

### Fourth Grade Social Studies Alignment Record

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
<b>EOGRAPHY</b>				
<b>The World in Spatial Terms - <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></b>				
- 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?).	13, 14-15, 19, 20-21, 22-23, 28-29, 85, 86, 95, 111, 112, 130-131, 177-178, 179, 196-197, 247, 311, 312, 375, 377 <b>HPB</b> 1, 4-5, 10, 26-27, 31, 40, 51, 92 <b>I</b> 16, 18 <b>R</b> 2-3, 6, 7, 8-9, 10-11, 12-13, 16-17	geography geographer human/environment interaction migration movement push and pull factors immigration	MC3 (Michigan Citizenship Collaborative Curriculum) Unit 1 Lesson 2: Thinking Like a Geographer MC3 Unit 2 Lesson 7: Describing the Geography of the US MC3 Unit 3 Lesson 1: Questions Geographers Ask about Human Geography MC3 Unit 3 Lesson 2: Movement – Push and Pull Forces MC3 Unit 3 Lesson 3: Push and Pull Factors – Immigration to the US
- G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	14-15, 39 <b>HPB</b> 1 <b>I</b> 20-21	absolute location political boundaries relative location spatial perspective	MC3 Unit 2 Lesson 1: Where is the United States Located? MC3 Unit 2 Lesson 2: Physical Characteristics of the United States MC3 Unit 2 Lesson 3: Human Characteristics of the United States
- 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).	14-15, 39, 71-73, 91, 218-219, 227, 231, 352-353, 355, 359 <b>HPB</b> 1, 21, 28, 62-63, 98-99 <b>I</b> 16-17, 20-21	human and physical characteristics of place special purpose maps topography culture	MC3 Unit 2 Lesson 1: Where is the United States Located? MC3 Unit 2 Lesson 2: Physical Characteristics of the United States MC3 Unit 3 Lesson 1: Questions Geographers Ask about Human Geography MC3 Unit 3 Lesson 4: The Impact of Immigration on Culture in the US
- G1.0.4	Use geographic tools and technologies,	15, 17, 19, 20-21, 22-23, 28, 72, 76-77, 79, 91,	Human/environment	MC3 Unit 2 Lesson 7:

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	stories, songs, and pictures to answer geographic questions about the United States.	100-101, 111, 113, 135, 164-165, 177-178, 180, 236-237, 247, 248, 250, 300-301, 311, 314, 364-365, 375, 378 <b>HPB</b> 4-5, 10, 22-23, 31, 40, 51 <b>I</b> 18, 20-21 <b>R</b> 7, 8-9, 12-13	interaction resource use modification of the environment public issue	Describing the Geography of the United States MC3 Unit 3 Lesson 1: Questions Geographers Ask about Human Geography MC3 Unit 3 Lesson 4: The Impact of Immigration on Culture in the US MC3 Unit 3 Lesson 5: Adapting to Different Environments in the US MC3 Unit 3 Lesson 6: How People Have Used the Environment of the US MC3 Unit 3 Lesson 7: Modifying the Environment in the US MC3 Unit 3 Lesson 8: Public Issues Related to Geography
- G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States.	24-25, 28, 46, 152-153, 155, 159 <b>HPB</b> 6, 46-47	climate elevation population density	MC3 Unit 2 Lesson 4: Using Special Purpose Maps to Learn About the United States
<b>4</b> <b>Places and Regions – Understand how regions are created from common physical and human characteristics.</b>				
- G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).	4-5, 71-73, 79, 91 <b>HPB</b> 21, 24-25, 28 <b>R</b> 10-11	regions	MC3 Unit 2 Lesson 5: A Closer Look at U.S. Regions MC3 Unit 2 Lesson 6: Comparing Two Regions of the United States
- 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.	19, 20-21, 22-23, 24-25, 46, 72, 73, 76-77, 91, 100-101, 111, 113, 139, 152-153, 155, 159, 164-165, 178, 180, 207, 236-237, 247, 248, 250, 275, 285, 300-301, 311, 314, 339-340, 347, 364-365, 375, 378, 391, 403, 404, 411 <b>HPB</b> 4-5, 10, 22-23, 31, 40, 46-47, 51 <b>I</b> 18 <b>R</b> 4-5, 6, 7, 8-9, 10-11, 12-13		↓
<b>4</b> <b>Human Systems – Understand how human activities help shape the Earth’s surface.</b>				
- G4.0.1	Use a case study or story about migration within or to the United States to identify push	129, 135, 256-257, 258-259, 275 <b>HPB</b> 79		MC3 Unit 3 Lesson 2: Movement – Push and Pull

