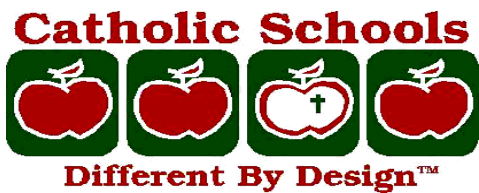


DIOCESE OF TOLEDO

**SOCIAL STUDIES
COURSE OF STUDY**

GRADE FOUR



Catholic Youth and School Services
1933 Spielbusch Avenue, P.O. Box 985
Toledo, Ohio 43697-0985
March 2004

REVIEW PROCESS

Under the direction of the superintendent, the Assistant Superintendent and Curriculum Consultant facilitated the Social Studies Course of Study Revision process. During the fall of 2003 and winter of 2004, the review committee aligned the Ohio Academic Content Standards, Social Studies with Catholic Social Teaching. Committee members sought to find the nexus of faith and morals, building a just society, and Social Studies content.

Superintendent
Assistant Superintendent
Curriculum Consultant

Mr. Jack Altenburger
Mrs. Carolyn Schmidbauer
Mrs. Ann Sardeson

Members of the Social Studies Course of Study Committee

Molly Doss
Melissa Empie
Andrea Long
Gwen Raupfer
Nancy Hooks
Matt Fair
Linda Klausung
Marilyn Tabbert
Joanne Kessen
Patricia Anderson
Kim Cope
Tom Brady
Lawrence Montford
Rose Nicol

St. Joseph, Monroeville
Blessed Sacrament, Toledo
St. Rose, Lima
St. Pius, Toledo
St. Michael, Findlay
St. Paul, Norwalk
St. Gerard, Lima
Our Lady of Lourdes, Toledo
St. Aloysius, Bowling Green
St. Peter, Upper Sandusky
St. Joseph Central Catholic, Fremont
St. Wendelin High School, Fostoria
Central Catholic High School, Toledo
St. Hedwig, Toledo

DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”
(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ, and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities, which foster community. Students explore ways to meet the challenges of tensions and conflicts, which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

Social Studies Course of Study

As Catholic School Educators we believe that...

History is the story of human experience, analyzed and interpreted in order to best relate human culture to God's plan for creation.

Geography is the study of the interdependence between the physical environment and human activity. It should address the interactions that occur in an increasingly interdependent world and encompass the teaching of skills necessary to become stewards of God's creation.

Economics is the study of how a society produces and distributes goods and services, with an emphasis on the rights, responsibilities, and dignity of all God's people.

Government is the study of an interactive system that provides order, a structure of power, and the protection and defense of a country's people. In our Catholic schools, it should also include an understanding of the development of the general welfare of all, including the poor and vulnerable.

Citizenship is the study of rights and responsibilities critical to full participation in society, including a study of Gospel values, Catholic ideals, principles, and practices that encourage the development of moral decision-making and problem solving skills.

People in Societies studies the challenges of conflict and tension that occur in community, stressing the importance of just and peaceful outcomes. Students should be aware of and develop an appreciation of the dignity and diversity of all God's people, recognizing the value of the shared human condition and our mutual obligation.

Excerpts from
SHARING CATHOLIC SOCIAL TEACHING
Challenges and Directions
REFLECTIONS OF THE U.S. CATHOLIC BISHOPS

The church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we wish to highlight several of the key themes that are at the heart of our Catholic social tradition.

LIFE AND DIGNITY OF THE HUMAN PERSON

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

The person is not only sacred but also social. How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

RIGHTS AND RESPONSIBILITIES

The Catholic tradition teaches that human dignity can be protected and healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

OPTION FOR THE POOR AND VULNERABLE

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to organize and join unions to private property, and to economic initiative.

SOLIDARITY

We are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world.

CARE FOR GOD'S CREATION

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

This summary should only be a starting point for those interested in Catholic social teaching. A full understanding can only be achieved by reading the papal, conciliar, and episcopal documents that make up this rich tradition.

United States Conference of Catholic Bishops, Inc., Washington, D.C. All rights reserved.

Social Studies Course of Study

As Catholic School Educators we believe that...

