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Vocabulary

Geography

Absolute location Cardinal directions

Case study

Characteristics of geographic tools and technologies

Climata

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

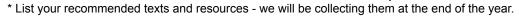
Freedom of speech

Right to assemble

Right to petition

Public issues

Recommended Texts* Resources *





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Deputy Superintendent

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DRAFT

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
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	 4 - G1.0.1 □ 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?. 4 - G1.0.2 □ I CAN use cardinal and intermediate directions to describe the relative location of significant places in the United States. 4 - G1.0.3 □ 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). 4 - G1.0.4 □ I CAN use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. 4 - G1.0.5 □ I CAN use maps to describe elevation, climate, and patterns of population density in the United States. 4 - G2.0.1 □ 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). 4 - G2.0.2 □ 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. 	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	 4 - P3.1.1 □ I CAN identify public issues in the United States that influence the daily lives of its citizens. 4 - P3.1.2 □ I CAN 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 □ 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. 4 - P3.3.1 □ 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. 4 - P4.2.1 □ I CAN 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 □ I CAN participate in projects to help or inform others.

Vocabulary

History

Adaptation to the environment Culture

Diversity

Historical narrative

Human/environment interaction

Immigration

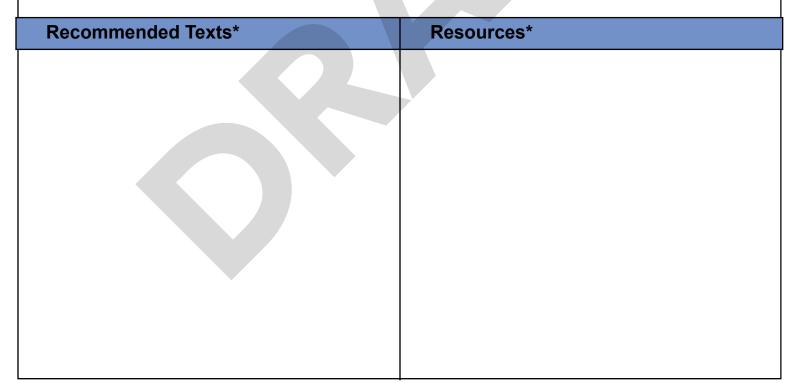
Migration

Modification of the environment

Movement

Push and pull factors

Resource use



* List your recommended texts and resources - we will be collecting them at the end of the year.



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Fourth Grade • Second Quarter





Social Studies

Introduction to Your Social Studies Pacing Guide

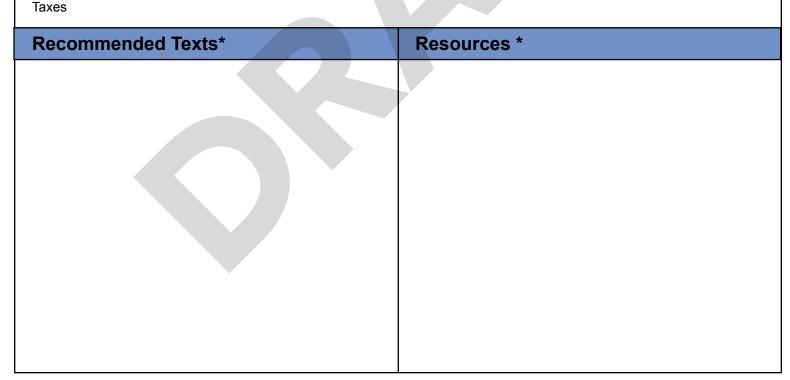
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Grade 4	So	cial Studies		Second Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
I CAN think about Michigan like a historian, answering questions like what happened, when and why did it happen, and who was involved. I CAN show the significance of the economy and relate it to other events or issues in the past, present, and future. I CAN use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. 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. 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). 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. 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 case tudies 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 case timelines (using decades after 1930) to sequence and describe important events in Michigan history.	 4- G4.0.1 ☐ 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. 4- G4.0.2 ☐ 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). 4- G4.0.3 ☐ I CAN describe some of the movemeths of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons. 4- G5.0.1 ☐ I CAN assess the positive and negative effects of human activities on the physical environment of the United States. 	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	4 - P3.1.1

Economics Buyers Sellers Capital resources Circular flow Competition Consumer Producer Division of labor Employment/unemployment



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Global competition
Human resources
Natural resources
Capital resouces
Incentives
Interdependence
Market Economy
Opportunity cost

Role of government Supply and demand

Profit Price

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Fourth Grade • Third Quarter





Social Studies

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Grade 4		Social Studies		Third Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
4 - H3.0.5 □ I CAN use data and other texts to compare a major Michigan economic activity today with one in the past.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	4 - C3.07 ☐ I CAN explain how the federal government uses taxing and spending to serve the purposes of government.	 4 - E1.0.1 □ 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?). 4 - E1.0.2 □ I CAN describe some characteristics of a market economy. For example: private property rights, voluntary exchange competition, consumer sovereignty, incentives, specialization. 4 - E1.0.3 □ 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. 4 - E1.0.4 □ I CAN explain how price affects decisions about purchasing goods and services (substitute goods). 4 - E1.0.5 □ I CAN explain how specialization and division of labor increase productivity (e.g., assembly line). 4 - E1.0.6 □ I CAN explain how competition among buyers results in higher prices and competition among sellers' results in lower prices (e.g., supply, demand). 4 - E1.0.7 □ I CAN explain why public goods (e.g., libraries, roads, parks) are not privately owned. 4 - E1.0.8 □ 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). 4 - E2.0.1 □ I CAN describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls). 	 4 - P3.1.1 □ I CAN identify public issues in the United States that influence the daily lives of its citizens. 4 - P3.1.2 □ I CAN 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 □ 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. 4 - P3.3.1 □ 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. 4 - P4.2.1 □ I CAN 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 □ I CAN participate in projects to help or inform others.

Vocabulary

Civics and Government

Bill of Rights Checks and balances

Citizenship

Civic responsibilities
Core Democratic Values

Congress Constitution

Delegated/reserved/shared powers

Equality

Executive Branch of Government Judicial Branch of Government

Legislative Branch of Government Federal government Freedom of religion Freedom of speech

Governmental authority

Limited government Individual rights

Justice Liberty Life

Patriotism
Popular Sovereignty

Public issues

Pursuit of happiness

Representative government Right to assemble

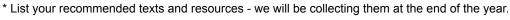
Right to assemb Right to petition Rule of Law

Separation of powers

Truth Veto

Recommended Texts*

Resources*





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Fourth Grade • Fourth Quarter





Social Studies

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Grade 4	Social Studies			
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
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