



## **Fourth Grade**

### *Social Studies Standards for the Archdiocese of Detroit*

#### **HISTORY**

<b>H1</b>	<b>History</b>
	<i>Use historical thinking to understand the past.</i>
4 – H1.0.3	Describe how the relationship between the location of natural resources and the location of industries affected and continues to affect the location and growth of regions.
4 – H1.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan to different regions of the United States.
4 – H1.0.6	Use visual data, informational text, or primary accounts to compare major economic activity today with that same or a related activity in the past.
4 – H1.0.5	Use a variety of primary and secondary sources to construct a historical narrative about the beginning of the automobile industry and the labor movement in Michigan.
4 – H1.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad and the role of the Catholic Church.
4 – H1.0.8	Describe past and current threats to the United States' natural resources; describe how the people worked in the past and continue to work today to protect its natural resources.
4 – H1.0.9	Create timelines, charts, graphs, or tables to sequence and describe important events in regional history; annotate with connections to the past and impact on the future.

#### **Geography**

<b>G1</b>	<b>The World in Spatial Terms</b>
	<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
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 equator, lines of latitude and longitude, hemispheres, Prime Meridian, Tropic of Cancer and Capricorn, North Pole, South Pole, and continents.
4 – G1.0.4	Identify and describe the characteristics and purposes of a variety of geographic tools (e.g., measure distance, determine relative location, classify a region) and technologies (e.g., globe, map, satellite image).
4 – G1.0.5	Use geographic tools and technologies including 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.

<b>G2</b>	<b>Places and Regions</b>
	<i>Understand how regions are created from common physical and human characteristics.</i>
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.
<b>G3</b>	<b>Human Systems</b>
	<i>Understand how human activities help shape the Earth's surface.</i>
4 – G3.0.1	Use a case study or a 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 – G3.0.2	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, etc.).
<b>G4</b>	<b>Environment and Society</b>
	<i>Understand the effects of human-environment interactions.</i>
4 – G4.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.
<b><u>Civics and Government</u></b>	
<b>C1</b>	<b>Purposes of Government</b>
	<i>Explain why people create governments.</i>
4 – C1.0.1	Identify questions political scientists ask in examining the United States. <ul style="list-style-type: none"> <li>• What is the function of government?</li> <li>• What are the basic values and principles of American democracy?</li> <li>• What is the relationship of the United States to other nations?</li> <li>• What are the roles of the citizen in American democracy?</li> </ul>
4 – C1.0.2	Explain probable consequences of the absence of government, rules, and laws. <ul style="list-style-type: none"> <li>• Explain probable consequences of the absence of church law.</li> </ul>
4 – C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.
<b>C2</b>	<b>Values and Principles of American Democracy</b>
	<i>Understand values and principles of American constitutional democracy.</i>
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, and 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 citizens' rights guaranteed by the Constitution and Bill of Rights are protected (e.g., freedom of religion, freedom of expression, freedom of press).
<b>C3</b>	<b>Structure and Functions of Government</b>

	<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>
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, state tax).
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 the process that the President, members of the Congress, and justices of the Supreme Court are designated to their positions (e.g., elections versus appointments).
4 – C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.
<b>C4</b>	<b>Roles of the Citizen in American Democracy</b>
	<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>
4 – C4.0.1	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, being an informed voter, and serving as a juror).
4 – C4.0.2	Describe the relationship between rights and responsibilities of Catholic citizens.
4 – C4.0.3	Explain the limits of citizens’ rights.
4 – C4.0.4	Describe ways citizens can work together to promote Catholic values and principles of American democracy.
<b><i>Economics</i></b>	
<b>E1</b>	<b>Market Economy</b>
	<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>
4 – E1.0.1	Identify questions economists ask in examining the United States. <ul style="list-style-type: none"> <li>• What is produced?</li> <li>• How is it produced?</li> <li>• How much is produced?</li> <li>• Who receives what is produced?</li> <li>• What role does the government play in the economy?</li> </ul>
4 – E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).
4 – E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.
4 – E1.0.4	Explain how specialization and division of labor increase productivity (e.g., assembly line).
4 – E1.0.5	Explain how competition among buyers result in higher prices and competition among sellers result in lower prices (e.g., supply, demand).
4 – E1.0.6	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
4 – E1.0.7	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge, etc.) are not privately owned.

4 – E1.0.8	Explain how price affects decisions about purchasing goods and services (substitute goods).
<b>E2</b>	<b>National Economy</b>
	<i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i>
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).
<b><i>Public Discourse, Decision Making, and Citizen Involvement</i></b>	
<b>P1.1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
4 – P1.1.1	Identify public issues in the United States that influence the daily lives of its citizens.
4 – P1.1.2	Explain how public issues in the United States influence the daily lives of Catholic citizens.
4 – P1.1.3	Use graphic data and other forms of data to analyze information about a public issue in the United States and evaluate alternative resolutions.
4 – P1.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
<b>P1.2</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
4 – P1.2.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
<b>P1.3</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
4 – P1.3.1	Develop and implement an action plan for a public issue that will inform others and include when, where, and possible resolutions.
4 – P1.3.2	Participate in Catholic service learning projects to help or inform others.