

4th Grade Social Studies Curriculum Map

U.S. Studies

Unit # 1 Foundations in Social Studies	Time Frame (Months): Sept	
<u>Key Concepts</u> economics / economist geography / geographer government / political scientist history / historian	<u>Essential/Focus Questions</u> 1. What questions frame the social studies disciplines of history, geography, government and economics? 2. How are historians, geographers, political scientists, and economists similar and different in how they study people and places?	
<u>Standards Covered</u> G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. <ul style="list-style-type: none"> ● 4 – G1.0.1 Identify questions geographers ask in examining the United States. Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places? E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. <ul style="list-style-type: none"> ● 4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address. Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services? C1 Purposes of Government Explain why people create governments. <ul style="list-style-type: none"> ● 4 – C1.0.1 Identify questions political scientists ask in examining the United States. Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy? 		
MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Thinking Like a Historian	Books: Goldish, Meish. <i>Mass Production and the Model T: Building the Car for Everyone</i> . Harcourt Achieve, Rigby, 2008. Hall, Donald. <i>The Ox Cart Man</i> . New York: Penguin Group, 1983.	
Lesson 2: Thinking Like a Geographer		
Lesson 3: Thinking Like an Economist		
Lesson 4: Thinking Like a Political Scientist		

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	<p>Haydon, Julie. <i>Writing a Biography: Henry Ford</i>. Harcourt Achieve Inc., 2006.</p> <p>Hoban, Lillian, <i>Arthur's Funny Money</i>. New York, Harper Collins. 1981.</p> <p>Parker, Lewis K. <i>Henry Ford and the Automobile Industry</i>. American Tycoons Series. Rosen Book Works, 2002.</p> <p>Websites: https://www.thoughtco.com/blank-us-maps-and-other-countries-4070241</p>	
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U.S. Studies

Unit # 5 Our Federal Government	Time Frame (Months): Oct – Mid Nov
<u>Key Concepts</u> Bill of Rights checks and balances Constitution delegated/reserved/shared powers executive/legislative/judicial branches of government federal government governmental authority individual rights limited government popular sovereignty representative government rule of law separation of powers	<u>Essential/Focus Questions</u> 1. Why do people form limited governments? 2. How does our federal government work? 3. How does the Constitution, including its core democratic values, limit the power of government?
<u>Standards Covered</u> C1 Purposes of Government Explain why people create governments. <ul style="list-style-type: none"> • 4 – C1.0.1 Identify questions political scientists ask in examining the United States. Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy? • 4 -C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution. C2 Democratic Values and Constitutional Principles of American Government <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 serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. Examples may include but are not limited to: individual rights (e.g., freedom of religion, freedom of expression, and freedom of press). 	

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- 4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government. Examples may include but are not limited to: election of public officers, separation of powers, checks and balances, Bill of Rights.
- 4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments. Examples for federal government may include but are not limited to: coining of money, declaring war. Examples for tribal governments may include but are not limited to: issuing hunting, gathering, and fishing licenses, issuing tribal identification cards. Examples for state governments may include but are not limited to: issuing driver’s licenses, issuing marriage licenses.
- 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. Examples may include but are not limited to: 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, Supreme Court Justices are elected or appointed. Examples may include but are not limited to: elections versus appointments.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Why Do We Need a Government? Lesson 2: What Kind of Government Do We Have? Lesson 3: What Powers Does Our Government Have? Lesson 4: How is Our Federal Government Organized? Lesson 5: Why Do We Have a System of Checks and Balances? Lesson 6: Limiting the Power of Government – The Bill of Rights		Constitutional Principles of American Government Structures & Functions of Government

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U.S. Studies

Unit # 6 Rights & Responsibilities of Citizenship

Time Frame (Months): Mid Nov - Dec

Key Concepts

Bill of Rights
citizenship
civic responsibilities
core democratic values
individual rights
public issues

Essential/Focus Questions

1. How are rights and responsibilities related?
2. How can citizens work together to improve their government?
3. Why are rights and responsibilities of citizenship essential to our form of government?

Standards Covered

C2 Democratic Values and Constitutional Principles of American Government

- 4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press. Examples of values may include but are not limited to: common good, equality, individual rights, justice (fairness), right to alter laws. C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions.

C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

- 4 – C5.0.1 Explain the responsibilities of members of American society. Examples may include but are not limited to: 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 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.
- 4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

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- 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 Democratic Values lead people to differ on resolutions to a public policy issue in the United States. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.

- 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.

4.2 Civic Participation Act constructively to further the public good.

- 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.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: What is the Bill of Rights? Lesson 2: What are the Responsibilities of Citizens? Lesson 3: Becoming Informed about Public Issues Lesson 4: Core Democratic Values and Public Issues Lesson 5: Exploring a Public Issue Facing U.S. Citizens Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens		Civic Participation

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U.S. Studies

History of Michigan Beyond Statehood

Time Frame (Months): Jan

Standards Covered

H3 The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.

- 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present. Examples of questions may include but are not limited to: 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? Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 4 – H3.0.3 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.
- 4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.
- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.
- 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. Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.
- 4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Some standards covered in Unit 3 & 4		-Michigan Economic Activities from Statehood to Present -Life & Growth in Michigan

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U.S. Studies

Unit # 2 The United States in Spatial Terms

Time Frame (Months): Feb – Mid Mar

Key Concepts

absolute location
climate
elevation
human and physical characteristics of place
political boundaries
population density
regions
relative location
spatial perspective
special purpose maps
topography

Essential/Focus Questions

1. What questions would geographers ask in examining the United States?
2. What tools and technologies would geographers use to answer geographic questions?
3. How might the United States be described using the concepts of location, place, and regions?

