

4th Grade Social Studies Pacing Guide

(Last updated 5/31/22)

GIANTS Suggested Year Long Pacing: [Click Here](#)

First Trimester

Units	Standards	I Can Statements	Possible Resources	Assessment	# of Lessons
Social Sciences History Geography Economics Political Science	4 - C1.0.2 4 - C5.0.3 4 - C1.0.1 4 - H3.0.1 4 - G1.0.1 4 - E1.0.1	• I explain how a democracy relies on people's responsible participation, and draw conclusions for how citizens should participate. • I explain how groups of people make rules to create responsibilities and protect freedoms. • I apply civic virtues and democratic principles in school settings. • I compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. • I explain why compelling questions are important to others (e.g., peers, adults). • I explain how supporting questions help answer compelling questions in an inquiry. • I identify and use questions that historians ask • I identify and use questions that geographers ask • I identify and use questions that political scientists ask • I identify and use questions that economists ask	MAISA Anishinaabe Resource Manual GIANTS	Quiz (16 points)	4
History and Geography	4 - G1.0.1 4 - G1.0.2 4 - G1.0.3 4 - G1.0.4 4 - G1.0.5 4 - G2.0.1 4 - G2.0.2 4 - G4.0.1 4 - G4.0.2	• I explain how geographic conditions and connections are different. • I find regions in Michigan using maps. • I explain how both positive and negative consequences followed the lumbering industry's activities in Michigan. • I explain how water connections (for example, on rivers and on Great Lakes) helped sawmilling cities grow during the late. • I use a map of the U.S. to show how migrants moved from eastern states to live and work in Michigan in the late 1800s. • I use a map of the world to show how immigrants moved from other	Open Book MAISA 11 Active Notes 12 Active Notes 13 Active Notes 14 Active Notes	Test (17 points) - Make a copy of this test to collect only your class's answers.	5 and Project

	4 - G5.0.1 4 - H3.0.1 4 - H3.0.2 4 - H3.0.4 4 - H3.0.7	countries to live and work in Michigan in the late 1800s. • I use the Equator and the Prime Meridian on world maps to help remember where continents are located.- I find regions in the U.S. using maps. • I explain how conditions and connections are different in different parts of the U.S. • I find a region that allowed enslavement before 1865, and I can trace an Underground Railroad escape route away from it.. • Identify pushes and pulls behind "migration" by escaped slaves to safe places	Regions Interactive Project Anishinaabe Resource Manual GIANTS	Study Guide	
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Second Trimester

Units	Standards	I Can Statements	Possible Resources	Assessment	# of Lessons
History and Economics	4 - E1.0.1 4 - E1.0.2 4 - E1.0.3 4 - E1.0.4 4 - E1.0.5 4 - E1.0.6 4 - E1.0.7 4 - E1.0.8 4 - E2.0.1 4 - E3.0.1 4 - H3.0.1 4 - H3.0.2 4 - H3.0.4 4 - H3.0.5 4 - H3.0.6 4 - H3.0.7	• I can use maps, satellite images, photographs, and other representations to explain relationships between the location of places and regions and their environmental characteristics. • I can explain how culture influences the way people modify and adapt to their environments. • I can describe how environmental and cultural characteristics influence population distribution in specific places or regions. • I can explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. • I can explain how human settlements and movements relate to the locations and use of various natural resources. • I can explain, create and use a chronological sequence of related events to compare developments that happened at the same time. • I can compare life in specific historical time periods to life today. • I can generate questions about individuals and groups who have shaped significant historical changes and continuities. • I can compare the benefits and costs of individual choices. • I can identify positive and negative incentives that influence the decisions people make. • I can identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to	Open Book MAISA Active Notes for Unit Junior Achievement Anishinaabe Resource Manual GIANTS	Quiz (8 points) - Make a copy of this test to collect only your class's answers. Microeconomics - Market Day Project	6 and Project

		produce goods and services. • I can explain why individuals and businesses specialize and trade. • I can explain the role of money and making exchange easier. • I can explain how profits influence sellers. • I can explain how transportation technologies changed through time. • I can identify raw materials that were needed to make iron and steel, and I can explain how they were transported to iron smelters and steel mills. • I can explain when and where different types of jobs grew in different parts of Michigan. • I can identify pushes and pulls behind immigration and migration into Michigan. • I can explain how both positive and negative consequences followed the mining industry and the auto industry in Michigan. • I can give examples of economic terms: "division of labor, competition, public goods, market, and outsourcing." • I can explain how conditions and connections helped some cities grow large at different times.			
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Third Trimester

Units	Standards	I Can Statements	Possible Resources	Assessment	# of Lessons
Civics and Government Purpose of Government Democratic Values Structure and Functions of Government Civic	4 - C1.01 4 - C1.02 4 - C1.03 4 - C2.01 4 - C2.02 4 - C3.01 4 - C3.02 4 - C3.03 4 - C3.04 4 - C3.05 4 - C3.06 4 - C3.07	• I can think about the United States like a Political Scientist. What does the 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 citizens in American Democracy? • I can explain what consequences there would be with an absence of government and of rules and laws. • I can describe the purposes of government as identified in the Preamble of the Constitution. • I can 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	Open Book MAISA Anishinaabe Resource Manual GIANTS	Test (25 points) - Make a copy of this test to collect only your class's answers.	6

Participation	4 - C5.0.1 4 - C5.0.2 4 - C5.0.3 4 - C5.0.4	reflected in the Constitution and Bill of Rights. • I can 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). • I can 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). • I can describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). • I can describe how the powers of the federal government are separated among the branches. • I can give examples of how the system of checks • I can describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments). • I can 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). • I can explain the 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). • I can describe the relationship between rights and responsibilities of citizenship • I can explain why rights have limits. • I can describe ways citizens can work together to promote the values and principles of American democracy			
Public, Discourse, Decision Making, and Citizen Involvement	4 - P3.1.1 4 - P3.1.2 4 - P3.1.3 4 - P3.3.1 4 - P4.2.1 4 - P4.2.2	• I can identify public issues in the United States that influence the daily lives of its citizens. • I can use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions. • 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. • 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. • I can develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Open Book MAISA Anishinaabe Resource Manual GIANTS		

		• I can participate in projects to help or inform others.			
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