places. GEO 4 Use maps to identify the location of major physical and human features of Ohio including: e. Bordering states; f. The capital city; g. Other major cities. GEO 10 - Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.	