

Vocabulary	
Geography Absolute location Cardinal directions Case study Characteristics of geographic tools and technologies Climate Cultural development of place or region Regions Spatial perspective Topography	Public Discourse, Decision Making and Citizen Involvement Citizenship Civic responsibilities Core Democratic Values: Common Good Equality Justice Liberty Life Popular Sovereignty Truth Individual rights Freedom of religion Freedom of speech Right to assemble Right to petition Public issues
Recommended Texts*	Resources *

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Deputy Superintendent

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Executive Director for Student Learning

Delsa Chapman
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Fourth Grade • First Quarter
Pacing Guide



Social Studies

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Grade 4 Social Studies First Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - G1.0.1</p> <p><input type="checkbox"/> 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?.</p> <p>4 - G1.0.2</p> <p><input type="checkbox"/> I CAN use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p>4 - G1.0.3</p> <p><input type="checkbox"/> 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).</p> <p>4 - G1.0.4</p> <p><input type="checkbox"/> I CAN use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4 - G1.0.5</p> <p><input type="checkbox"/> I CAN use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>4 - G2.0.1</p> <p><input type="checkbox"/> I CAN describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, land-form regions, vegetation regions).</p> <p>4 - G2.0.2</p> <p><input type="checkbox"/> 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.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 - P3.1.3</p> <p><input type="checkbox"/> 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.</p> <p>4 - P3.3.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - P4.2.1</p> <p><input type="checkbox"/> I CAN develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>4 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects to help or inform others.</p>

Vocabulary	
<div>History</div> <div>Adaptation to the environment</div> <div>Culture</div> <div>Diversity</div> <div>Historical narrative</div> <div>Human/environment interaction</div> <div>Immigration</div> <div>Migration</div> <div>Modification of the environment</div> <div>Movement</div> <div>Push and pull factors</div> <div>Resource use</div>	
Recommended Texts*	Resources*

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Fourth Grade • Second Quarter

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Grade 4 Social Studies Second Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>4 - H3.0.1</p> <p><input type="checkbox"/> I CAN identify Michigan’s major economic industries through time.</p> <p><input type="checkbox"/> I CAN think about Michigan like a historian, answering questions like what happened, when and why did it happen, and who was involved.</p> <p><input type="checkbox"/> I CAN show the significance of the economy and relate it to other events or issues in the past, present, and future.</p> <p>4 - H3.0.2</p> <p><input type="checkbox"/> I CAN use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p> <p>4 - H3.0.3</p> <p><input type="checkbox"/> I CAN describe how the relationship between the location of natural resources and industries (after 1837) affected and continues to affect the location and growth of Michigan cities.</p> <p>4 - H3.0.4</p> <p><input type="checkbox"/> I CAN use 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 (e.g., 1837-1900, 1900-1950, 1950-2000).</p> <p>4 - H3.0.6</p> <p><input type="checkbox"/> 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.</p> <p>4 - H3.0.7</p> <p><input type="checkbox"/> 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.</p> <p>4 - H3.0.8</p> <p><input type="checkbox"/> I CAN describe how Michigan worked in the past and continues to work today to protect its natural resources.</p> <p>4 - H3.0.9</p> <p><input type="checkbox"/> I CAN create timelines (using decades after 1930) to sequence and describe important events in Michigan history.</p>	<p>4- G4.0.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - G4.0.2</p> <p><input type="checkbox"/> 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> <p>4 - G4.0.3</p> <p><input type="checkbox"/> I CAN describe some of the movemetns of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons.</p> <p>4 - G5.0.1</p> <p><input type="checkbox"/> I CAN assess the positive and negative effects of human activities on the physical environment of the United States.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 - P3.1.3</p> <p><input type="checkbox"/> 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.</p> <p>4 - P3.3.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - P4.2.1</p> <p><input type="checkbox"/> I CAN develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>4 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects to help or inform others.</p>

Vocabulary	
<div>Economics Buyers Sellers Capital resources Circular flow Competition Consumer Producer Division of labor Employment/unemployment Global competition Human resources Natural resources Capital resouces Incentives Interdependence Market Economy Opportunity cost Profit Price Role of government Supply and demand Taxes</div>	
Recommended Texts*	Resources *

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Fourth Grade • Third Quarter
Pacing Guide



