Lansing School District Curriculum

**4 Grade:** The main areas of emphasis for 4th grade are Regions of the United States, Economics of the United States, and United States Government and Civics.

### Year-long instructional strategies, processes, skill development, or content expectations

<table>
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<tr>
<th>Focus and Essential Questions</th>
<th>Curriculum</th>
<th>Instructional Strategies</th>
<th>Resources</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>What do we want students to learn?</strong></td>
<td><strong>How will we deliver the curriculum?</strong></td>
<td><strong>What materials/resources can we use to ensure mastery?</strong></td>
<td><strong>How will we know if students learn?</strong></td>
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<tr>
<td>Why are rights and responsibilities of citizenship essential to our form of government?</td>
<td>P3.1.2: Use graphic data and other sources to analyze information about a public issue in the U.S. and evaluate alternative resolutions.</td>
<td>Review a local, state, or national public policy issue; pose the issue as a “Should” question; discuss and compose possible resolutions by taking a stand.</td>
<td>Scholarly</td>
<td>Teacher-generated assessments</td>
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<tr>
<td>How are rights and responsibilities related?</td>
<td>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 U.S.</td>
<td>Compose a short persuasive essay expressing a decision on a public policy issue.</td>
<td>Time for Kids, Weekly Reader, Newspapers in Education, Released MEAP items</td>
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<tr>
<td>How can citizens work together to improve their government?</td>
<td>P3.3.1: Identify public issues in the U.S. that influence the daily lives of its citizens.</td>
<td>Students should take a stand (position) and explain their position: state, define, and explain a core democratic value that supports the position; and justify their position with data from the table or chart.</td>
<td>Recommended Trade books:</td>
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<tr>
<td>Why are rights and responsibilities of citizenship essential to our form of government?</td>
<td>P4.2.1: Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</td>
<td>Have students identify public issues at their (school, neighborhood, city, state) and create an action plan to solve. They will then present and implement their action plan.</td>
<td><a href="http://www.micitizenshipcurriculum.org">www.micitizenshipcurriculum.org</a></td>
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<tr>
<td><strong>4th Grade Social Studies</strong></td>
<td><strong>Lesson 3:</strong> Becoming Informed about Public Issues</td>
<td><strong>Lesson 4:</strong> CDV’s and Public Issues</td>
<td><strong>Lesson 5:</strong> Exploring a Public Issue Facing U.S. Citizens</td>
<td><strong>Lesson 6:</strong> Taking a Position on a Public Issue Facing U.S. Citizens</td>
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<td><strong>Unit 6</strong></td>
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<tr>
<td><strong>Lesson 7:</strong> Public Issues Related to Geography</td>
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<td><strong>P4.2.2:</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong><a href="http://www.bensguide.gop.gov">www.bensguide.gop.gov</a></strong>&lt;br&gt;<strong><a href="http://www.constitutioncenter.org">www.constitutioncenter.org</a></strong>&lt;br&gt;<strong><a href="http://www.michiganepic.org">www.michiganepic.org</a></strong>&lt;br&gt;<strong><a href="http://www.learningtogive.org">www.learningtogive.org</a></strong></td>
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<td>Participate in projects to help or inform others.</td>
<td>truth&lt;br&gt;patriotism&lt;br&gt;equality&lt;br&gt;life&lt;br&gt;liberty&lt;br&gt;individual rights&lt;br&gt;freedom of religion&lt;br&gt;freedom of speech&lt;br&gt;right to assemble&lt;br&gt;right to petition&lt;br&gt;pursuit of happiness&lt;br&gt;justice&lt;br&gt;popular sovereignty&lt;br&gt;citizenship&lt;br&gt;civic responsibilities&lt;br&gt;core democratic values&lt;br&gt;individual rights&lt;br&gt;public issues</td>
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### Focus & Essential Questions

**What do we want students to learn?**

**Big Ideas & Instructional Strategies**

**How will we deliver the curriculum?**

**Resources**

**What materials/resources can we use to ensure mastery?**

**Assessment**

**How will we know if students learn?**

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### January/February/March

**Unit 2: Economics**

**Reminder:** Continue to practice and integrate Year-Long Instructional Strategies

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### Industrial Growth in all Five Regions

- **Why do people move?**
- **How do humans change the environment?**
- **How did the geography of the different regions affect the United State’s development over time?**

### The United States as an Economic Region

- **What does circular flow mean?**
- **What is flowing or moving in the circular flow model?**
- **How are households, businesses, and the government connected?**
- **How are the purposes of government fulfilled when taxes are used for public goods and services?**
- **How are basic economic questions answered in a market economy?**
- **How does the circular flow model move resources, capital and labor between regions?**

