





















Quarter 1						
Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
History of Michigan						
3-H3.0.5 *	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Compare American Indians' and settlers' ways of life in early Michigan.	1	9	*Teacher created assessments/ projects *Depth of discussions *Journaling	American Indians, settlers, history, adapt, environment
3-H3.0.6 *	Use a variety of sources to describe the interactions that occurred between American Indians and the first European explorers and settlers in Michigan	Describe the interactions that occurred between American Indians and settlers in Michigan.	1	9	*Teacher created assessments/ projects *Depth of discussions *Journaling	interaction, European, explore, settle
3-H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Use primary and secondary sources to learn about the past.	1	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	primary source, secondary source, settlements
3-H3.0.10 *	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	Describe the sequence of events leading to statehood for Michigan.	1	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	
Geography						
The World in Spatial Terms						
3-G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Identify and use north, west, south, and east.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	North, South, East, West, Northeast, Northwest, Southeast, Southwest, cardinal directions, intermediate directions
Places and Regions						

Quarter 1						
Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
<u>3.G2.0.1</u>	Use a variety of visual materials and data sources to describe the ways in which Michigan can be divided into regions.	Describe regions within Michigan.	1	3	*Teacher created assessments/ projects *Journaling	region
Human Systems						
3-G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	Describe the cultural aspects of modern American Indian life in Michigan and of another cultural group.	1	2	*Teacher created assessments/ projects *Journaling	Anishinaabeg, Odawa (Ottawa), Ojibwa (Chippewa), Potawatomi, Wyandot (Huron)
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
3-P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Name public issues that affect Michigan's citizens.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	public issue, influence
Persuasive Communication About a Public Issue						
3-P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Write a paragraph stating an opinion and supporting that opinion.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	position, justify
Citizen Involvement						
3-P4.2.2	Participate in projects to help or inform others.	Help others in the community.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	
* Denotes state assessed GLCE's according to Social Studies Alignment Project, MDE 2009						
Underlined GLCE's are assessed on the Quarter 1 Grade 4 HPS Common Assessment						






Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			30 		
History						
History of Michigan						
3-H3.0.3 *	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).	Explore how specific events in Michigan history are related.	2	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	cause, effect, causal relationship
4-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.	Describe how the location of Michigan's natural resources and industries affected Michigan cities.	2	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	natural resources, industry
4-H3.0.4	Draw upon stories, photos, etc., to compare the life of people in Michigan during a variety of time periods from 1837 to the present.	Use a variety of resources to make comparisons about life in Michigan from past to present.	2	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	compare
3-H3.0.6 *	Use a variety of sources to describe the interactions that occurred between American Indians and the first European explorers and settlers in Michigan	Describe the interactions that occurred between American Indians and settlers in Michigan.	2	8	*Teacher created assessments/ projects *Depth of discussions *Journaling	interaction, European, explore, settle
3-H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Use primary and secondary sources to learn about the past.	2	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	primary source, secondary source, settlements
4-H3.0.8 *	Describe past and current threats to Michigan's natural resources.	Describe threats to Michigan's natural resources	2	4	*Teacher created assessments/ projects *Depth of discussions *Journaling	threat






Quarter 2






Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3-H3.0.9 *	Describe how Michigan attained statehood.	Describe how Michigan attained statehood.	2	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	statehood
3-H3.0.10 *	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	Describe the sequence of events leading to statehood for Michigan.	2	2	*Teacher created assessments/ projects	
Geography						
The World in Spatial Terms						
3-G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Identify and use north, west, south, and east.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	North, South, East, West, Northeast, Northwest, Southeast, Southwest, cardinal directions, intermediate directions
Environment and Society						
3-G5.0.2 *	Describe how people adapt to, use, and modify the natural resources of Michigan.	Tell about how people affect natural resources in Michigan.	2	4	*Teacher created assessments/ projects *Depth of discussions *Journaling	adapt
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
3-P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Name public issues that affect Michigan's citizens.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	public issue, influence
Persuasive Communication About a Public Issue						






Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			30 		
3-P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Write a paragraph stating an opinion and supporting that opinion.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	position, justify
Citizen Involvement						
3-P4.2.2	Participate in projects to help or inform others.	Help others in the community.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	
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Underlined GLCE's are assessed on the Quarter 2 Grade 4 HPS Common Assessment						






Quarter 3

Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary	
			32			
Standard or GLCE #	Students will					
History						
History of Michigan						
4-H3.0.2 *	Use primary and secondary sources to explain how migration and immigration continue to affect the growth of Michigan.	Learn how migration and immigration have affected the growth of Michigan.	3	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	migration, immigration
4-H3.0.4	Draw upon stories, photos, etc., to compare the life of people in Michigan during a variety of time	Use a variety of resources to make comparisons about life in Michigan from past to present.	3	2	*Teacher created assessments/	
4-H3.0.5 *	Use visual data and informational text to compare a major Michigan economic activity today with	Make comparisons about a Michigan economic activity(present to past).	3	2	*Teacher created assessments/	economics
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.	Use timelines to understand and make connections about important events past, present, and future	3	2	*Teacher created assessments/ projects *Depth of discussions	timeline, sequence
Geography						
The World in Spatial Terms						
3-G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Identify and use north, west, south, and east.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	North, South, East, West, Northeast, Northwest, Southeast, Southwest, cardinal directions, intermediate directions
Human Systems						
3-G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.	Describe Michigan's economic activities. Tell the factors that influence their locations within the state.	3	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	agriculture, manufacturing, tourism, research, development, factors, influence, products, services






