

Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: History</b>			
<b>Benchmark: A. Construct time lines to demonstrate an understanding of units of time and chronological order.</b>			
<b>Grade Level Organizer: Chronology</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.			

Social Studies Skills and Methods indicators are integrated into the curriculum guides. It is understood that these are practiced regularly.

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: History</b>			
<b>Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</b>			
<b>Grade Level Organizer: Settlement</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Describe the earliest settlements in Ohio including those of prehistoric peoples.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: History</b>			
<b>Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</b>			
<b>Grade Level Organizer: Settlement</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: History</b>			
<b>Benchmark: C. Explain how new developments led to the growth of the United States.</b>			
<b>Grade Level Organizer: Growth</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.			

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<b>Content Standard: History</b>			
<b>Benchmark: C. Explain how new developments led to the growth of the United States.</b>			
<b>Grade Level Organizer: Growth</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.			

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<b>Content Standard: History</b>			
<b>Benchmark: C. Explain how new developments led to the growth of the United States.</b>			
<b>Grade Level Organizer: Growth</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: People in Societies</b> <b>Benchmark: A. Compare practices and products of North American cultural groups.</b> <b>Grade Level Organizer: Cultures</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Describe the cultural practices and products of various groups who have settled in Ohio over time: <ul style="list-style-type: none"> <li>a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient);</li> <li>b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);</li> <li>c. European immigrants;</li> <li>d. Amish and Appalachian populations;</li> <li>e. African-Americans;</li> <li>f. Recent immigrants from Africa, Asia and Latin America.</li> </ul>			

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Adams County/Ohio Valley  
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<b>Content Standard: People in Societies</b>			
<b>Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</b>			
<b>Grade Level Organizer: Interaction</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Describe the impact of the expansion of European settlements on American Indians in Ohio.			

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<b>Content Standard: People in Societies</b> <b>Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</b> <b>Grade Level Organizer: Interaction</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain the reasons people came to Ohio including: <ul style="list-style-type: none"> <li>a. Opportunities in agriculture, mining and manufacturing;</li> <li>b. Family ties;</li> <li>c. Freedom from political and religious oppression.</li> </ul>			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Geography</b>			
<b>Benchmark: A. Use map elements or coordinates to locate physical and human features of North America.</b>			
<b>Grade Level Organizer: Location</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use a linear scale to measure the distance between places on a map.			

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<b>Grade Level Organizer: Location</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use cardinal and intermediate directions to describe the relative location of places.			

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<b>Content Standard: Geography</b>			
<b>Benchmark: A. Use map elements or coordinates to locate physical and human features of North America.</b>			
<b>Grade Level Organizer: Location</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Describe the location of Ohio relative to other states and countries.			

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Adams County/Ohio Valley  
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<b>Content Standard: Geography</b> <b>Benchmark: A. Use map elements or coordinates to locate physical and human features of North America.</b> <b>Grade Level Organizer: Location</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use maps to identify the location of major physical and human features of Ohio including: <ul style="list-style-type: none"> <li>a. Lake Erie;</li> <li>b. Rivers;</li> <li>c. Plains;</li> <li>d. The Appalachian Plateau;</li> <li>e. Bordering states;</li> <li>f. The capital city;</li> <li>g. Other major cities.</li> </ul>			

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Adams County/Ohio Valley  
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<b>Content Standard: Geography</b>			
<b>Benchmark: B. Identify the physical and human characteristics of places and regions in North America.</b>			
<b>Grade Level Organizer: Places and Regions</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.			

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<b>Benchmark: B. Identify the physical and human characteristics of places and regions in North America.</b>			
<b>Grade Level Organizer: Places and Regions</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.			

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<b>Content Standard: Geography</b>			
<b>Benchmark: B. Identify the physical and human characteristics of places and regions in North America.</b>			
<b>Grade Level Organizer: Places and Regions</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Geography</b>			
<b>Benchmark: C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b>			
<b>Grade Level Organizer: Human Environmental Interaction</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Geography</b> <b>Benchmark: C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b> <b>Grade Level Organizer: Human Environmental Interaction</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Identify ways that people have affected the physical environment of Ohio including: a. Use of wetlands;  b. Use of forests;  c. Building farms, towns and transportation systems;  d. Using fertilizers, herbicides and pesticides;  e. Building dams.			

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Adams County/Ohio Valley  
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<b>Content Standard: Geography</b> <b>Benchmark: D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</b> <b>Grade Level Organizer: Movement</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.			

