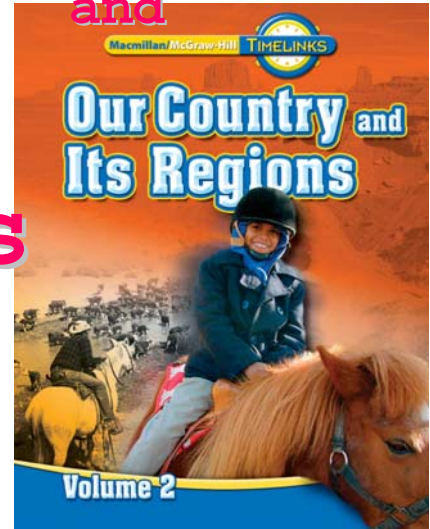


Our Country and Its Regions



STANDARDS	PAGE REFERENCES
Social Studies Content Expectations Grade Four	
Geography	
G1 The World in Spatial Terms	
<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>	
<p>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?).</p>	<p>Student Edition: 4-5, GH1-GH3</p> <p>Teacher's Edition: BR GH2; CC GH3; HP GH1</p> <p>Teacher Resources: Idea Factory 11, 25, 29</p> <p>Student Practice and Activity Workbook 6, 7, 14, 15, 16, 17, 22, 23, 27, 28, 31, 39, 40, 42, 46, 47</p> <p>World Atlas 4-29</p>

STANDARDS	PAGE REFERENCES
<p>4 - G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p>	<p>Student Edition: GH11 <i>Map and Globe Skills</i> 112-113</p> <p>Teacher’s Edition: CC GH11; DR GH1; HP GH17; LI 112</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 22 World Atlas 8-9, 22-23, 24-25, 27</p>
<p>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).</p>	<p>Student Edition: GH6-GH18 <i>Map and Globe Skills</i> 77, 112-113</p> <p>Teacher’s Edition: CC 77, GH9, GH11; LI 112</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 22, 47 World Atlas 4-29</p>
<p>4 - G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p>	<p>Student Edition: GH6-GH18 <i>Map and Globe Skills</i> 77, 112-113, 238-239, 270-271</p> <p>Teacher’s Edition: CC 77, GH11; HO GH12; LI 112, 238</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 47 World Atlas 4-29</p>
<p>4 - G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.</p>	<p>Student Edition: 85, 148 <i>Map and Globe Skills</i> 77, 238-239</p> <p>Teacher’s Edition: CC 77; LI 238</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 42 World Atlas 26-29</p>

STANDARDS		PAGE REFERENCES
G2 Places and Regions		
<i>Understand how regions are created from common physical and human characteristics.</i>		
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).	<p>Student Edition: 79-83 <i>Check Understanding</i> 83 #2 <i>Map</i> 81</p> <p>Teacher's Edition: DI 81; RL 79, 81; RM 80; UV 82</p> <p>Teacher Resources: Student Practice and Activity Workbook 14, 16, 36 World Atlas 8-9, 22-23, 24-25, 26, 27, 28, 29</p>
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.	<p>Student Edition: 197-204, 215-221, 231-237, 247-253 <i>Check Understanding</i> 204 #3 <i>Places</i> 203</p> <p>Teacher's Edition: DI 201; RL 197, 217, 219,</p> <p>Teacher Resources: Student Practice and Activity Workbook 14, 16, 36, 37, 38, 39 World Atlas 8-9, 22-23, 24-25, 28, 29, 31</p> <p>Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES</p>
G4 Human Systems		
<i>Understand how human activities help shape the Earth's surface.</i>		
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)	<p>Student Edition: 46, 47, 130, 217, 282-283 <i>Check Understanding</i> 47 #1, 221 #3</p> <p>Teacher's Edition: DI 217; PPE 130; RL 217, 283</p> <p>Teacher Resources: <i>Idea Factory</i> 46, 48-49, 51, 67 Student Practice and Activity Workbook 7, 13, 29, 40</p>

STANDARDS	PAGE REFERENCES
<p>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)</p>	<p>Student Edition: 46, 47, 130, 152-153, 184-185, 282-283</p> <p>Teacher's Edition: PPE 130; RL 153, 283; RM 152</p> <p>Teacher Resources: Idea Factory 25, 27, 29, 30, 31, 36, 39, 48-49, 57, 65, 67 Student Practice and Activity Workbook 7, 13, 29, 40</p>
<p>G5 Environment and Society</p>	
<p><i>Understand the effects of human-environment interactions.</i></p>	
<p>4 - G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.</p>	<p>Student Edition: 53, 177-178, 236-237, 242, 279, 283</p> <p>Teacher's Edition: BI 176; C 236; CC 242; DI 177; RL 177; RM 176</p> <p>Teacher Resources: Idea Factory 25, 45, 56, 60, 63, 68 Student Practice and Activity Workbook 17</p>
<p>Civics and Government</p>	
<p>C1 Purposes of Government</p>	
<p><i>Explain why people create governments.</i></p>	
<p>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?).</p>	<p>Student Edition: 4-5 <i>Essential Question</i> 106, 114 <i>Reading Skills</i> R14-R15</p> <p>Teacher's Edition: CC R5; RC 5</p> <p>Teacher Resources: Citizenship 2-3, 28-29, 76 Idea Factory 17, 21, 22 Student Practice and Activity Workbook 12, 21, 24</p>

