

**Marysville Public Schools**  
**Fourth Grade Social Studies**  
**Curriculum Pacing Guide**

<b>Weeks</b>	<b>Unit Block</b>	<b>Michigan Grade Level Content Expectations (GLCE)</b>	<b>Power Standards</b> - <i>Critical Content</i> - <i>Key Concepts</i>
9	1  Lesson 2 (Geography First)	<p><b>MC3 and Book List:</b>  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-G2.02,</p> <p><b><i>National Geographic:</i></b>  <b><i>Explore the Midwest</i></b>  4-G1.01, 4-G1.02, 4-G1.03,  4-G1.04, 4-G1.05, 4-G2.01,  4-G2.02; Also, 4-H3.01,  4-H3.03, 4-H3.04, 4-H3.05,  4-H3.06</p> <p><b><i>Explore the Northeast</i></b>  4-G1.01, 4-G1.0.2, 4-G1.0.3,  4-G1.0.4, 4-G1.0.5, 4-G2.01,  4-G2.02</p> <p><b><i>Explore the Southeast</i></b>  4-G1.01, 4-G1.0.2, 4-G1.0.3,  4-G1.0.4, 4-G1.0.5, 4-G2.01,  4-G2.02</p> <p><b><i>Explore the Southwest</i></b>  4-G1.01, 4-G1.0.2, 4-G1.0.3,  4-G1.0.4, 4-G1.0.5, 4-G2.01,  4-G2.02</p> <p><b><i>Explore the West</i></b>  4-G1.01, 4-G1.0.2, 4-G1.0.3,  4-G1.0.4, 4-G1.0.5, 4-G2.01,  4-G2.02, 4-H3.02, 4-G4.01</p> <p><b><i>The Midwest</i></b>  4-H3.0.1, 4-H3.02, 4-H3.03,  4-H3.04, 4-H3.05, 4-H3.06,  4-H3.07, 4-H3.08, 4-H3.09,  4-H3.0.10</p> <p><b><i>Irish Immigration</i></b>  4-H3.03, 4-H3.04, 4-H3.05,  4-H3.06, 4-H4.02</p>	<p>The United States in Spatial Terms</p> <p><b>Learn about the United States in spatial terms</b></p> <p><b>How does the geography of the United States affect the way people live?</b></p> <ul style="list-style-type: none"> <li>• What questions would geographers ask in examining the United States?</li> <li>• What tools and technologies would geographers use to answer geographic questions?</li> <li>• How might the United States be described using the geographic themes of location, place, and regions?</li> </ul>
<b>End Marking Period 1</b>			

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9	2	<b>MC3 and Book List:</b> 4-G1.0.1, 4-G1.03, 4-G1.0.4, 4-G4.0.1, 4-G4.0.2, 4-G5.0.1, 4-P3.1.1  <i><b>National Geographic:</b></i> <b>Industry Changes America</b> 4-G4.0.1, 4-G5.0.1, 4-E1.05, 4-H3.0.6	Human Geography in the United States  <b>Learn about human geography in the United States</b>  <b>How are people connected to the Earth and each other?</b> <ul style="list-style-type: none"> <li>What questions do geographers ask in examining human geography in the United States?</li> <li>How have the concepts of movement and human/environment interaction influenced the development of the United States.</li> <li>How might the country resolve contemporary public issues related to movement and human/environment interaction in the United States?</li> </ul>
<b>End Marking Period 2</b>			
9	3	<b>MC3 and Book List:</b> 4-E1.0.1, 4-E1.02, 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-C3.0.7  <i><b>National Geographic:</b></i> <b>Kids are Consumers</b> 4-E1.02, 4-E1.03, 4-E1.04, 4-E1.06  <i><b>National Geographic:</b></i> <b>From Trees to Paper</b> 4-E1.01, 4-E1.0.6; Also, 4-H3.0.1, 4-H3.03, 4-H3.08	<b>Exploring Economists and a market economy</b>  <b>How are geographers, economists, and political scientists similar and different in how they study places and people?</b> <ul style="list-style-type: none"> <li>What questions do economists ask and how do their answers describe the United States?</li> <li>How do the characteristics of a market economy influence economic decision-making?</li> <li>How does competition affect the economy in the United States?</li> </ul>
<b>End Marking Period 3</b>			
<b>End Semester 1</b>			

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4	4	<b>MC3 and Book List:</b> 4-C1.0.1, 4-C1.0.2, 4-C1.0.3, 4-C2.0.1, 4-C3.0.1, 4-C3.0.2, 4-C3.0.3, 4-C3.0.4, 4-C3.0.5, 4-C3.0.6  <b>National Geographic:</b> <b>The Constitution</b> 4-C1.01, 4-C1.0.2, 4-C1.0.3, 4-C2.0.1, 4-C2.0.2, 4-C3.0.1, 4-C3.0.2, 4-C3.0.3, 4-C3.0.4, 4-C3.0.5, 4-C3.0.6, 4-C3.0.7	Our Federal Government  <b>Learn about the structure of our Federal Government</b>  <b>How does the structure of the federal government help fulfill the purpose for which it was created?</b>  <ul style="list-style-type: none"> <li>• Why do people form limited governments?</li> <li>• How does our federal government work?</li> <li>• How do the Constitution and its core democratic values limit the power of government?</li> </ul>
4	5	<b>MC3 and Book List:</b> 4-C2.0.2, 4-C5.0.1, 4-C5.0.2, 4-C5.0.3, 4-C5.0.4, 4-P3.1.1, 4-P3.1.2, 4-P3.1.3, 4-P3.3.1  <b>National Geographic:</b> <b>Kids Are Citizens</b> 4-C5.0.1, 4-C5.0.2, C5.0.4, 4-P3.1.1, 4-P3.1.3, 4-P3.3.1, 4-P4.2.1, 4-P4.2.2	Rights and Responsibilities of Citizenship  <b>Learn about the rights and responsibilities of citizens</b>  <b>Why are rights and responsibilities of citizenship essential to our form of government</b>  <ul style="list-style-type: none"> <li>• How are rights and responsibilities related?</li> <li>• How can citizens work together to improve their government?</li> </ul>
<b>End Marking Period 4</b>			
<b>End Semester 2</b>			