

Grade 4 Social Studies Common Core Pacing Guide

Target Standard (GLCE's)	"I Can" Statements	Vocabulary	Time Frame
<p>Unit 1: Civics and Government</p> <p>Purpose of Government Explain why people create governments.</p> <ul style="list-style-type: none"> 4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). 4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws. 4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution. <p>Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <ul style="list-style-type: none"> 4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. 4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). <p>Structure and Functions of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <ul style="list-style-type: none"> 4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). 4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, 	<ul style="list-style-type: none"> I can think about the United States like a Political Scientists. What does government do? What are the basic values and principles of American Democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American Democracy? I can explain what consequences there would be with an absence of government and of rules and laws. I can describe the purposes of government as identified in the Preamble of the Constitution. I can explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. I can give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). I can give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license). I can describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). I can describe how the powers of the federal government are separated among the branches. I can give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). 	<p>Political scientists examine probable consequences absence rules, laws purpose government preamble constitution principles popular sovereignty separation of powers individual rights serve federal government reflected Bill of Rights Constitution Executive Legislative Judicial President Congress Voting Juror</p>	<p>Trimester 1</p>

<p>declaring war) and those reserved for the states (e.g., driver’s license, marriage license).</p> <ul style="list-style-type: none"> • 4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). • 4 – C3.0.4 Describe how the powers of the federal government are separated among the branches. • 4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). • 4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). • 4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes. <p>Roles of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <ul style="list-style-type: none"> • 4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). • 4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship. • 4 – C5.0.3 Explain why rights have limits. • 4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy of government. 	<ul style="list-style-type: none"> • I can describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). • I can identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press). • I can explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). • I can describe the relationship between rights and responsibilities of citizenship • I can explain why rights have limits. • I can describe ways citizens can work together to promote the values and principles of American democracy 		
<p>Unit 2: History History of Michigan (Beyond Statehood) Use historical thinking to understand the past.</p> <ul style="list-style-type: none"> • 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic 	<ul style="list-style-type: none"> • I can think about Michigan like a historian, answering questions like what happened, when and why did it happen, and who was involved. • I can use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. 	<p>historical inquiry investigate economic activities statehood significance</p>	<p>Trimester 2</p>

<p>activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)</p> <ul style="list-style-type: none"> • What happened? • When did it happen? • Who was involved? • How and why did it happen? • How does it relate to other events or issues in the past, in the present, or in the future? • What is its significance? <ul style="list-style-type: none"> • 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G) • 4 – H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E) • 4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G) • 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E) • 4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E) • 4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E) • 4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how 	<ul style="list-style-type: none"> • I can use case studies or stories to describe the ideas and actions of people involved in the Underground Railroad in Michigan and in the Great Lakes region. • I can use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. • I can describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. • I can draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). • I can use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E) • I can describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E) • I can create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future. 	<p>primary source secondary source migration immigration relationship location natural resources industries affect growth artifacts region visual data primary accounts economic activity past present decades sequence annotate impact</p>	
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<p>Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)</p> <ul style="list-style-type: none"> 4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future. 			
<p>Unit 3: Geography The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <ul style="list-style-type: none"> 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?). 4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States. 4 – G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image). 4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. 4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States. <p>Places and Regions Understand how regions are created from common physical and human characteristics.</p> <ul style="list-style-type: none"> 4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions). 4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States. 	<ul style="list-style-type: none"> I can think about the United States like a geographer. Where is it? What is it like there? How is it connected to other places? I can use cardinal and intermediate directions to describe the relative location of significant places in the United States. I can identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image). I can use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. I can use maps to describe elevation, climate, and patterns of population density in the United States. I can describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions). I can compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with other regions in the United States. I can use a case study or stories about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. I can describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). 	<p>cardinal directions intermediate directions relative location significant geographers identify describe characteristics purposes geographic tools technologies elevation climate population density patterns political regions economic regions landform regions vegetation region human physical migration push factor pull factor immigration diversity assess positive effects negative effects human activities physical</p>	<p>Trimester 2</p>

<p>Human Systems Understand how human activities help shape the Earth’s surface.</p> <ul style="list-style-type: none"> 4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H) 4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H) <p>Environment and Society Understand the effects of human-environment interactions.</p> <ul style="list-style-type: none"> 4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States. 	<ul style="list-style-type: none"> I can assess the positive and negative effects of human activities on the physical environment of the United States. 	<p>environment</p>	
<p>Unit 4: Economics Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <ul style="list-style-type: none"> 4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). 4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy. 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods). 4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H) 4 – E1.0.6 Explain how competition among buyers results in higher prices and competition 	<ul style="list-style-type: none"> I can identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). I can describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). I can describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy. I can explain how price affects decisions about purchasing goods and services (substitute goods). I can explain how specialization and division of labor increase productivity (e.g., assembly line). I can explain how competition among buyers results in higher prices and competition among sellers’ results in lower prices (e.g., supply, demand). I can demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. 	<p>characteristics market economy consumers property competition positive negative incentive behavior goods services specialization supply demand unemployment</p>	<p>Trimester 3</p>

<p>among sellers results in lower prices (e.g., supply, demand).</p> <ul style="list-style-type: none"> • 4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. • 4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H) E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. • 4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H) E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy. • 4 – E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls). 	<ul style="list-style-type: none"> • I can explain why public goods (e.g., libraries, roads, parks) are not privately owned. • I can explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). • I can describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls). 		
<p>Unit 5: Public Discourse, Decision Making, and Citizen Involvement</p> <p>Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <ul style="list-style-type: none"> • 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens. • 4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions. • 4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States. 	<ul style="list-style-type: none"> • I can identify public issues in the United States that influence the daily lives of its citizens. • I can use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions. • I can give examples of how conflicts over core democratic values lead people to have differences on resolutions to a public policy issue in the United States. • I can compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument. • I can develop and implement an action plan and know how, when, and where to address or inform others about a public issue. • I can participate in projects to help or inform others. 	<p>Public Issues Citizens Influences Graphic Data Public Issues Alternative Resolutions Expressing Policy Issue Argument</p>	<p>Trimester 3</p>

<p>Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <ul style="list-style-type: none"> 4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument. <p>Citizen Involvement Act constructively to further the public good.</p> <ul style="list-style-type: none"> 4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. 4 – P4.2.2 Participate in projects to help or inform others. 			
Assessments		Resources	
<p>Pretests Post-tests Projects</p> <ul style="list-style-type: none"> Government Lap Book Regions Lap Book Historical Puppet Book Report 	<p>MC3 Curriculum Informational Non-fiction text (trade books) United Streaming BrainPop Websites:</p> <ul style="list-style-type: none"> http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit http://jillruss.com/social-studies/united-states-regions/ http://jillruss.com/social-studies/civics-and-government/ http://jillruss.com/social-studies/economics/ 		