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

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<tr>
<th>Weeks</th>
<th>Unit Block</th>
<th>Michigan Grade Level Content Expectations (GLCE)</th>
<th>Power Standards</th>
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<td>9</td>
<td>1</td>
<td>MC3 and Book List: 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, &lt;br&gt;<strong>National Geographic: Explore the Midwest</strong>&lt;br&gt;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 &lt;br&gt;<strong>Explore the Northeast</strong>&lt;br&gt;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 &lt;br&gt;<strong>Explore the Southeast</strong>&lt;br&gt;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 &lt;br&gt;<strong>Explore the Southwest</strong>&lt;br&gt;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 &lt;br&gt;<strong>Explore the West</strong>&lt;br&gt;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 &lt;br&gt;<strong>The Midwest</strong>&lt;br&gt;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 &lt;br&gt;<strong>Irish Immigration</strong>&lt;br&gt;4-H3.03, 4-H3.04, 4-H3.05, 4-H3.06, 4-H4.02</td>
<td>The United States in Spatial Terms &lt;br&gt;<strong>Learn about the United States in spatial terms</strong>&lt;br&gt;<strong>How does the geography of the United States affect the way people live?</strong> &lt;br&gt;• What questions would geographers ask in examining the United States? &lt;br&gt;• What tools and technologies would geographers use to answer geographic questions? &lt;br&gt;• How might the United States be described using the geographic themes of location, place, and regions?</td>
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**End Marking Period 1**

4th Grade Social Studies Pacing Guide<br>March 2010

[www.micitizenshipcurriculum.org](http://www.micitizenshipcurriculum.org)
## Michigan Grade Level Content Expectations (GLCE)

### Power Standards

- **Critical Content**
- **Key Concepts**

### Human Geography in the United States

**Learn about human geography in the United States**

**How are people connected to the Earth and each other?**

- What questions do geographers ask in examining human geography in the United States?
- How have the concepts of movement and human/environment interaction influenced the development of the United States?
- How might the country resolve contemporary public issues related to movement and human/environment interaction in the United States?

### Exploring Economists and a market economy

**How are geographers, economists, and political scientists similar and different in how they study places and people?**

- What questions do economists ask and how do their answers describe the United States?
- How do the characteristics of a market economy influence economic decision-making?
- How does competition affect the economy in the United States?
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<td>4</td>
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<td>MC3 and Book List: 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</td>
<td>Our Federal Government Learn about the structure of our Federal Government How does the structure of the federal government help fulfill the purpose for which it was created? Why do people form-limited governments? How does our federal government work? How do the Constitution and its core democratic values limit the power of government?</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>MC3 and Book List: 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</td>
<td>Rights and Responsibilities of Citizenship Learn about the rights and responsibilities of citizens Why are rights and responsibilities of citizenship essential to our form of government How are rights and responsibilities related? How can citizens work together to improve their government?</td>
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End Marking Period 4
End Semester 2