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Adams County/Ohio Valley  
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<b>Content Standard: Economics</b>			
<b>Benchmark: A. Explain the opportunity costs involved in the allocation of scarce productive resources.</b>			
<b>Grade Level Organizer: Scarcity and Resource Allocation</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.			

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<b>Content Standard: Economics</b>			
<b>Benchmark: A. Explain the opportunity costs involved in the allocation of scarce productive resources.</b>			
<b>Grade Level Organizer: Scarcity and Resource Allocation</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Economics</b> <b>Benchmark: B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</b> <b>Grade Level Organizer: Production, Distribution and Consumption</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Economics</b>			
<b>Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b>			
<b>Grade Level Organizer: Markets</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain ways in which individuals and households obtain and use income.			

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<b>Content Standard: Economics</b>			
<b>Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b>			
<b>Grade Level Organizer: Markets</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Course of Study

<b>Content Standard: Economics</b>			
<b>Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b>			
<b>Grade Level Organizer: Markets</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Government</b> <b>Benchmark: A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</b> <b>Grade Level Organizer: Role of Government</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Course of Study

<b>Content Standard: Government</b>			
<b>Benchmark: A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</b>			
<b>Grade Level Organizer: Role of Government</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain why elections are used to select leaders and decide issues.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Government</b> <b>Benchmark: 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.</b> <b>Grade Level Organizer: Role of Government</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Adams County/Ohio Valley  
 Course of Study

**Content Standard: Government**  
**Benchmark: 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.**  
**Grade Level Organizer: Rules and Laws**

<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.			

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Adams County/Ohio Valley  
 Course of Study

<b>Content Standard: Citizenship Rights and Responsibilities</b> <b>Benchmark: A. Explain how citizens take part in civic life in order to promote the common good.</b> <b>Grade Level Organizer: Participation</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. 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.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
 Course of Study

<b>Content Standard: Citizenship Rights and Responsibilities</b> <b>Benchmark: B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</b> <b>Grade Level Organizer: Rights and Responsibilities</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Adams County/Ohio Valley  
Course of Study

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<b>Benchmark: B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</b>			
<b>Grade Level Organizer: Rights and Responsibilities</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain the importance of leadership and public service.			

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<b>Content Standard: Citizenship Rights and Responsibilities</b>			
<b>Benchmark: B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</b>			
<b>Grade Level Organizer: Rights and Responsibilities</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
 Course of Study

<b>Content Standard: Social Studies Skills and Methods</b> <b>Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</b> <b>Grade Level Organizer: Obtaining Information</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: <ul style="list-style-type: none"> <li>a. Atlases;</li> <li>b. Encyclopedias;</li> <li>c. Dictionaries;</li> <li>d. Newspapers;</li> <li>e. Multimedia/Electronic sources.</li> </ul>			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</b>			
<b>Grade Level Organizer: Obtaining Information</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use a glossary and index to locate information.			

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Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</b>			
<b>Grade Level Organizer: Obtaining Information</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Use primary and secondary sources to answer questions about Ohio history.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</b>			
<b>Grade Level Organizer: Obtaining Information</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe how archaeologists and historians study and interpret the past.			

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Social Studies – Grade 4

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: B. Use a variety of sources to organize information and draw inferences.</b>			
<b>Grade Level Organizer: Thinking and Organizing</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify main ideas and supporting details from factual information.			

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<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: B. Use a variety of sources to organize information and draw inferences.</b>			
<b>Grade Level Organizer: Thinking and Organizing</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Distinguish between fact and opinion.			

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<b>Content Standard: Social Studies Skills and Methods</b> <b>Benchmark: B. Use a variety of sources to organize information and draw inferences.</b> <b>Grade Level Organizer: Thinking and Organizing</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Read and interpret pictographs, bar graphs, line graphs and tables.			

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<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: B. Use a variety of sources to organize information and draw inferences.</b>			
<b>Grade Level Organizer: Thinking and Organizing</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Formulate a question to focus research.			

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<b>Content Standard: Social Studies Skills and Methods</b>			
<b>Benchmark: C. Communicate social studies information using graphs or tables.</b>			
<b>Grade Level Organizer: Communicating Information</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Communicate relevant information in a written report including the acknowledgement of sources.			

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Adams County/Ohio Valley  
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<b>Content Standard: Social Studies Skills and Methods</b> <b>Benchmark: D. Use problem-solving skills to make decisions individually and in groups.</b> <b>Grade Level Organizer: Problem Solving</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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