

Jackson Area Catholic Schools
Social Studies Academic Standards
for
Fourth Grade

History

H3 History of Michigan (Beyond Statehood): Use historical thinking to understand the past.

- 4-H3.0.1 The student will 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?
 - 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 The student will use primary and secondary sources to explain how migration and immigration affected and continues to affect the growth of Michigan.
- 4-H3.0.3 The student will describe how the relationship between the location of natural resources and the location of industries (after 1837) affected the growth of Michigan.
- 4-H3.0.4 The student will 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).
- 4-H3.0.5 The student will 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.
- 4-H3.0.6 The student will 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.
- 4-H3.0.7 The student will 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.

History (cont.)

- 4-H3.0.8 The student will 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.
- 4-H3.0.9 The student will 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 The student will 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 The student will use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4-G1.0.3 The student will identify and describe the characteristics and purposes (e.g., measure distances, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- 4-G1.0.4 The student will use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4-G1.0.5 The student will 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 The student will 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 The student will 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.

Geography (cont.)

G4 Human Systems: Understand how human activities help shape the Earth's surface.

4-G4.0.1 The student will 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.

4-G4.0.2 The student will describe the impact of immigration to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

G5 Environment and Society: Understand the effects of human-environment interactions.

4-G5.0.1 The student will 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 The student will 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 the other nations? What are the roles of the citizen in American democracy?).

4-C1.0.2 The student will explain probable consequences of an absence of government and of rules and laws.

4-C1.0.3 The student will describe the purpose 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 The student will 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 The student will 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).

Civics and Government (cont.)

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 The student will give examples of ways the Constitution limits the powers of government (e.g., election of public officials, separation of powers, checks and balances, Bill of Rights).

4-C3.0.2 The student will give examples of powers granted to the federal government (e.g., coining money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).

4-C3.0.3 The student will describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4-C3.0.4 The student will describe how the powers of the federal government are separated among the branches.

4-C3.0.5 The student will 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 The student will 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 The student will 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 The student will 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, voting knowledgeably, serving as a juror).

4-C5.0.2 The student will describe the relationship between rights and responsibilities of citizenship.

4-C5.0.3 The student will explain why rights have limits.

4-C5.0.4 The student will 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 The student will 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 The student will describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
- 4-E1.0.3 The student will describe how positive and negative incentives influence behavior in a market economy.
- 4-E1.0.4 The student will explain how price affects decisions about purchasing goods and services (substitute goods).
- 4-E1.0.5 The student will explain how specialization and division of labor increase productivity (e.g., assembly line).
- 4-E1.0.6 The student will explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply and demand).
- 4-E1.0.7 The student will 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 The student will explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.

E2 National Economy: Use fundamental principles and concepts of economics to understand economic activity in the United States.

- 4-E2.0.1 The student will 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).

E3 International Economy: Use fundamental principles and concepts of economics to understand economic activity in the global economy.

- 4-E3.0.1 The student will 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

P3.1 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 The student will identify public issues in the United States that influence the daily lives of its citizens.

4-P3.1.2 The student will 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 The student will give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

P3.2 Persuasive Communication About a Public Issue: Communicate a reasoned position on a public issue.

4-P3.3.1 The student will 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 The student will 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 The student will participate in projects to help or inform others.