

## 4<sup>th</sup> Grade Social Studies: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
H3 History of Michigan (Beyond Statehood)	
<b>Use historical thinking to understand the past.</b>	
<p>4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from Statehood to present. (C, E)</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• Who was involved?</li> <li>• How and why did it happen?</li> <li>• How does it relate to other events or issues in the past, in the present, or in the future?</li> <li>• What is its significance?</li> </ul> <p>4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and</p>	<p>I can use historical inquiry questions to investigate the development of Michigan’s major economic activities from Statehood to present.</p>
<p>4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)</p>	<p>I can use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p>
<p>– H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.(G, E)</p>	<p>I can describe how the relationship between the location of natural resources and the location of industries affected and continue to affect the location and the growth of Michigan.</p>
<p>4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)</p>	<p>I can draw upon stories, photos and artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837-present.</p>

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4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	I can use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)	I can use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.
4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)	I can use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.
4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)	I can describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.
4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.	I can create timelines to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.
<b>G1 The World in Spatial Terms</b>	
<b>Use geographic representations to acquire, process, and report information from a spatial perspective.</b>	
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?).	I can identify questions geographers ask in examining the United States.
4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	I can use cardinal directions to describe the relative location of significant places in the United States.
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).	I can identify and describe the characteristics and purposes of a variety of geographic tools and technologies.
4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	I can use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.	I can use maps to describe elevation, climate, and patterns of population density in the United States.

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<b>G2 Places and Regions</b>	
<b>Understand how regions are created from common physical and human characteristics.</b>	
4 – 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).	I can describe ways in which the United States can be divided into different regions.
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.	I can compare human and physical characteristics of a region to which Michigan belongs.
<b><u>G4 Human Systems</u></b>	
<b>Understand how human activities help shape the Earth's surface.</b>	
4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)	I can use a case study or story about migration within or to the United States to identify push and pull factors that influenced migration.
4 – 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). (H)	I can describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.
<b>G5 Environment and Society</b>	
<b>Understand the effects of human-environment interactions.</b>	
4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.	I can assess the positive and negative effect of human activities on the physical environment of the United States.
<b>C1 Purposes of Government</b>	
<b>Explain why people create governments.</b>	
4 – 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?).	I can identify questions political scientists ask in examining the United States.

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4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.	I can explain probable consequences of an absence of government and of rules and laws.
4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.	I can describe the purposes of government as identified in the Preamble of the Constitution.
<b><u>C2 Values and Principles of American Democracy</u></b>	
<i>Understand values and principles of American constitutional democracy.</i>	
4 – 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 and Bill of Rights.	I can explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights, serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
4 – 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).	I can identify situations in which specific rights guaranteed by the Constitution and the Bill of Rights are involved.
<b>C3 Structure and Functions of Government</b>	
<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>	
4 – 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).	I can give examples of ways the Constitution limits the powers of the federal government.
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).	I can give examples of powers granted to the federal government.
4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	I can describe the organizational structure of the federal government in the United States.
4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.	I can describe how the powers of the federal government are separated among the branches.
4 – 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).	I can give examples of how the system of checks and balances limits the power of the federal government.

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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).	I can describe how the President, members of the Congress, and justices of the Supreme Court come to power.
4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.	I can explain how the federal government uses taxing and spending to serve the purposes of government.
<b>C5 Roles of the Citizen in American Democracy</b>	
Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.	
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).	I can explain responsibilities of citizenship.
4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.	I can describe the relationship between rights and responsibilities of citizenship.
4 – C5.0.3 Explain why rights have limits.	I can explain why rights have limits.
4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.	I can describe ways citizens can work together to promote the values and principles of American democracy.
<b>E1 Market Economy</b>	
Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
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?).	I can identify questions economists ask in examining the United States.
4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	I can describe some characteristics of a market economy.
4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.	I can describe how positive and negative incentives influence behavior in a market economy.

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4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).	I can explain how price affects decisions about purchasing goods and services.
4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)	I can explain how specialization and division of labor increase productivity.
4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among seller's results in lower prices (e.g., supply, demand).	I can explain how competition among buyers results in higher prices and competition among seller's results I lower prices.
4 – 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.	I can demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)	I can explain why public goods and not privately owned.
<b>E2 National Economy</b>	
Use fundamental principles and concepts of economics to understand economic activity in the United States.	
4 – 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, and changes in competition). (H)	I can explain how changes in the United States economy impact levels of employment and unemployment.
<b>E3 International Economy</b>	
Use fundamental principles and concepts of economics to understand economic activity in the global economy.	
4 – 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).	I can describe how global competition affects the national economy.
<b>P3.1 Identifying and Analyzing Public Issues</b>	
Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	

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4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.	I can identify public issues in the United States that influence the daily lives of its citizens.
4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	I can use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
4 – 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.	I can give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
<b>P3.3 Persuasive Communication About a Public Issue</b>	
Communicate a reasoned position on a public issue.	
4 – 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.	I can compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
<b>P4.2 Citizen Involvement</b>	
Act constructively to further the public good.	
4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I can develop and implement an action plan to know how, when, and where to address or inform others about a public issue.
4 – P4.2.2 Participate in projects to help or inform others.	I can participate in projects to help or inform others.

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