

Social Studies Curriculum Map – 4th Grade – Entire School Year – (revised 5-2-08)

Timeframe	GLCE	Student Skills	Instructional Materials (Resources, Lessons, Etc.)	Integration/ Other Content Areas	Assessments
	G1 - The World in Spatial Terms				
September	3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Classroom Maps, Chapter 1 Michigan Book Paddle to the Sea (Book) The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html Newspaper (classroom bulletin board) Headings – history, civics and government, economics, geography, public discourse and citizen involvement		Create a salt dough relief map of Michigan
	G2 - Places and Regions				
September	3 – G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Chapter 1 Michigan Book Picture book of Michigan Sunrise in Michigan using weather websites (weatherbug, weatherunderground) Create a concept map (mind map) of the two regions of Michigan. *Technology piece with pictures. The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html		
	G5 Environment and Society				
September/ October	3 – G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	Chapter 2 Michigan Book Mining/Timber/Farming Videos The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html Buckley Old Engine Show Fieldtrip		

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October	3 – G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan.	Chapter 2 Michigan Book Natural Resources Poster (Large Maps/Group Project) The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html		Travel brochure of Michigan (Make five stops at least two in the UP).
October/November	3 – H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)			
	3 – H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.			
Jan	3 – H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).			

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October/Nov.	3 – H3.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabeg-Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	Legend of Sleeping Bear, etc... (Wargon) Chapter 3 Michigan Book (Lesson 1, 2 and 3) Benzie Historical Museum Native American Venn Diagram (Compare language, occupations, where they lived, homes, clothing, ect...) *search online The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html		Quadrama (In 3D they must show similarities and differences between three tribes)
Oct/Nov.	3 – H3.0.5	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Chapter 3 Michigan Book Chapter 4 Michigan Book Native American Guest Speaker (Bob Bailey from Lake Ann\$) Video streaming The Mitten http://michiganhistorymagazine.com/kids/mitten_topics.html Artifact Discussion (Traps, fur hats, etc) http://www.mackinacparks.com/parks/loan-request-form_156/ (On loan artifacts)		Write a narrative revolving around historical artifact.
Nov	3 – H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	Chapter 4 Michigan Book Video Streaming Pontiacs Rebellion/Techumsa/Trail of Tears (Scholastic Books) Explorer People (Who, what, when, where, and why)		Write an essay about the explorer they used to make their person.
Dec.	3 – H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Research topic for “voice” writing. Each student takes a role and writes from that perspective. (Native American chief, fur trader, voyageur, European child new to settlement, missionary, black smith, inn keeper, trading post owner, woman, slave, squaw, soldiers French/British)		Final Writing piece using 6 traits rubric Museum Walk

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Nov/Dec	3 – H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	Chapter 4 Michigan Book Read and discuss about important Michigan figures (Pontiac, Stevens T. Mason, Marquette, Cadillac, etc)		
Jan	3 – H3.0.9	Describe how Michigan attained statehood.	Chapter 5 Michigan Statehood Steps of Statehood PowerPoint (Title page, population needed, constitution, Toledo War, statehood, work cited)		Student PowerPoint using rubric
Jan	3 – H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	Make timeline		Timeline
	H3 History of Michigan (Beyond Statehood)				

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Jan/Feb	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. 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?	Chapter 6 Michigan Jane Purkiss in with logging slides http://www.michiganepic.org/lumbering/lumbering.html http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778---.00.html Journey Back to Lumberjack Camp (Read Aloud) Erie Trail West (Read Aloud) Traders In Time http://www.michigan.gov/mikids/0,1607,7-163-15941---.00.html Lumberjack Breakfast YouTube		Poster project on agriculture, mining, lumbering or manufacturing.
Feb	4 – H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.	Chapter 6 Michigan & Chapter 8 Video Streaming		

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March	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).	Chapter 7 and Chapter 8 Vocabulary Quilt (based on Harriet Tubman, Civil War to Slavery) Follow text and build mini-activities based on units		
April	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.	Research project on one industry in Michigan. Students must compare and contrast one industry from the past to today (automobile, farming, logging, mining, shipping, energy, entertainment, sports, education, tourism, services, technology, ect...) Newspapers	Research project	
April	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.	Henry Ford books Big Annie of Calumet Research topic for “voice” writing. Each student takes a role and writes from that perspective. (Union Chief, Henry Ford, assembly line worker, business owner, immigrant worker)	Narrative story using 6 traits rubric. Museum Walk	
March	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)	Chapter 7 Michigan Video Streaming Brainpop		