Standards Covered

G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.

- 4 – G1.0.1 Identify questions geographers ask in examining the United States. Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places?
- 4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools. Examples of purposes may include but are not limited to: measure distance, determine relative or absolute location, classify a region. Examples of tools and technologies may include but are not limited to: globe, map, Geographic Information Systems (GIS), satellite image.
- 4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.
- 4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

G2 Places and Regions Understand how regions are created from common physical and human characteristics.

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- 4 – G2.0.1 Describe ways in which the United States can be divided into different regions. Examples may include but are not limited to: political regions, land-use regions, land-form regions, vegetation regions.
- 4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Where is the United States Located? Lesson 2: Physical Characteristics of the United States Lesson 3: Human Characteristics of the United States Lesson 4: Using Special Purpose Maps to Learn about the United States Lesson 5: A Closer Look at U.S. Regions Lesson 6: Comparing Two Regions of the United States Lesson 7: Describing the Geography of the United States		The World in Spatial Terms Places & Regions

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U.S. Studies

Unit # 3 Human Geography	Time Frame (Months): Mid Mar - April
<u>Key Concepts</u> adaptation to the environment culture human/environment interaction immigration migration modification of the environment movement public issues push and pull factors resource use	<u>Essential/Focus Questions</u> 1. What questions do geographers ask in examining human geography in the United States? 2. How have the concepts of movement and human/environment interaction influenced the development of the United States? 3. How might the country resolve contemporary public issues related to movement and human/environment interaction in the United States?
<u>Standards Covered</u> G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. <ul style="list-style-type: none"> ● 4 – G1.0.1 Identify questions geographers ask in examining the United States. Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places? ● 4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. ● 4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States. G4 Human Systems Understand how human activities help shape the Earth’s surface. <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. ● 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. Examples may include but are not limited to: forms of shelter, language, food. ● 4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements. Examples may include but are not limited to: movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States. 	

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G5 Environment and Society Understand the effects of human-environment interactions.

- 4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

H3 The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.

- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.

P3.1 Identifying and Analyzing Public Issues
Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
Lesson 1: Questions Geographers Ask about Human Geography Lesson 2: Movement - Push and Pull Factors Lesson 3: Push and Pull Factors – Immigration to the United States Lesson 4: The Impact of Immigration on Culture in the United States Lesson 5: How Have People Used the Environment in the United States? Lesson 6: Adapting to Different Environments in the United States Lesson 7: Modifying the Environment in the United States Lesson 8: Public Issues Related to Geography		Human Systems Environment & Society

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U.S. Studies

Unit # 4 Exploring Economics	Time Frame (Months): May - June
<u>Key Concepts</u> circular flow competition division of labor economic decision making economics employment/ unemployment incentives market economy price productivity public goods and services role of government specialization supply/demand	<u>Essential/Focus Questions</u> 1. What questions do economists ask and how do their answers describe the United States? 2. How do the characteristics of a market economy influence economic decision making? 3. How does competition affect the economy in the United States?
<u>Standards Covered</u> E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. <ul style="list-style-type: none"> ● 4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address. Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services? ● 4 – E1.0.2 Describe characteristics of a market economy. Examples may include but are not limited to: 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. Examples of positive incentives may include but are not limited to: responding to a sale, saving money, earning money. Examples of negative incentives may include but are not limited to: library fines. 	

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- 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services. Examples may include but are not limited to: substitute goods, complementary goods.
- 4 – E1.0.5 Explain how specialization and division of labor increase productivity. Examples may include but are not limited to: assembly lines.
- 4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices. Examples may include but are not limited to: supply, demand.
- 4 – E1.0.7 Describe the role of money in the exchange of goods and services. Examples may include but are not limited to: people earn income and use the income to purchase goods and services.
- 4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded. Examples of goods and services may include but are not limited to: libraries, roads, parks, the Mackinac Bridge. Examples of funding may include but are not limited to: taxes, tolls, fees. E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.

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. Examples may include but are not limited to: changing demand for natural resources, changes in technology, changes in competition. E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

- 4 – E3.0.1 Identify advantages and disadvantages of global competition.

C2 Democratic Values and Constitutional Principles of American Government

- 4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government

H3 The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.

- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

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MI-Citizenship Lessons/Activities	Chapter in Text or Other Resources	Study Island Resources
<p>Lesson 1: What is Economics?</p> <p>Lesson 2: Characteristics of a Market Economy</p> <p>Lesson 3: Circular Flow</p> <p>Lesson 4: Economic Decision Making: The Role of Price and Competition</p> <p>Lesson 5: The Role of Incentives</p> <p>Lesson 6: Specialization and Division of Labor</p> <p>Lesson 7: How Global Competition Affects the U.S. Economy</p> <p>Lesson 8: Effects of Changes in the U.S. Economy</p> <p>Lesson 9: The Role of Government in the U.S. Economy</p>	<p>Unit 4 Student Book</p> <p><u>Books</u></p> <p>Adams, Barbara Johnston. <i>The Go-Around Dollar</i>. NY: Four Winds Press, 1992.</p> <p>Agee, Jon. <i>Nothing</i>. New York: Hyperion Books, 2007.</p> <p>Disalvo-Ryan. <i>Grandpa's Corner Store</i>. New York: Harper Collins Publishers, 2000.</p> <p>Hall, Donald. <i>The Ox Cart Man</i>. New York: Viking Junior Books, 1979.</p> <p><u>Websites</u></p> <p>United States Census Bureau https://www.census.gov/foreign-trade/statistics/country/index.html</p> <p>Federal Agencies https://www.usa.gov/federal-agencies</p>	<p>Market Economy</p> <p>National & International Economy</p>