Quarter 3						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3-G4.0.2 *	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).	List diverse groups that live in Michigan and why.	3	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	diverse, push factors, pull factors
3-G4.0.3 *	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.	Describe the movement of goods, people, jobs, and information in Michigan. Provide reasons for the moves.	3	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	
Economics						
Market Economy						
3-E1.0.1 *	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	Know how supply and demand affect Michigan's economy.	3	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	scarcity, opportunity cost, produce(r), consume(r), supply, demand
3-E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).	Consider Michigan's location and how it affects Michigan's economy.	3	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	entrepreneurs, manufacture, natural resources, human resources, capital resources
3-E1.0.4 *	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	Describe how resources are combined to produce goods and services in Michigan.	3	3	*Teacher created assessments/ projects *Depth of discussions *Journaling	

Quarter 3						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3-E1.0.5	Explain the role of business development in Michigan's economic future.	Explain how Michigan must diversify its businesses in order to remain economically viable in the future.	3	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	specialization, division of labor, productivity
4-E1.0.5 *	Explain how specialization and division of labor increase productivity (e.g., assembly line).	Explain how manufacturers can increase productivity.	3	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	
National Economy						
3-E2.0.1 *	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	Focusing on specialized goods increases Michigan's dependence on other states.	3	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	interdependence
International Economy						
3-E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Understand why people voluntarily trade.	3	1	*Teacher created assessments/ projects *Depth of discussions *Journaling	trade
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
3-P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Name public issues that affect Michigan's citizens.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	public issue, influence
Persuasive Communication About a Public Issue						






Quarter 3

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3-P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Write a paragraph stating an opinion and supporting that opinion.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	position, justify
Citizen Involvement						
3-P4.2.2	Participate in projects to help or inform others.	Help others in the community.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	
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Underlined GLCE's are assessed on the Quarter 3 Grade 4 HPS Common Assessment						






Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will			32 		
Geography						
The World in Spatial Terms						
3-G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Identify and use north, west, south, and east.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	North, South, East, West, Northeast, Northwest, Southeast, Southwest, cardinal directions, intermediate directions
Economics						
Market Economy						
4-E1.0.8 *	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.	Understand that public goods are paid for by taxes.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	tax
Civics and Government						
Purposes of Government						
3-C1.0.1 *	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	Show how Michigan's government ensures the rights of its people.	4	2	*Teacher created assessments/ projects *Depth of discussion *Journaling	government, rights, individual rights, common good, equal treatment under the law
4-C1.0.2 *	Explain probable consequences of an absence of government and of rules and laws	Explain consequences of the absence of government.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	rules, laws, consequence
Values and Principals of American Democracy						
3-C2.0.1 *	Describe how Michigan state government reflects the principle of representative government.	Tell how Michigan's government is like our federal government.	4	2	*Teacher created assessments/ projects *Depth of discussion *Journaling	representative government






Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
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.	Explain some of the most important principles in the Constitution and Bill of Rights.	4	2	*Teacher created assessments/ projects *Depth of discussion *Journaling	popular sovereignty, rule of law, checks and balances, separation of powers, Constitution, 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).	Identify specific rights guaranteed by the Constitution and Bill of Rights.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	freedom of religion, expression, press,
Structure and Functions of Government						
3-C3.01 *	Distinguish between the roles of state and local government.	Tell how state and local governments are responsible for differing jurisdictions.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	state government, local government
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).	Explain how our core democratic values and constitutional principles limit the powers of the federal government.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	federal government, limits, election
3-C3.0.2 *	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	Understand how public services are funded in Michigan.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	goods, services, funded
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).	Describe how our federal government works, including the division of power between state and federal governments.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	
3-C3.0.3 *	Identify the three branches of state government in Michigan and the powers of each.	Identify the three branches and responsibilities of Michigan state government.	4	2	*Teacher created assessments/ projects	branches of government, executive, legislative,

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
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).	Describe how our federal government works.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	
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).	Describe how our federal government works.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	appointments
4-C3.0.7 *	Explain how the federal government uses taxing and spending to serve the purposes of government.	Describe how our federal government works, including how the government pay for public goods and services.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	tax
Roles of the Citizen in American Democracy						
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).	Understand the responsibilities of citizenship.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	responsibility, citizenship
4-C5.0.4 *	Describe ways citizens can work together to promote the values and principles of American democracy.	Understand how citizens work together to promote values and principles of American democracy.	4	2	*Teacher created assessments/ projects *Depth of discussions *Journaling	values, principles, democracy
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
3-P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Name public issues that affect Michigan's citizens.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	
Persuasive Communication About a Public Issue						

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3-P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Write a paragraph stating an opinion and supporting that opinion.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	public issue, influence
Citizen Involvement						
3-P4.2.2	Participate in projects to help or inform others.	Help others in the community.	Y		*Teacher created assessments/ projects *Depth of discussions *Journaling	position, justify
* Denotes state assessed GLCE's according to Social Studies Alignment Project, MDE 2009						
Underlined GLCE's are assessed on the Quarter 4 Grade 4 HPS Common Assessment						