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April	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.	Newspaper articles from year long subscription	Write their own article on current issues involving natural resources.	
April	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.	Continue timeline from earlier in the year.		
	C1 Purposes of Government				
May	3 – C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	Chapter 11 Michigan What Michigan laws do you know? List them and classify them. Review CDV’s (life, liberty, pursuit of happiness, justice, equality, diversity, common good, truth, patriotism and popular sovereignty) School House Rock Videos	Persuasive Writing which CDV is most important why? (Use newspaper, storyworks, text for ideas)	
	C2 Values and Principles of American Government				
May	3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.	Chapter 11 Michigan Lansing Trip Representative Visit Debates about new bills	Classroom participation and teacher observations	

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	C3 – Structure and Functions of Government				
May	3 – C3.0.1	Distinguish between the roles of state and local government.	Chapter 11 Michigan Invite in school board member to come in and talk. Look up government officials in phone book. Newspaper record of officials’ vote.	Write a letter to a local or state government official.	
May	3 – C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	Chapter 11 Michigan Find goods and services in phonebook.	Interview your parent about their job.	
May	3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	Chapter 11 Michigan Concept map/graphic organizer showing the three branches. (list names and the roles of each branch) Three branches of Government job and name match.		
May	3 – C3.0.4	Explain how state courts function to resolve conflict.	Chapter 11 Michigan Review court cases. Stop before you get a judgment and have students write about what he/she would do if she/he were judge. Tie into CDV’s. (Avoid criminal cases.)	Write ups, discussion, teacher observation	
Jan	3 – C3.0.5	Describe the purpose of the Michigan Constitution.	Chapter 5 Michigan Create a classroom constitution at the beginning of the year. Compare and contrast your classroom constitution to Michigan’s constitution.		
	C5 – Roles of Citizens in American Democracy				

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May	3 – C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	CDV's booklets Michiganepic.com	Narrative story, students create a new superhero who supports one CDV. The story must show how he/she supports the specific CDV	
	G4 Human Systems				
Ongoing	3 – G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.	Ongoing Newspaper articles See brochure activity from history See giant map Local business owners in to present		

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Ongoing	3 – G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).	See immigration activities, Native American activities, and migration activities.		
Ongoing	3 – G4.0.3	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.	Newspaper, ongoing activities.		
Ongoing	3 – G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	Newspaper/museums Local Native American speakers		
	E1 – Market Economy				
Ongoing	3 – E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	Newspaper, wind initiative, local energy Cherryland or other local power companies come to visit		

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Ongoing	3 – E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	Newspapers Research state programs Crystal Mountain representatives to discuss.		
Ongoing	3 – E1.0.3	Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).	See Unit 1 and Unit 5		
April/May	3 – E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	Unitedstreaming Give examples of each of these three resources. Connect to parent interview		
Ongoing	3 – E1.0.5	Explain the role of business development in Michigan’s economic future.	Newspaper What new businesses are coming to Michigan? What is the governor’s role in bringing in new businesses?		
	E2 National Economy				
Ongoing	3 – E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	Smeltzers, Don Nugent visit to discuss how these business have opened businesses internationally.		Teacher observation Assessment of written work

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Ongoing	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).	Newspaper, Classroom discussion about automobile industry. How has a more global market changed the economy in Michigan?		
	E3 International Economy				
	3 – E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Look on all of your clothing items to see where your items you are wearing come from. Point out those places on the map.		Teacher observation Assessment of written work
Ongoing	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).	Newspaper Classroom discussion		
	P3.1 Identifying and Analyzing Issues				
Ongoing	3 – P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Newspaper scrap book Discussion		
Ongoing	3 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Newspaper scrap book Discussion		

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Ongoing	3 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy in Michigan.	Newspaper scrap book Discussion		
	P3.3 Persuasive Communication About a Public Issue				
May/June	3 – P3.3.1	Compose a brief essay expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Select a public policy (from newspaper scrapbook). Why is this policy justified or unjustified in your opinion?		essay
	P4.2 Citizen Involvement				
May/June	3 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Classroom identifies and researches a cause. They then work to inform the public about this issue.		Presentation, letter, tv, radio, community project
May/June	3 – P4.2.2	Participate in projects to help or inform others.	Continue 3-P4.2.1		

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