

~ INDICATOR REPEATED FROM PREVIOUS YEAR

\* INDICATOR REPEATED DURING SAME YEAR

+ PARTIAL INDICATOR

**BOLD TYPE DENOTES EXPANSION OF INDICATOR FROM PREVIOUS YEAR**

	Standard	Indicator	Vocab/Resources	Assessment
February	<b>People in Societies</b> • <i>Cultures</i> (A)	1. + Describe the cultural practices and products of various groups who have settled in Ohio over time: e. African-Americans.		
	<b>Geography</b> • <i>Human Environmental Interactions</i> (C)	9. + Identify ways that people have affected the physical environment of Ohio including: a. <b>Use wetlands;</b> b. <b>Use of forests;</b> c. <b>Building farms, towns and transportation systems.</b>	– Help students to realize the “interdependence” between changing farmland into industrial parks (regions) with new roads and highways. How do these influence population patterns?	

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<b>February</b>	<b>Economics</b> • <i>Scarcity &amp; Resource Allocation</i> <b>(A)</b>	1. * Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.  2. * Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.	– Help students to realize the “interdependence” between changing farmland into industrial parks (regions) with new roads and highways. How do these influence population patterns?	

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<b>February</b>	<b>Economics</b> • <i>Production, Distribution and Consumption</i> <b>(B)</b>	3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.	<b>Literature Connections:</b> <u>Homer Price</u> - Robert McCloskey (Focus on the chapter “The Doughnuts” which is also filled with examples of cause/effect.) <u>The Toothpaste Millionaire</u> - Jean Merrill <u>Encyclopedia Brown: The Case of the Missing Watermelon</u> - Donald Sobol <u>The Kids’ Business Book – by Arlene Erlabach</u> <u>The Tortilla Factory – by Gary Paulsen</u> – Web site: www.jellybelly.com	
	<b>Social Studies Skills and Methods</b> • <i>Thinking and Organizing</i> <b>(B)</b>  • <i>Communicating Information</i> <b>(C)</b>	8. + * Formulate a question to focus research.  9. + * Communicate relevant information in a written report including the acknowledgement of sources.		

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February	<b>Social Studies Skills and Methods</b> • <i>Problem Solving (D)</i>	10. + Use the 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. <b>Developing criteria for judging its effectiveness.</b>		