History is the story of human experience, analyzed and interpreted in order to best relate human culture to God's plan for creation.

Geography is the study of the interdependence between the physical environment and human activity. It should address the interactions that occur in an increasingly interdependent world and encompass the teaching of skills necessary to become stewards of God's creation.

Economics is the study of how a society produces and distributes goods and services, with an emphasis on the rights, responsibilities, and dignity of all God's people.

Government is the study of an interactive system that provides order, a structure of power, and the protection and defense of a country's people. In our Catholic schools, it should also include an understanding of the development of the general welfare of all, including the poor and vulnerable.

Citizenship is the study of rights and responsibilities critical to full participation in society, including a study of Gospel values, Catholic ideals, principles and practices that encourage the development of moral decision-making and problem solving skills.

People in Societies studies the challenges of conflict and tension that occur in community, stressing the importance of just and peaceful outcomes. Students should be aware of and develop an appreciation of the dignity and diversity of all God's people, recognizing the value of the shared human condition and our mutual obligation.

Grade Four

Ohio, Its Past, Its Location, Its Government

(cf. Religion Course of Study, Grade Five, Morality)

1.0 History

<p><i>Life and Dignity of the Human Person</i></p> <p><i>The Dignity of Work and the Rights of Workers</i></p>	<p>1.1 Construct time lines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio history.</p> <p>1.2 Describe the earliest settlements in Ohio including those of prehistoric peoples.</p> <p>1.3 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>1.4 Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>1.5 Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.</p> <p>1.6 Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods, and Thomas Edison.</p>
--	--

2.0 People in Societies

<p><i>Option for the Poor and Vulnerable</i></p> <p><i>Life and Dignity of the Human Person</i></p>	<p>2.1 Describe the cultural practices and products of various groups who have settled in Ohio over time:</p> <ol 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>2.2 Describe the moral vision that prompted the expansion of European settlements and their impact on American Indians in Ohio.</p> <p>2.3 Explain the reasons people came to Ohio including:</p> <ol style="list-style-type: none"> a. Opportunities in agriculture, mining, and manufacturing; b. Family ties; c. Freedom from political and religious oppression.
---	--

3.0 Geography

<p><i>Care for God's Creation</i></p>	<p>3.1 Use a linear scale to measure the distance between places on a map.</p> <p>3.2 Use cardinal and intermediate directions to describe the relative location of places.</p> <p>3.3 Describe the location of Ohio relative to other states and countries.</p> <p>3.4 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>3.5 Describe and compare the landforms, climates, population, vegetation, and economic characteristics of places and regions in Ohio.</p> <p>3.6 Identify manufacturing, agricultural, mining, and forestry regions in Ohio.</p> <p>3.7 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>3.8 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>3.9 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>3.10 Use elevation, natural resource, and road maps to answer questions about patterns of settlement, economic activity, and movement.</p>
---	--

4.0 Economics

<p><i>Option for the Poor and Vulnerable</i></p>	<p>4.1 Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p> <p>4.1 Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p> <p>4.2 Discuss how to put the needs of the poor and vulnerable first.</p> <p>4.4 Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.</p> <p>4.5 Explain ways in which individuals and households obtain and use income.</p>
<p><i>The Dignity of Work and the Rights of Workers</i></p>	<p>4.6 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> <p>4.7 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.</p> <p>4.8 Explore the influence of trade with other countries on workers in Ohio.</p>

5.0 Government

<p><i>Call to Family, Community, and Participation</i></p>	<p>5.1 Explain major responsibilities of each of the three branches of government in Ohio:</p> <ul style="list-style-type: none"> 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>a. Explain the responsibility of each branch to protect human rights.</p> <p>5.2 Explain why elections are used to select leaders and decide issues.</p> <p>5.3 Explain the purpose of a democratic constitution:</p> <ul style="list-style-type: none"> a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials. <p>5.4 Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.</p> <p>5.5 Understand that the way we organize our society – in economics and politics – in law and policy – directly affects human dignity and the capacity of individuals to grow in community.</p>
--	---

