

Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics through the lens of Michigan history and the United States. Expectations that particularly lend themselves to being taught through a historic, geographic, civic, or economic lens are denoted.

History

Fourth grade students use examples from Michigan history (from statehood to the present) as a case study for learning about United States geography, economics, and government. Teachers are encouraged to use examples from Michigan history beyond statehood to teach geographic, civic, and economic concepts.

Geography

Students draw upon their knowledge of spatial awareness, regions, human systems, and human-environment interactions to create more sophisticated understandings of these concepts within the context of the United States. By focusing on the work of geographers, students explore the types of questions geographers ask and the tools they use to answer these questions. Students learn that maps can be used to describe elevation and climate, as well as to analyze patterns of population density. In preparation for the study of American history, students concentrate on the geography of the United States. Students expand their knowledge of human systems using case studies and stories to understand push and pull factors of migration and the influence of migration on culture within the United States. Students deepen their understanding of human-environment interactions by assessing positive and negative effects of human activities on the physical environment of the United States. The firm understanding of United States geography established in fourth grade prepares students for the study of American history in fifth grade and world geography in grades six and seven.

Civics and Government

Fourth grade students learn how the United States government works. Students examine the purposes of government as set forth in the Preamble to the U.S. Constitution, how our current form of government functions to serve those purposes, and the probable consequences of not having government, rules, or laws. Building upon their understanding of the structure and functions of government in Michigan, students use examples to explore how the powers of the federal government are limited. Students also begin to understand that the federal and state governments have different powers as a foundation for learning about federalism in fifth grade. Concepts of governmental taxing and spending are expanded from previous grades as students apply these concepts to the federal government. Students explore how key concepts such as popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the power of government and how these ideas are manifested in the Constitution and Bill of Rights. Students learn how government affects their daily lives by identifying examples of rights guaranteed by the Constitution and Bill of Rights. Students explain why all rights have limits, describe the relationship between rights and responsibilities, and investigate ways people can work together to promote the values and principles of American democracy.

Economics

Fourth grade students continue to deepen their understanding of economic principles with a focus on the characteristics of market economies. They move beyond applying the economic concepts of scarcity, choice, and opportunity costs in personal economic decisions and begin to think like an economist, identifying the types of questions economists ask. Economic decision making is examined by applying the concepts of price, competition, and incentives. Students develop an understanding of specialization, division of labor, competition, and interdependence and explore their effects on productivity. Moreover, the circular flow model is introduced in fourth grade, providing a foundation for future studies in economics. Students build upon their knowledge of governmental taxing and spending as they explore why certain public goods are not privately owned. Students also take an increasingly sophisticated look at the global economy as the expectations explore the impact of global competition on the national economy.

Public Discourse, Decision Making, and Citizen Involvement

Students deepen their understanding of public issues and the importance of citizen action in a democratic republic. Using the context of the United States, fourth grade students identify public policy issues facing citizens in the United States, use graphic data and other sources to analyze information about the issue, and evaluate alternative resolutions. By utilizing examples, students expand their understanding of how conflicts among core democratic values often lead people to want different resolutions to a public policy question. Students demonstrate competency in expressing their own opinions relative to a public issue in the United States and justify their opinions with a reasoned argument with increasing complexity. This foundational knowledge is built upon throughout the grades as students use their knowledge of how, when, and where to communicate and become more proficient in communicating positions on sophisticated public issues with a reasoned argument.

HISTORY**H3 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 (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
- 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?
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4 – H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
- 4 – H3.0.4 Draw upon 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 from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)
- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
- 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. (G, E)
- 4 – H3.0.7 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. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)
- 4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)
- 4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

GEOGRAPHY**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 (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4 – G1.0.3 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 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

G2 Places and Regions

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

- 4 – G2.0.1 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 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 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. (H)
- 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 (e.g., forms of shelter, language, food). (H)

G5 Environment and Society

Understand the effects of human-environment interactions.

- 4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

CIVICS AND GOVERNMENT**C1 Purposes of Government**

Explain why people create governments.

- 4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., 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?).
- 4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 4 – C2.0.1 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 as reflected in the Constitution and Bill of Rights.
- 4 – C2.0.2 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).

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 4 – C3.0.1 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).
- 4 – C3.0.2 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).
- 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 (e.g., 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, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 4 – C5.0.1 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).
- 4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3 Explain why rights have limits.
- 4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 4 – 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?).
- 4 – E1.0.2 Describe some characteristics of a market economy (e.g., 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.
- 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
- 4 – E1.0.6 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 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

E2 National Economy

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 (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

E3 International Economy

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

- 4 – 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).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**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.
- 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 core democratic values lead people to differ on resolutions to a public policy issue in the United States.

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.

P4.2 Citizen Involvement

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.