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	and pull factors (why they left, why they came) that influenced the migration.			Forces MC3 Unit 3 Lesson 3: Push and Pull Factors – Immigration to the US
- G4.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).	73, 129, 150, 213, 275, 319, 340, 411, 413, 414, 419 <b>HPB</b> 79, 95		MC3 Unit 3 Lesson 4: The Impact of Immigration on Culture in the US
<b>5</b>	<b>Environment and Society – <i>Understand the effects of human-environment interactions.</i></b>			
- G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	36, 74-75, 91, 104-107, 313, 314-315, 330-331, 334, 350, 392, 393, 415, 416-417 <b>HPB</b> 28, 85, 92, 108-109		
<b>IVICS AND GOVERNMENT</b>				
<b>Purpose of Government – <i>Explain why people create governments.</i></b>				
- C1.0.1	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 other nations? What are the roles of the citizen in American democracy?).	51, 52, 54-55, 81, 192-193, 344-345 <b>HPB</b> 29	government political scientist Constitution federal government	MC3 Unit 1 Lesson 4: Thinking Like a Political Scientist MC3 Unit 5 Lesson 1: Why Do We Need a Government?
- C1.0.2	Explain probable consequences of an absence of government and of rules and laws.			MC3 Unit 5 Lesson 1: Why Do We Need a Government?
- C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	51	delegated/reserved/ shared powers federal government governmental authority limited government	MC3 Unit 5 Lesson 1: Why Do We Need a Government? MC3 unit 5 Lesson 3: What Powers Does Our Federal Government Have?
<b>Values and Principles of American Democracy - <i>Understand values and principles of American constitutional democracy.</i></b>				
- C2.0.1	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	52-53, 54-55, 95, 192-193 <b>HPB</b> 14-15	individual rights limited government popular sovereignty representative government rule of law Bill of Rights	MC3 Unit 5 Lesson 2: What Kind of Government Do We Have? MC3 Unit 5 Lesson 6: Limiting the Power of Government – The Bill of Rights

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	and Bill of Rights.		government authority Rule of law	
- C2.0.2	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).	54-55 <b>HPB</b> 14-15	citizenship	MC3 Unit 6 Lesson 1: What is the Bill of Rights?
<b>Structure and Functions of Government - Understand values and principles of American constitutional democracy.</b>				
- C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).	51, 52-53, 54-55 <b>HPB</b> 14-15	Constitution Executive Legislative judicial branches of government limited government separation of powers	MC3 Unit 5 Lesson 3: What Powers Does Our Federal Government Have? MC3 Unit 5 Lesson 4: How is Our Federal Government Organized? MC3 Unit 5 Lesson 5: Why Do We have a System of Checks and Balances?
- 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).	81, 91 <b>HPB</b> 24-25		MC3 Unit 5 Lesson 3: What Powers Does Our Federal Government Have?
- C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	52-53, 67, 95 <b>HPB</b> 14-15, 19		MC3 Unit 5 Lesson 4: How is Our Federal Government Organized?
- C3.0.4	Describe how the powers of the federal government are separated among the branches.	52-53, 67, 95 <b>HPB</b> 14-15, 19		MC3 Unit 5 Lesson 4: How is Our Federal Government Organized?
- C3.0.5	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).	52-53 <b>HPB</b> 14-15	checks and balances	MC3 Unit 5 Lesson 5: Why Do We have a System of Checks and Balances?
- 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).	52-53, 211 <b>HPB</b> 14-15	public goods and services role of government	MC3 Unit 4 Lesson 9: The Role of Government in the U.S. Economy MC3 Unit 5 Lesson 4: How is Our Federal Government