6.0 Citizenship Rights and Responsibilities

<p><i>Call to Family, Community, and Participation</i></p> <p><i>Rights and Responsibilities</i></p> <p><i>Solidarity</i></p>	<p>6.1 Describe the ways in which citizens can promote the common good and influence their government including:</p> <ul style="list-style-type: none"> a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service. <p>6.2 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>6.3 Explain the importance of leadership and public service.</p> <p>6.4 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>6.5 Understand we are one human family wherever we live.</p>
---	--

7.0 Social Studies Skills and Methods

	<p>7.1 Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:</p> <ul style="list-style-type: none"> a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; e. Multimedia/Electronic sources. <p>7.2 Use a glossary and index to locate information.</p> <p>7.3 Use primary and secondary sources to answer questions about Ohio history.</p> <p>7.4 Describe how archaeologists and historians study and interpret the past.</p> <p>7.5 Identify main ideas and supporting details from factual information.</p> <p>7.6 Distinguish between fact and opinion.</p> <p>7.7 Read and interpret pictographs, bar graphs, line graphs, and tables.</p> <p>7.8 Formulate a question to focus research.</p>
--	--

	<p>7.9 Communicate relevant information in a written report including the acknowledgement of sources.</p> <p>7.10 Use a problem-solving/decision-making process which includes:</p> <ul style="list-style-type: none"> 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.
--	---

Grade 3 – 5 Benchmarks

History	People in Societies
<p>A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>C. Explain how new developments led to the growth of the United States.</p>	<p>A. Compare practices and products of North American cultural groups.</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>

Geography	Economics
<p>A. Use map elements or coordinates to locate physical and human features of North America.</p> <p>B. Identify the physical and human characteristics of places and regions in North America.</p> <p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<p>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</p> <p>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p> <p>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>

Government	Citizenship Rights and Responsibilities
<p>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</p> <p>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.</p>	<p>A. Explain how citizens take part in civic life in order to promote the common good.</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>

GLOSSARY

A

- absolute location** The location of a point on the Earth's surface which can be expressed by a grid reference (e.g., latitude and longitude).
- absolute monarchy** A system of government headed by a monarch as the only source of power controlling all functions of the state.
- artifact** A material object of a culture such as a tool, an article of clothing, or a prepared food.

B

- B.C.E.** Before the Common Era (also referred to as B.C.).
- barter** The trade of goods and services for other goods and services without the use of money.
- benefit** That which is received as an improvement or advantage as the result of a decision.
- bicameral** Composed of two legislative chambers.
- bill of attainder** A legislative act that inflicts punishment upon a person or group without a judicial trial.

C

- C.E.** In the Common Era (also referred to as A.D.).
- capital good** A productive resource consisting of human-made materials needed to produce goods and services; capital goods include buildings, machinery, equipment, and tools.
- cardinal directions** The four main points of the compass (north, east, south, and west).
- circular flow model** A diagram that shows the flow of economic activity among sectors of the economy.

colonialism	A system where one country extends its control over foreign dependencies, especially for economic benefit.
command economy	An economic system in which all decisions on production and consumption are made by a central government.
comparative advantage	The ability to produce goods or services at a lower opportunity cost than other individual or countries.
compass rose	An element of a map used to show direction, usually showing cardinal directions and frequently intermediate direction.
constitutional monarchy	A system of government headed by a monarch whose powers are delineated in the fundamental law of the state.
consumer	A person whose wants are satisfied by using goods and services.
consumer price index	A number used to measure changes in the cost of a standard group of goods and services brought by a typical urban consumer.
consumption	The purchase and/or use of goods and services.
coordinate	One of a set of numbers that determines the location of a point in a space.
cost	An alternative given up as the result of a decision.
country	A unit of political space, the entire land area of a nation or state.
credibility	The quality or state of offering reasonable grounds for being believed.
cultural institution	An established custom, practice, or relationship of importance in a society.
cultural perspective	The complex set of meanings, attitudes, values, and ideas belonging to a cultural group.
cultural practice	A pattern of behavior accepted by a society.
cultural product	A tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.

culture	Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.
D	
deforestation	The destruction and removal of forest and its undergrowth by natural or human forces.
demand	The quantities of a good or service that consumers are willing and able to buy at various prices during a given time period.
democracy	A system of government in which political control is exercised by all the people, either directly or through their elected representatives.
desertification	The spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetation, and cultivation of marginal land.
dictatorship	A system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.
diffusion	The spread of people, ideas, technology, and products among places.
direct democracy	A democratic system of government in which the people exercise political control and participate directly in decision making.
direction indicator	An element of a map used to show direction, usually labeling north and frequently all cardinal directions.
discrimination	Unfair treatment of a person or group based on a variety of prejudices.
division of labor	The separation of the total work required to produce a good or service into individual interrelated tasks.
due process of law	The right of every citizen to be protected against arbitrary action by the government.

