

GRADE 4 SOCIAL STUDIES CURRICULUM MAP 2007-2008

September	October	November	December	January
<p>4:1 Students will use narratives, graphic data, and primary source documents to sequence, analyze, and compare influential events and individuals from eras in Michigan history from Native cultures through the present.</p> <p>4:2 Students will investigate and analyze various perspectives and conflicting accounts of events, issues, and decisions from eras of Michigan history from Native cultures through the present.</p>	<p>4:1 Students will use narratives, graphic data, and primary source documents to sequence, analyze, and compare influential events and individuals from eras in Michigan history from Native cultures through the present.</p> <p>4:2 Students will investigate and analyze various perspectives and conflicting accounts of events, issues, and decisions from eras of Michigan history from Native cultures through the present.</p>	<p>4:7 Students will identify the purposes and organization of local, state, and national government and explain how foundational documents define and limit authority and provide for the balance of power.</p> <p>4:8 Students will explain the role and purpose of law and processes by which laws are developed, interpreted, and enforced at the local, state, and national levels, including citizen's rights and responsibilities to participate in government.</p>	<p>4:6 Students will identify the steps in the process of becoming a state, collaboratively create a timeline tracing the events that led to Michigan statehood and explain the advantages, requirements, and results of statehood.</p> <p>4:8 Students will explain the role and purpose of law and processes by which laws are developed, interpreted, and enforced at the local, state, and national levels, including citizen's rights and responsibilities to participate in government.</p>	<p>4:6 Students will identify the steps in the process of becoming a state, collaboratively create a timeline tracing the events that led to Michigan statehood and explain the advantages, requirements, and results of statehood.</p> <p>4:7 Students will identify the purposes and organization of local, state, and national government and explain how foundational documents define and limit authority and provide for the balance of power.</p>
February	March	April	May	June
<p>4:3 Students will describe, compare, and explain the diversity and interrelationship of cultures, communities, and resources in Michigan.</p> <p>4:4 Students will describe, compare, and explain how location, movement, and communication influence people, economic activity, and ideas in Michigan.</p> <p>4:5 Students will describe, compare, explain, and map the physical, cultural, and economic aspects of geography in Michigan.</p>	<p>4:9 Students will describe, explain, and analyze the influences of scarcity, choice, and the role of government in past, present, and future economic decisions made by people in Michigan</p> <p>4:10 Students will examine the historical and contemporary roles of Michigan industries to determine how their organization, use of resources, and location enable them to function effectively in a free market economy.</p>	<p>4:9 Students will describe, explain, and analyze the influences of scarcity, choice, and the role of government in past, present, and future economic decisions made by people in Michigan</p> <p>4:10 Students will examine the historical and contemporary roles of Michigan industries to determine how their organization, use of resources, and location enable them to function effectively in a free market economy</p>	<p>4:11 Students will describe and analyze the role of businesses and the impact of domestic and international trade on the economic development of Michigan.</p> <p>4:12 Students will describe and explain the causes, consequences, and geographic, civic, economic, and historic contexts of local, state, national, and/or global issues and events.</p>	<p>4:11 Students will describe and analyze the role of businesses and the impact of domestic and international trade on the economic development of Michigan.</p> <p>4:12 Students will describe and explain the causes, consequences, and geographic, civic, economic, and historic contexts of local, state, national, and/or global issues and events.</p>