

**Phase II Report**  
**Social Studies**  
**Fourth Grade**  
***CI program***

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, April 1, 2012*

| <i>Fourth Grade Social Studies</i>  |  |
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| <b>Course Essential Questions (from Phase I report):</b>  |  |
| <ol style="list-style-type: none"> <li>1. How does the past affect us today?</li> <li>2. How do economics apply to our lives?</li> <li>3. Why do we need government?</li> <li>4. How does geography affect our lives?</li> <li>5. What makes a good citizen?</li> <li>6. Where is my place in the world?</li> <li>7. How do we learn from others?</li> </ol>  |  |
| <b>Phase II Curriculum</b>  |  |
| <b>Unit: Geography – The United States in Spatial Terms</b>   |  |
| <b>Essential Questions:</b>   | <b>Essential Understanding:</b>  |
| <ul style="list-style-type: none"> <li>• How and why do people create regions?</li> <li>• Where is a place?</li> <li>• What is a place like?</li> </ul>   | <ul style="list-style-type: none"> <li>• Places have absolute and relative locations</li> <li>• Places have human and natural characteristics</li> <li>• Places can be divided into regions based on common characteristics</li> </ul>                 |
| <b>Curriculum Standards</b>   |  |
| <p>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?).</p> <p>4 - G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p>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).</p> <p>4 - G1.0.4: Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>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.</p> |  |
| <b>Knowledge/Content</b>  | <b>Skills/Processes</b>  |
| Students will know about....  | Students will be able to.....  |
| <ul style="list-style-type: none"> <li>• cardinal and intermediate directions</li> <li>• 5 themes of geography</li> <li>• questions geographers use to study the United States</li> <li>• geographic tools geographers use to study a</li> </ul>  | <ul style="list-style-type: none"> <li>• identify geographic tools and explain how geographers use them</li> <li>• use map skills</li> <li>• identify different ways to classify regions</li> <li>• compare and contrast human and physical</li> </ul> |

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| <p>place</p> <ul style="list-style-type: none"> <li>• different map types and how they are used</li> </ul> <p><u>Academic vocabulary needed for this unit:</u></p> <ul style="list-style-type: none"> <li>○ map</li> <li>○ globe</li> <li>○ climate</li> <li>○ human characteristics</li> <li>○ physical characteristics</li> <li>○ geographer</li> <li>○ landforms</li> </ul> <p>Report Card Descriptors for this unit:<br/><u>Geography:</u></p> <ul style="list-style-type: none"> <li>• Able to identifies location of states</li> <li>• Demonstrates knowledge of geographic terms and tools needed to understand regions of the U.S.</li> </ul> | <p>characteristics of regions</p> <ul style="list-style-type: none"> <li>• identify states</li> </ul> |
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**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

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| <b>Common Summative Unit Assessments:</b> | <b>Agreed Upon Interim Summative Assessments:</b> |
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**Phase V Learning Plan**

**Unit: Human Geography in the United States**

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| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do people move?</li> <li>• How do people change the earth?</li> <li>• How have people adapted to the environment?</li> </ul> | <p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• People move to different places for a variety of reasons</li> <li>• Due to human environmental interactions, people and the earth both change</li> </ul> |
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**Curriculum Standards**

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| <p>4 - G1.0.1:</p> <p>4- G1.0.3:</p> <p>4- G1.0.4:</p> <p>4 - G4.0.2:</p> | <p>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?).</p> <p>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).</p> <p>Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>Describe the impact of immigration to the United States on the cultural development of different</p> |
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places or regions of the United States (e.g., forms of shelter, language, food).  
 4 - G5.0.1: Assess the positive and negative effects of human activities on the physical environment of the United States.

| <b>Knowledge/Content</b><br>Students will know about....  | <b>Skills/Processes</b><br>Students will be able to.....   |
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| <ul style="list-style-type: none"> <li>● immigrants have brought cultural change and diversity (traditions, language, food, religion)</li> <li>● people change the environment and also adapt to the environment (adaptations)</li> <li>● the positive and negative consequences of changing the environment</li> </ul> <p><u>Academic vocabulary needed for this unit:</u></p> <ul style="list-style-type: none"> <li>○ natural resources</li> <li>○ environment</li> <li>○ diversity</li> <li>○ culture</li> </ul> <p>Report Card Descriptors for this unit<br/> <u>History and Geography:</u></p> <ul style="list-style-type: none"> <li>● Understands the connections between humans and the environment</li> </ul> | <ul style="list-style-type: none"> <li>● describe the impact of immigration</li> <li>● read and construct timelines</li> <li>● describe impact of human interaction on the environment/modify the environment</li> <li>● identify public issues that influence daily life past or present</li> </ul> |