E

earth-sun relationship	The position of the earth relative to the sun that helps to determine day and night, seasons and time zones.
economic growth	An increase in an economy's ability to produce goods and services over time.
entrepreneur	An individual who organizes the use of productive resources to produce goods or services.
entrepreneurship	The organization of productive resources by a person willing to take risks to start a business.
ex post facto law	A legislative act that retroactively makes an act a crime, makes a crime a more serious crime, makes a criminal punishment more severe, or changes trial rules to make conviction easier.

F

federalism	A form of political organization in which governmental power is divided between a central government and territorial subdivisions – under the U.S. Constitution, between the national and state governments.
flow resource	A resource that is neither renewable nor nonrenewable, but must be used when or where it occurs (e.g., running water, wind, sunlight).

G

globalization	The act, process or policy of making something worldwide in scope or application.
goods	Objects that are capable of satisfying people's wants.
graphic organizers	Written or pictorial representations used to organize information (e.g., flow charts, webs, Venn diagrams, T-charts).
gross domestic product	The value of all final goods and services produced within a country's borders in a given year.

H

habeas corpus (writ of) A court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the U.S. Constitution and can be suspended only in cases of rebellion or invasion.

human characteristic/ Feature An aspect of a place or a quality of the Earth's surface constructed by people including cities, parks, buildings, and roads.

human resource A productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services.

I

imperialism A policy used by strong countries to gain social, political, and economic control over foreign territories.

initiative A petition process by which a certain percentage of voters (electors) can put a proposed constitutional amendment or statute on the ballot for popular approval or rejection or submit a proposed statute to a legislative assembly for approval (e.g., Ohio).

institutionalized discrimination Unfair treatment of a group based on prejudice and carried out by governments, organizations, and companies that limit freedoms in political, economic, social, cultural, or any other field of public life.

institutionalized racism The use of institutional policies, practices and/or procedures to withhold rights, privileges, and opportunities from the race that is believed to be inferior.

intermediate directions The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, and SW).

L

location The position of a point on the Earth's surface expressed by means of a grid (absolute) or in relation to the position of other places (relative).

M

map element One of the components usually found on a map (e.g., direction indicator, key, scale).

marginal benefit The change in total benefit resulting from an action.

marginal cost The change in total cost resulting from an action.

market The interaction of buyers and sellers exchanging good or services.

market clearing price The one price at which quantity supplied equals quantity demanded (also referred to as equilibrium price).

market economy An economic system in which decisions on production and consumption are made by individuals acting as buyers and sellers.

mixed economy An economic system that combines features of more than one of the traditional, command, and market systems.

monarchy A system of government headed by a monarch, such as king, queen, shah, or sultan whose position is usually inherited.

multinational corporation A large corporation that produces and sells its goods and services throughout the world.

multiple-tier timeline A timeline that utilizes two or more rows of events, with each row representing a different subject or perspective occurring during the period under study (e.g., a timeline of the 19th century with separate rows for political, social, military, and technological developments).

N

nation A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

natural resource	A productive resource supplies by nature (e.g., ores, trees, arable land).
natural rights	A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.
nonrenewable resource	A finite natural resource that cannot be replaced once it is used (e.g., petroleum, minerals).
O	
opportunity cost	The value of the next best alternative given up when a choice is made.
P	
Parliamentary Democracy	A system of government in which the executive leaders (usually a prime minister and a cabinet) are chosen by and responsible to the legislature (parliament), as well as being members of the legislature, as in Great Britain.
perspective	A specific point of view in understanding or judging things or events.
physical characteristic/feature	A natural aspect or quality of the Earth's surface that includes land formations and vegetation zones.
physical map	A portrayal on a flat surface of the physical features of the earth (e.g., land forms, elevations).
pictograph	A diagram or graph using pictured objects to convey ideas or information.
place	A location having distinctive characteristics which give it meaning and character and distinguish it from other locations.
political map	A portrayal on a flat surface of the political features of the Earth (e.g., international boundaries, capitals, political subdivisions).
Prejudice	An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.

