

## GRADE 4 ASSIGNMENTS APRIL 13-24, 2020

MONDAY APRIL 13-FRIDAY APRIL 17 NO SOCIAL STUDIES, WORK ON SCIENCE.

MONDAY APRIL 20:

REVIEW CONTENT STATEMENTS #18 & #19 THEN, BEGIN #20, #21, & #22

TUESDAY APRIL 21:

STRAND: ECONOMICS

TOPIC: ECONOMIC DECISION MAKING AND SKILLS

**Content Statement 20.** Tables and charts organize data in a variety of formats to help individuals understand information and issues.

**CONTENT ELABORATION** The organization of information into tables and charts can help people understand and present information about many topics.

Students learn to read and interpret tables and charts for a variety of purposes.

Tables organize information in columns and rows.

Charts organize information in a variety of visual formats, for example a T-Chart & a Pie Chart.

**\*\*EXPECTATIONS FOR LEARNING** Interpret information from tables and charts.

1. CREATE A T-CHART OF ITEMS YOU CAN FIND OUTSIDE COMPARED TO ITEMS YOU CAN FIND IN YOUR HOUSE.

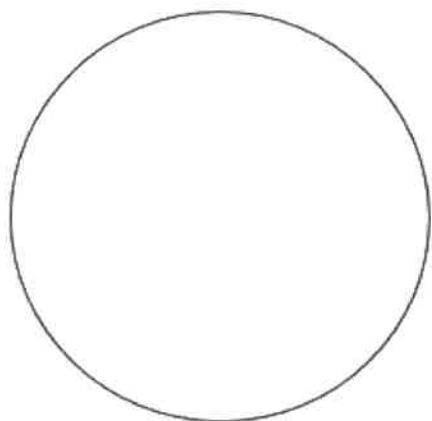
OUTSIDE   INSIDE

<u>OUTSIDE</u> <u>INSIDE</u>	

Put these items in the proper column of the T-Chart Above:

Tooth brush	Book shelf
Trees	Refrigerator
Stove	Bathtub
Grass	driveway
Kitchen table	silverware drawer
Sidewalk	bed
Couch	tree house
Back pack	parking lot

2. CREATE A PIE CHART OF THE DATA COLLECTED FROM THE T-CHART.



What portion of the pie chart are items found outside? \_\_\_\_\_

What portion of items are found inside? \_\_\_\_\_

HINT: Begin with the number of items and convert to percentage.

3. How many of each item from the list given in question 1 do you have inside your house? Example: IN MRS. LOAR'S HOUSE, I HAVE 6 BEDS.

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4. How many of each item from the list given in question 1 do you see when you go outside your front door? Example: OUTSIDE MRS. LOAR'S HOUSE, I SEE 10 TREES, A SIDEWALK, AND A DRIVEWAY.

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5. Create your own table or chart to organize something you have in your bedroom or toy room. EXAMPLE: HOT WHEEL/MATCHBOX CARS, LEGO SETS, STUFFED ANIMALS, GI JOE GUYS, BARBIE DOLLS, BABY DOLLS, PAIRS OF JEANS, T-SHIRTS, SWEAT PANTS, SOCKS, OR SOME FAVORITE THING IN YOUR ROOM.

**WEDNESDAY APRIL 22:**

**TOPIC: PRODUCTION AND CONSUMPTION**

**Content Statement 21.** Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

**CONTENT ELABORATION** An entrepreneur is an individual who organizes different productive resources to produce goods or services.

Entrepreneurs are willing to take risks to identify and develop new products or start a new business.

Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.

Productive resources are used to make goods and services.

They include:

- natural resources such as water and land
- human resources such as employers and employees
- capital goods such as money, tools, and buildings

**\*\*EXPECTATIONS FOR LEARNING** Describe how entrepreneurs use productive resources.

**QUESTIONS TO ANSWER: CONTENT STATEMENT #21**

1. Using COVID-19 as the source of the question, name one company that has taken their production line and changed it from one type of manufacturing to another.

**Example:** Explain how the “My Pillow” company converted one of their pillow making factories into a face mask making factory. \_\_\_\_\_

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2. **Example:** Explain how the Car manufacturers are converting their factories into respirator making factories. \_\_\_\_\_

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USING THE INFORMATION FROM QUESTION #1 LIST 4 OF THE CAPITAL GOODS FOR THE “MY PILLOW” FACTORY.

- |          |          |
|----------|----------|
| A. _____ | C. _____ |
| B. _____ | D. _____ |

**THURSDAY APRIL 23:**

**TOPIC: FINANCIAL LITERACY**

**Content Statement 22.** Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

**CONTENT ELABORATION** Students need to understand that saving a portion of their income can help them meet short- and long-term goals.

Saving money may include **short term sacrifices or trade-offs**.

Saving occurs when **spending is reduced**.

Short-term goals are typically less expensive than long-term goals.

**\*\*EXPECTATIONS FOR LEARNING** Explain how individuals can save some of their money for later by reducing spending.

**QUESTIONS TO ANSWER CONTENT STATEMENT #22:**

**Using the COVID-19 AS AN EXAMPLE:**

1. How can we save money for later by not purchasing the items now?

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2. What are some items that your parents have taken off the grocery list, because they are not essential? \_\_\_\_\_

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3. What kind of activities are you not doing and that is saving you some money?

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4. What are the essential items that we must spend our money on now, in order to have the quality of life we want to live now and in the future?

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5. How is going through this time of being frugal going to help us in the future?

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## **FRIDAY APRIL 24: REVIEW THE OHIO STATE STANDARDS**

Take the information from these 5 pages and share with someone in your house. See if they can identify the Expectation for Learning that is expected of you.

Thank you for your participation in this Stay At Home Learning Adventure. Next week, I hope to take you on some virtual Field Trips.

We are going to visit:

**Smithsonian National Museum of Natural History:**

<https://www.si.edu/museums>

**Ripley's Believe it or Not!**

<https://www.ripleys.com/>

**Madame Tussauds Wax Museum**

After entering the web page, click on "What's Inside?"

This will take you to a video of the 1990's

<https://www.madametussauds.com/>

**Mount Rushmore**

<https://www.nps.gov/moru/index.htm>

**The Grand Ole Opry**

<https://www.opry.com/>

**Grace Land**

<https://www.graceland.com/>



## **GRADE 4 REVIEW CONTENT STATEMENTS #18 AND #19**

### **TOPIC: RULES AND LAWS**

**Content Statement 18.** The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

**CONTENT ELABORATION** Weaknesses in the Articles of Confederation led to calls for a new framework for government. The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. It established the right of citizens to choose representatives and decide issues through the process of voting.

**The First Amendment guarantees five rights:**

- freedom of speech
- freedom of religion
- freedom of press
- freedom of petition
- freedom of assembly

**\*\*EXPECTATIONS FOR LEARNING** Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.

### **TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**

**Content Statement 19.** A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

**CONTENT ELABORATION** A constitution is a written document describing the way a government is organized and how its power is allocated.

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

**Responsibilities of the three branches include:**

- legislative branch makes and passes laws
- judicial branch interprets and applies laws
- executive branch carries out and enforces laws

**\*\*EXPECTATIONS FOR LEARNING** Identify the three branches of government and the responsibilities of each branch of government.

## **NEW LEARNING CONTENT STATEMENTS 20-22:**

### **STRAND: ECONOMICS**

#### **TOPIC: ECONOMIC DECISION MAKING AND SKILLS**

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