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| **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?). |
| **E1.0.2:** Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). |
| **E1.0.3:** 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. |
| **E1.0.4:** Explain how price affects decisions about purchasing goods and services (substitute goods). |
| **E1.0.5:** Explain how Specialization and division of labor increase productivity (e.g., assembly line). |

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**People migrated and immigrated to the eastern United States for jobs associated with the production of goods and the extraction of natural resources.**

**Michigan mines, forests, and industrial centers attracted workers from around the United States and world.**

**The location of an early industry-automobile production- was influenced by Michigan’s location and natural and human resources.**

**Push and pull factors attracted immigrants to Michigan and the North East region.**

**The geography of the North Eastern United States facilitated the production of steel in many locations.**

**Heavy industry in the North Eastern states had effects on the environment.**

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**District Adopted Textbook: Regions**

- Chapter 1: Pages 26-29
- Chapter 3: Pages 66-85
- Chapter 5: Pages 142-146
- Chapter 13: Pages 410-415

**www.micitizenshipcurriculum.org**

**4th Grade Social Studies:**

- **Unit 4:**
  - Lesson 1: What is Economics?
  - Lesson 2: Characteristics of a Market Economy
  - Lesson 3: Circular Flow
  - Lesson 4: Economic Decision Making: The Role of Price and Competition
  - Lesson 5: The Role of Incentives
  - Lesson 6: Specialization and Division of Labor
  - Lesson 7: The Role of Government in the U.S. Economy
  - Lesson 8: How Global Competition Affects the U.S. Economy
  - Lesson 9: Effects of Change in the U.S. Economy

- **Unit 1:**
  - Lesson 3: Thinking Like an Economist

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**Assessments in textbook**

**Teacher created assessment**

**Released MEAP items**

**Student projects**
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<tr>
<td>How does geography influence the location of economic regions?</td>
<td></td>
<td><a href="http://www.kidseconposters.com">www.kidseconposters.com</a> (great source for K-6 Econ Concept Posters, Bingo game, Econ songs, and literature connections)</td>
</tr>
<tr>
<td>How are market economics throughout the world similar?</td>
<td></td>
<td><a href="http://www.ncee.net">www.ncee.net</a> (National Council on Economic Education website, 100s of free downloadable lessons)</td>
</tr>
<tr>
<td>What are some of the economic regions of the U.S.?</td>
<td></td>
<td><a href="http://www.mcps.k12.md.us">www.mcps.k12.md.us</a> (32 popular K-6 trade book lessons to integrate Econ &amp; geography)</td>
</tr>
<tr>
<td>What characteristics do market economies share?</td>
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<td>What is the role of government in a market economy?</td>
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<td>Why do people engage in trade?</td>
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<td>What role do incentives play in a market economy?</td>
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<td>How does a market economy deal with the fact that productive resources are limited?</td>
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**E1.0.6:** Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g.,

**E1.0.7:** Demonstrate supply, demand), the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

**E1.0.8:** Explain why public goods (e.g., libraries, roads, parks) are not privately owned.

**E2.0.1:** 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).

**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).

**C3.0.7:** Explain how the federal government uses taxing and spending to serve the purposes of government.

**E0.1.6:** Public goods and services are provided by the government when it is more efficient than to have them provided by private businesses.

**E0.1.7:** Capital, labor and resources are provided by three segments of society.

**E0.1.8:** Michigan, the United States, and the World can be divided into similar regions.

**E0.2.1:** Countries with market economies can comprise a single region.

**E0.3.1:** Maps and geographic technologies are used to communicate data about regions. Voluntary exchange (trade) occurs only when all participating parties expect to gain.

**E0.4.1:** People respond predictably to incentives.

**E0.5.1:** Productive resources are limited.

**E0.6.1:** Unemployment imposes costs on individuals and nations.

**E0.7.1:** Productive resources are limited.

**E0.8.1:** Unemployment imposes costs on individuals and nations.

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**www.michcouncilss.org** (Michigan Council for Social Studies)

Recommended Trade Books:
The Goat in the Rug
The House on Maple Street

**www.playdougheconomics.com** (download from Internet)

Big Book of Social Studies K-6 by Dinah Zike (foldables)

**www.jackdawsprimarydocuments.com**

Google images

Leveled Readers

Primary Documents

Supplemental Text Materials

Econ & Me: video and activities
Identify:
- buyers
- competition
- global competition
- market economy
- price
- sellers
- supply & demand
- interdependence
- opportunity cost
- producer
- consumer
- profit
- taxes
- human resources
- natural resources
- capital resources

Key Concepts:
circular flow
competition
division of labor
economic decision making
economics
employment/ unemployment
incentives
market economy
price
role of government
specialization
supply/demand