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Grade 4 Social Studies Third Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>4 - H3.0.5</p> <p><input type="checkbox"/> I CAN use data and other texts to compare a major Michigan economic activity today with one in the past.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - C3.07</p> <p><input type="checkbox"/> I CAN explain how the federal government uses taxing and spending to serve the purposes of government.</p>	<p>4 - E1.0.1</p> <p><input type="checkbox"/> 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?).</p> <p>4 - E1.0.2</p> <p><input type="checkbox"/> I CAN describe some characteristics of a market economy. For example: private property rights, voluntary exchange competition, consumer sovereignty, incentives, specialization.</p> <p>4 - E1.0.3</p> <p><input type="checkbox"/> I CAN describe how positive (responding to a sale, saving money, earning money) and negative incentives (library fines, overdue video rental fees) influence behavior in a market economy.</p> <p>4 - E1.0.4</p> <p><input type="checkbox"/> I CAN explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 - E1.0.5</p> <p><input type="checkbox"/> I CAN explain how specialization and division of labor increase productivity (e.g., assembly line).</p> <p>4 - E1.0.6</p> <p><input type="checkbox"/> I CAN explain how competition among buyers results in higher prices and competition among sellers' results in lower prices (e.g., supply, demand).</p> <p>4 - E1.0.7</p> <p><input type="checkbox"/> I CAN describe the exchange of goods and services and the role of money (circular flow model).</p> <p>4 - E1.0.8</p> <p><input type="checkbox"/> I CAN explain why public goods (e.g., libraries, roads, parks) are not privately owned.</p> <p>4 - E2.0.1</p> <p><input type="checkbox"/> 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).</p> <p>4 - E3.0.1</p> <p><input type="checkbox"/> 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>	<p>4 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 - P3.1.3</p> <p><input type="checkbox"/> 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.</p> <p>4 - P3.3.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - P4.2.1</p> <p><input type="checkbox"/> I CAN develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>4 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects to help or inform others.</p>

Vocabulary	
Civics and Government <div>Bill of Rights</div> <div>Checks and balances</div> <div>Citizenship</div> <div>Civic responsibilities</div> <div>Core Democratic Values</div> <div>Congress</div> <div>Constitution</div> <div>Delegated/reserved/shared powers</div> <div>Equality</div> <div>Executive Branch of Government</div> <div>Judicial Branch of Government</div> <div>Legislative Branch of Government</div> <div>Federal government</div> <div>Freedom of religion</div> <div>Freedom of speech</div> <div>Governmental authority</div> <div>Limited government</div> <div>Individual rights</div> <div>Justice</div> <div>Liberty</div> <div>Life</div> <div>Patriotism</div> <div>Popular Sovereignty</div> <div>Public issues</div> <div>Pursuit of happiness</div> <div>Representative government</div> <div>Right to assemble</div> <div>Right to petition</div> <div>Rule of Law</div> <div>Separation of powers</div> <div>Truth</div> <div>Veto</div>	
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Grade 4 Social Studies Fourth Quarter				
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<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - C1.0.1</p> <p><input type="checkbox"/> I CAN identify questions a political scientist would ask in examining the United States. (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?)</p> <p>4 - C1.0.2</p> <p><input type="checkbox"/> I CAN explain what consequences there would be without government, rules, and laws.</p> <p>4- C1.0.3</p> <p><input type="checkbox"/> I CAN describe the purposes of government that are identified in the Preamble of the Constitution.</p> <p>4 - C2.0.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - C2.0.2</p> <p><input type="checkbox"/> 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).</p> <p>4 - C3.0.1</p> <p><input type="checkbox"/> 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).</p> <p>4 - C3.0.2</p> <p><input type="checkbox"/> 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).</p> <p>4 - C3.0.3</p> <p><input type="checkbox"/> I CAN describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>4 - C3.0.4</p> <p><input type="checkbox"/> I CAN describe how the powers of the federal government are separated among the branches.</p> <p>4 - C3.0.5</p> <p><input type="checkbox"/> 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> <p>4 - C3.06</p> <p><input type="checkbox"/> I CAN describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p> <p>4 - C5.01</p> <p><input type="checkbox"/> 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).</p> <p>4 - C5.02</p> <p><input type="checkbox"/> I CAN explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities .</p> <p>4 - C5.03</p> <p><input type="checkbox"/> I CAN describe ways citizens can work together to promote the values and principles of American democracy.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>4 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 - P3.1.3</p> <p><input type="checkbox"/> 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.</p> <p>4 - P3.3.1</p> <p><input type="checkbox"/> 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.</p> <p>4 - P4.2.1</p> <p><input type="checkbox"/> I CAN develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>4 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects to help or inform others.</p>