presidential democracy	A system of government characterized by a separation of powers between independent and coequal executive and legislative branches such as the United States.
primary source	An account of an event by someone who was present at the event.
private sector	The part of the economy that involves transactions of individuals and businesses.
producer	A person who makes goods and services.
product	Something produced by human or mechanical effort or by a natural process.
production	The act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services.
productive capacity	The maximum output that an economy can produce without big increases in inflation.
productive resources	The resources used to make goods and services (i.e., natural resources, human resources, capital goods).
progressive tax	A tax for which the percentage of income paid in taxes increases as income increases.
proportional tax	A tax for which the percentage of income paid in taxes remains the same for all income levels.
public sector	The part of the economy that involves the transactions of the government.
pull factor	A social, political, economic, or environmental attraction of a new area that drew people away from their previous location.
push factor	A social, political, economic, or environmental force that drove people from their previous location to search for a new one.

R

racism	The belief that members of one's own race are superior physically, mentally, culturally, and morally to members of other races.
referendum	The process in which a measure passed by a legislature is submitted (referred) to the voters for final approval or rejection or a petition process by which a certain percentage of electors (voters) can order recently passes legislation be submitted to the electors (voters) for approval or rejection.
region	An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.
regressive tax	A tax for which the percentage of income paid in taxes decreases as income increases.
relative location	The location of a place in relation to other places (e.g., northwest, downstream).
reliability	The degree to which something is trustworthy or is suitable to be depended upon.
renewable resource	A natural resource that can be regenerated if used carefully (e.g., fish, timber).
representative democracy (republic)	A democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.
responsibilities	The conditions or tasks for which a person is accountable or answerable.
rights	Just claims that belong to a person by law, nature, or tradition.
S	
scale	The relationship or ratio between a linear measurement on a map and the corresponding distance on the Earth's surface.
scarcity	The lack of sufficient resources to produce all the goods and services that people desire.

secondary source	An account of an event by someone who was not present at the event.
services	Actions that are capable of satisfying people's wants.
specialization	The concentration of production on fewer kinds of goods and services than are consumed.
standard of living	A person's or group's level of material well-being, as measured by education, housing, health care, and nutrition.
supply	The quantities of a good or service that producers are willing and able to provide at various prices during a given time period.
T	
territory	An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.
thematic map	A portrayal on a flat surface of geographic topic (e.g., migration routes, resource locations, population densities).
theocracy	A system of government headed by one or more religious leaders who claim to rule by divine authority.
trade-off	The sacrifice of one option for another when a decision is made.
traditional economy	An economic system in which decisions on production and consumption are based upon customs, beliefs, rituals, and habits.
W	
want	A psychological or physical desire that can be fulfilled through the consumption of goods and services.

Social Studies Resource List January 2003

This list is compiled to inform educators of the availability of resources that support effective teaching in social studies. It is not intended as an endorsement of particular publishers or products.

Curriculum

Social Studies Standards can be obtained on-line at the Ohio Department of Education website: www.ode.state.oh.us

Social Studies Consultants at the Ohio Department of Education:

Lana Hall	614-387-2285	marie-elena.hall@ode.state.oh.us
Bill Muthig	614-466-1317	william.muthig@ode.state.oh.us
Donna Nesbitt	614-466-7885	donna.nesbitt@ode.state.oh.us

National standards documents for social studies, history, geography, economics, and civics can be obtained at the National Council for the Social Studies website:
www.ncss.org

The ERIC Clearinghouse for Social Studies/Social Science Education

ERIC/ChESS
2805 East Tenth Street, Suite 120
Bloomington, Indiana 474038-2698
800-266-3815
www.indiana.edu/~ssdc/eric_chess.htm