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				Organized?
- C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	55, 81		
<b>Roles of the Citizen in American Democracy - Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</b>				
- 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).	54-55, 141, 149, 154 <b>HPB 43</b>	citizenship civic responsibilities public issues	MC3 Unit 6 Lesson 2: What are the Responsibilities of Citizens? MC3 Unit 6 Lesson 3: Becoming Informed about Public Issues
- C5.0.2	Describe the relationship between rights and responsibilities of citizenship.	54-55, 67, 95		MC3 Unit 6 Lesson 1: What is the Bill of Rights?
- C5.0.3	Explain why rights have limits.	54-55		MC3 Unit 6 Lesson 1: What is the Bill of Rights?
- C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	53, 54-55, 141, 344-345 <b>HPB 43</b>		MC3 Unit 6 Lesson 2: What are the Responsibilities of Citizens?
<b>ECONOMICS</b>				
<b>1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>				
- 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?).	59, 60, 67, 405 <b>HPB 16, 19</b>	economics economist	MC3 Unit 1 Lesson 3: Thinking Like an Economist MC3 Unit 4 Lesson 1: What is Economics?
- E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	59, 60, 62-63, 66, 140, 154, 405, 418 <b>HPB 16, 19, 28</b>	Market economy	MC3 Unit 4 Lesson 2: Characteristics of a Market Economy
- E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	64, 65, 67	incentives	MC3 Unit 4 Lesson 5: Role of Incentives
- E1.0.4	Explain how price affects decisions about	60, 64-65, 67 <b>HPB 17</b>	competition economic decision	MC3 Unit 4 Lesson 4: Economic Decision Making:

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	purchasing goods and services (substitute goods).		making price supply/demand	The Role of Price and Competition
- E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	140, 154, 267-268, 271 <b>HPB 74-75</b>	division of labor productivity specialization	MC3 Unit 4 Lesson 6: Specialization and Division of Labor
- E1.0.6	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).	60, 66 <b>HPB 16</b>		MC3 Unit 4 Lesson 4: Economic Decision Making: The Role of Price and Competition
- E1.0.7	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.	60 <b>HPB 16</b>	circular flow	MC3 Unit 4 Lesson 3: Circular Flow
- E1.0.8	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.	81, 391, 396-397, 405 <b>HPB 108-109, 111</b>		MC3 Unit 4 Lesson 9: The Role of Government in the U.S. Economy
<b>2</b>	<b>National Economy - Use fundamental principles and concepts of economics to understand economic activity in the United States.</b>			
- E2.0.1	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).	113, 114, 128, 140, 209, 215, 222, 276, 284, 341 <b>HPB 69, 76</b>		MC3 Unit 4 Lesson 8: Effects of Changes in the Economy
<b>3</b>	<b>International Economy - Use fundamental principles and concepts of economics to understand economic activity in the global economy.</b>			
- E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).	62-63, 196-197, 202, 342 <b>HPB 54-55, 57</b>	competition employment/unemployment	MC3 Unit 4 Lesson 7: How Global Competition Affects the U.S. Economy MC3 Unit 4 Lesson 8: Effects of Changes in the Economy
<b>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>3.1</b>	<b>Identifying and Analyzing Public Issues - Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</b>			
- P3.1.1	Identify public issues in the United States that	36, 54-55, 65, 280-281, 332-333, 344-345	core democratic	MC3 Unit 6 Lesson 3:

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	influence the daily lives of its citizens.	<b>HPB</b> 80, 91	values public issues	Becoming Informed about Public Issues MC3 Unit 6 Lesson 4: Core Democratic Values and Public Issues MC3 Unit 6 Lesson 5: Exploring a Public Issue Facing U.S. Citizens
- P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	35, 56, 200-201 <b>HPB</b> 37, 54-55		MC3 Unit 6 Lesson 5: Exploring a Public Issue Facing U.S. Citizens
- P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	188, 330-331, 332-333 <b>HPB</b> 91, 93		MC3 Unit 6 Lesson 4: Core Democratic Values and Public Issues
<b>3.3</b>	<b>Persuasive Communication About a Public Issue - <i>Communicate a reasoned position on a public issue.</i></b>			
- P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	36, 54-55, 65, 280-281, 332-333, 344-345 <b>HPB</b> 80, 91		MC3 Unit 6 Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens
<b>4.2</b>	<b>Citizen Involvement - <i>Act constructively to further the public good.</i></b>			
- P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	281, 333, 345 <b>HPB</b> 80, 91		
- P4.2.2	Participate in projects to help or inform others.	281, 333 <b>HPB</b> 80, 91		