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

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| <b>Common Summative Unit Assessments:</b> | <b>Agreed Upon Interim Summative Assessments:</b> |
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**Phase V Learning Plan**

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| <b>Unit: Government - Our Federal Government and The Rights and Responsibilities of Citizenship</b>  |  |
| <b>Essential Questions:</b>  | <b>Essential Understanding:</b>  |
| <ul style="list-style-type: none"> <li>• Why is government important?</li> <li>• What does government do?</li> <li>• What are rights and why are they important?</li> <li>• Why are the Constitution and Bill of Rights important?</li> </ul>  | <ul style="list-style-type: none"> <li>• Government has a purpose and responsibility</li> <li>• There are three branches of government, each with their own power</li> <li>• Citizens have both rights and responsibilities</li> </ul>   |
| <b>Curriculum Standards</b>  |  |
| <p>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).</p> <p>4– C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>4– C3.0.4: Describe how the powers of the federal government are separated among the branches.</p> <p>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).</p> <p>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).</p> <p>4– C5.0.2: Describe the relationship between rights and responsibilities of citizenship.</p> <p>4– C5.0.3: Explain why rights have limits.</p> <p>4– C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.</p> |  |
| <b>Knowledge/Content</b><br>Students will know about....   | <b>Skills/Processes</b><br>Students will be able to.....   |
| <ul style="list-style-type: none"> <li>• the 3 branches of government are: legislative, judicial and executive</li> <li>• legislative branch – makes the laws, judicial branch –interprets the law, executive branch – enforces the law</li> <li>• legislative branch is made up of Congress, judicial branch is the Supreme Court, the executive branch is the President</li> <li>• rights and responsibilities of citizenship</li> </ul>   | <ul style="list-style-type: none"> <li>• identify the three branches of the federal government and describe the powers of each.</li> <li>• describe the relationship between rights and responsibilities of citizenship.</li> <li>• explain why rights have limits.</li> </ul> |

Academic vocabulary for this unit:

- Executive branch
- Judicial branch
- Legislative branch
- President
- Congress
- senator
- representative
- Supreme Court
- Constitution
- Bill of Rights

Report Card Descriptors:

Civics:

- Demonstrates an understanding of the structure and operation of the federal government.
- Demonstrates an understanding of the rights and responsibilities of citizenship.

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:**

**Phase V Learning Plan**

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| <b>Unit: Economics – Exploring Economics</b>  |   |
| <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is economics?</li> </ul>  | <b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• Supply and demand drives the economy</li> <li>• Government plays a role in the economy</li> </ul>  |
| <b>Curriculum Standards</b>   |   |
| <p>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?).</p> <p>4 - E1.0.4: Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>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). .</p>  |   |
| <b>Knowledge/Content</b>  | <b>Skills/Processes</b>   |
| Students will know about....  | Students will be able to.....   |
| <ul style="list-style-type: none"> <li>• goods and services</li> <li>• the questions economists ask: 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?</li> <li>• how competition affects the economy</li> <li>• government taxes to provide public goods and services</li> </ul> <p>Academic vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>○ choices</li> <li>○ goods</li> <li>○ services</li> <li>○ supply and demand</li> <li>○ taxes</li> <li>○ sellers</li> <li>○ buyers</li> </ul> <p>Report Card Descriptors for this unit:</p> <p><u>Economics:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of principle</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate an understanding of supply and demand</li> <li>• apply the questions that economists ask</li> <li>• explain how competition affects the economy</li> <li>• production and as a result lowers prices</li> </ul> |

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| economic concepts  |  |
| <b>Phase III Textbook/Materials</b>  |  |
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| <b>Phase IV Summative Assessment Evidence</b>  |  |
| <p><b>Common Summative Unit Assessments:</b></p> <ul style="list-style-type: none"> <li>• Common Assessment – multiple choice and constructed response</li> <li>•</li> </ul> | <p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p> <ul style="list-style-type: none"> <li>• Vocabulary quizzes</li> </ul> |
| <b>Phase V Learning Plan</b>   |  |
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