ERIC Clearinghouse on Assessment & Evaluation

www.ericae.net

National Assessment of Education Progress (NAEP)

A source for released items used in NAEP assessments.
<http://nces.ed.gov/nationsreportcard>

The National Board for Professional Teaching Standards

Publishes standards for accomplished teaching in the social studies and offers National Board Certification in Early Adolescent and Adolescent Young Adult Social Studies. Ohio offers support in the form of registration fees, support groups for candidates, and stipends for certified teachers. www.nbpts.org

Professional Organizations

Ohio Council for the Social Studies

Provides an annual conference, a newsletter that updates educators on social studies curriculum issues and programs, and the *Review*, an annual publication of in-depth articles and research. www.ocss.org

National Council for the Social Studies

Members receive either *Social Education* or *Social Studies and the Young Learner*, the opportunity to attend an annual conference, and a newsletter.

www.ncss.org

The National Council for Geography Education

offers a national conference, publishes *The Journal of Geography*, and a newsletter called *Perspective*.

National Council for Geographic Education

Jacksonville State University
206A Martin Hall
Jacksonville, AL 36265-1602
(256)782-5293
(256)782-5336 (FAX)

www.ncge.org

The Ohio Geographic Alliance

Sponsors the Geography Bee, conducts Geography Awareness Week workshops, and holds an annual Geofest.

Bricker Hall
190 N. Oval Mall
The Ohio State University
Columbus, OH 43201

The Ohio Center for Law-Related Education

Holds an annual conference, offers workshops for teachers, Mock Trial for students and publishes a newsletter.

P.O. Box 16562
Columbus, OH 43216
614-485-3510

National Council for History Education

Holds and annual conference, publishes *History Matters* and occasional papers.
 26915 Westwood Rd. Suite B-2
 Westlake, OH 44145
 440-835-1776
www.history.org/nche

National Council on Economic Education

Offers resources for K-12 teachers
 1140 Avenue of the Americas
 New York, NY 10036
www.ncee.net

History

Elementary Middle School High School	<i>Case Histories</i> Artifact kits that schools may borrow to teach Ohio history. Distance learning programs Field trips	Ohio Historical Society Velma Avenue Columbus, OH 43211-2497 614-297-2623
Elementary Middle School	Curriculum materials related to the Moundbuilders	Jennifer Peterson Hopewell Culture Park 16061 State Route 104 Chillicothe, OH 45601 1-704-774-1126
Middle School High School	<i>National History Day</i> Research projects for students on historical themes	Sara Bendure at the Ohio Historical Society sbendure@ohiohistory.org www.nationalhistoryday.org
Middle School	<i>Teaching With Historic Places</i> Use the sites where events happened to make history come alive.	This information is provided by the National Park Service. www.cr.nps.gov/nr/twhp
Middle School High School	Publications containing background material for teachers on historical periods as well as units with lessons and activities. Useful for middle school teachers who want to strengthen their history background.	National Center for History in the Schools University of California, Los Angeles 6339 Bunche Hall, 405 Hilgard Ave. Los Angeles, CA 90095-1473 www.sscnet.ucla.edu/nchs/
High School	<i>Choices for the 21st Century Education Project</i>	Thomas J. Watson Jr. Institute for

	Teaching materials for Imperialism, WWII, Cold War and current international issues	International Studies Brown University, Box 1948 Providence, RI 02912 www.choices.edu
Middle School High School	<i>National Archives</i> Primary source photos, political cartoons, and documents	www.nara.gov
Elementary Middle School High School	Library of Congress <i>American Memory</i> Lots of photos and other primary sources on American history	http://memory.loc.gov/
Middle School High School	Summer programs for teachers and print materials on integrating music into the social studies curriculum	Rock and Roll Hall of Fame www.rockhall.com

People in Societies

Elementary Middle School High School	This program helps classes to make contacts with Peace Corps volunteers to exchange correspondence.	Peace Corps. World Wise Schools 1990 K. Street NW Washington, DC 20526 800-424-8580
Middle School High School	Population statistics, posters, and resources	Population Reference Bureau www.prb.org
Middle School High School	The World Bank Information on hunger, wealth distribution, etc.	www.worldbank.org
Elementary Middle School High School	Resources for teaching about the Arab World and Islam	AWAIR 2137 Rose Street, Suite 4 Berkeley, CA 94709 510-704-0517
Middle School High School	Books and videos to help combat prejudice	Anti-Defamation League 823 United Nations Plaza New York, NY 10017 www.adl.org

