

## Grade 4 Social Studies

### History

**Using a variety of primary and secondary sources\*, construct a historical narrative comparing lives of people in the Great Lakes region.**

- Use primary and secondary sources to compare the life of people in towns and cities in Michigan and the Great Lakes region during time periods from 1837 to the present, and create timelines (decades) to sequence events.
- Describe how the location of natural resources, the location of industries after 1837, migration and immigration (push/pull factors) impacted the growth and major economic activities of cities in Michigan.
- Construct a historical narrative about the beginnings of the automobile industry and labor movement in Michigan.
- 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.

\*Primary: photographs, diaries, artifacts; Secondary: case studies, stories, trade books, videos.

### Geography

**Apply the five geographic themes to understand how geographers use tools and technologies to understand the effects of human activities on the physical environment of the United States.**

- Use maps and other geographic tools to describe relative location, elevation, climate, population density, and other physical characteristics of significant places in the United States.
- Describe ways in which the United States can be divided into different regions (political regions, economic regions, landform regions, vegetation regions) and identify the larger region(s) to which Michigan belongs and compare it to another region within the United States.
- Use a case study or story about migration within or to the United States (push/pull factors), and describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. (movement)
- Assess the positive and negative effects of human activities on the physical environment of the United States.

### Civics and Government

**Use values and principles of American democracy to explain purposes, principles, and functions of the United States government and rights of citizenship as identified in the United States Constitution and Bill of Rights.**

- Explain the purpose and principles of federal government, identify specific rights set forth and guaranteed by Preamble, United States Constitution, and Bill of Rights, and explain probable consequences of the absence of government, rules, and their laws.
- Identify and answer political science questions as they relate to the roles, powers, and organizational structure of the three branches of federal government.
- Describe how the President, members of Congress, and justices of the Supreme Court come to power (elections vs. appointments).
- Give examples of the ways the Constitution limits the powers of the national government and further explain how the system of checks and balances works.
- Explain how federal government uses taxing and spending to serve the purposes of government.
- Explain the relationship between rights and responsibilities of citizenship, why rights have limits, and ways citizens can work together to promote democracy.

## **Economics**

**Use economic principles to analyze and explain fundamental concepts of economics as they pertain to the economic development and interdependence of U.S. and global economies.**

- Identify questions economists ask to analyze and explain characteristics of a market economy (private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).
- Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- Explain how specialization, division of labor, competition, and pricing affects decisions about purchasing goods and services (assembly line, supply and demand, and substitute goods) as they pertain to the economic development of United States and global economies.
- Describe how global competition impacts the national/international economy and how changes in the United States economy impact levels of employment and unemployment.
- Explain why public goods (libraries, roads, and parks) are not privately owned.

## **Public Discourse, Decision Making, and Citizen Involvement**

**Identify a public issue in the United States; express a position and develop an action plan to inform others about a public issue.**

- Use graphic data to identify and analyze public issues in the United States that influence daily life and evaluate alternative decisions on those issues, and explain how conflicts over core democratic values lead people to differ on resolutions.
- Compose a brief essay to justify a personal position with a reasoned argument, and develop an action plan/project to help or inform others.