Geography

Elementary Middle School High School	Topographical maps of your local area are available for purchase	U.S. Geological Survey Fountain Square Morse Road Columbus, OH
Elementary Middle School	Inexpensive teaching packets for map skills	U.S. Geological Survey www.usgs.gov 1-800-USA-MAPS
Middle School High School	Lessons and information about the United Nations	United Nations www.un.org
High School	Model Arab League A program that involves high school students in research and interaction with students from other schools on issues in the Middle East	Middle East Study Center 322D Oxley Hall The Ohio State University Columbus, OH 43210
Elementary Middle School High School	Resources for teaching global regions and issues (resources to match sixth grade outcomes in the model)	University of Denver CTIR Publications Center for Teaching International Relations 2199 S. University Blvd. Denver, Colorado 80208 1-800-967-2847 www.ctironline.com
Middle School High	Outreach to schools on the regions of Africa, Latin America, East Asia, Eastern Europe, the Middle East, Western Europe.	Office of International Studies 300B Oxley Hall 1712 Neil Ave.

School	They can suggest speakers, workshops, and materials	Columbus, OH 43210
Middle School High School	Information on the European Union – free publications, maps, and other materials	www.eurunion.org
Elementary Middle School High School	Materials for teaching about modern Germany	Goethe Institute 1197 Peachtree Street NE Colony Square, Plaza Level Atlanta, GA 30361-2401 www.goethe.de/uk
	Lending library of resources for teaching international are studies	www.menic.utexas.edu/menic/hemispheres
Middle School High School	Multimedia education packages for teaching international issues by world region “The World in Transition” series	Southern Center for International Studies 320 West Paces Ferry Road NW Atlanta, GA 30305 www.southerncenter.org

Government and Citizenship Rights and Responsibilities

Elementary Middle High School	<i>We the People</i> Materials for teaching about democracy, the Constitution, and government.	Jared Reitz Ohio Center for Law Related Education 614-485-3506
Elementary Middle School High School	Ohio Government in Action workshop introduces educators to Ohio government (January)	Ohio Center for Law-Related Education P.O. Box 16562 Columbus, OH 43216-6562 614-485-3508
High School	Ohio Mock Trial Students work with members of the legal profession to argue a case	Ohio Center for Law-Related Education P.O. Box 16562 Columbus, OH 43216-6562 614-485-3508
Elementary Middle High School	Living Ohio Government Series Lesson activities and information about state government	614-888-4266 www.logs.org
High School	<i>Comparative Lessons for Democracy</i> Exemplary lessons related to Cold War issues	Center for Civic Education 5146 Douglas Fir Road Calabasas, California 91302-1467 Telephone: 818-591-9321 FAX: 818-591-9330 www.civiced.org
Elementary Middle High School	Website for a virtual field trip to state government sites with links to other information on state government	statehouse.state.oh.us

High School	Materials to promote public understanding of law and its role in society	American Bar Association Division for Public Education www.abanet.org/publiced
Middle School High School	Website with issues related to the Declaration of Independence and the Constitution	www.founding.com
High School	Supplemental books related to civic issues	Close Up Publishing 44 Canal Center Plaza Alexandria, VA 22314 www.closeup.org
Middle School High School	Television and radio coverage of public affairs	www.c-span.org

Resources That Address Multiple Standards

Elementary Middle School High School	Information on ways that Ohio is celebrating its 200 th birthday in 2003	www.ohio.200.org
Elementary Middle School	The children's Book Council in conjunction with the National Council for the Social Studies highlights the best books for use in the social studies classroom K-8.	Children's Book Council 568 Broadway Suite 404 New York, NY 10012 www.cbcbooks.org
Middle School High School	Resources on U.S. history And the U.S. Constitution, global studies, law-related education, public issues, and geography	Social Science Education Consortium P.O. Box 21270 Boulder, CO 80301-2296 www.ssecinc.org