STANDARDS	PAGE REFERENCES
4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.	Student Edition: 107 <i>Check Understanding 119 #3</i> Teacher's Edition: RC 111
4 - C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.	Student Edition: 31, 115 Teacher's Edition: CC 30 Teacher Resources: Citizenship 39
C2 Values and Principles of American Democracy	
<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.	Student Edition: 115-119, 121-125 <i>Check Understanding 119 #1, 125 #2</i> Teacher's Edition: C 122; RL 115, 117, 121; RM 116 Teacher Resources: Citizenship 38-62
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).	Student Edition: 31, 124-125 Teacher's Edition: CC 30; UV 124 Teacher Resources: Citizenship 39-62

STANDARDS	PAGE REFERENCES
C3 Structure and Functions of Government	
<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>	
<p>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).</p>	<p>Student Edition: 115-117 <i>Check Understanding</i> 119 #1</p> <p>Teacher's Edition: DI 117; RL 115, 117</p> <p>Teacher Resources: Citizenship 38-62</p>
<p>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).</p>	<p>Student Edition: 107, 116-117</p> <p>Teacher's Edition: DI 117; RL 107, 117; RM 116</p> <p>Teacher Resources: Citizenship 58 Student Practice and Activity Workbook 21</p>
<p>4 - C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p>	<p>Student Edition: 115-117 <i>Check Understanding</i> 119 #1</p> <p>Teacher's Edition: DI 117; RL 115, 117; RM 116</p> <p>Teacher Resources: Citizenship 28, 38</p>
<p>4 - C3.0.4 Describe how the powers of the federal government are separated among the branches.</p>	<p>Student Edition: 115-117 <i>Check Understanding</i> 119 #1</p> <p>Teacher's Edition: DI 117; RL 115, 117; RM 116</p> <p>Teacher Resources: Citizenship 28 Idea Factory 17</p>

STANDARDS	PAGE REFERENCES
<p>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).</p>	<p>Student Edition: 115-117 <i>Check Understanding</i> 119 #1</p> <p>Teacher’s Edition: DI 117; RL 115, 117; RM 116</p> <p>Teacher Resources: Citizenship 28, 38</p>
<p>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).</p>	<p>Student Edition: 115-117 <i>Check Understanding</i> 119 #1</p> <p>Teacher’s Edition: DI 117; RL 115, 117; RM 116</p> <p>Teacher Resources: Citizenship 12-13 Idea Factory 17</p>
<p>4 - C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p>	<p>Student Edition: 111</p> <p>Teacher’s Edition: RC 111</p> <p>Teacher Resources: Citizenship 57</p>
<p>C5 Roles of the Citizen in American Democracy</p>	
<p><i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government</i></p>	
<p>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).</p>	<p>Student Edition: 121, 122-123, 124-125 <i>Check Understanding</i> 125 #2</p> <p>Teacher’s Edition: C 122; DI 123; RC 125; RL 123</p> <p>Teacher Resources: Citizenship 2-3 Idea Factory 17, 20-21, 26 Student Practice and Activity Workbook 21, 24</p>

STANDARDS	PAGE REFERENCES
4 - C5.0.2 Describe the relationship between rights and responsibilities of citizenship.	<p>Student Edition: 121, 122-123, 124-125 <i>Check Understanding 125 #2</i></p> <p>Teacher's Edition: C 122; DI 123; RC 125; RL 123</p> <p>Teacher Resources: Citizenship 2-3 Idea Factory 12, 20-21 Student Practice and Activity Workbook 21, 24</p>
4 - C5.0.3 Explain why rights have limits.	<p>Student Edition: 124-125</p> <p>Teacher's Edition: RC 125; UV 124</p> <p>Teacher Resources: Citizenship 2 Student Practice and Activity Workbook 24</p>
4 - C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.	<p>Student Edition: 124-125 <i>Citizenship 123, 156, 187, 219, 236, 277</i></p> <p>Teacher's Edition: C 122, 156, 236</p> <p>Teacher Resources: Citizenship 2 Idea Factory 20-21 Student Practice and Activity Workbook 21</p>

STANDARDS		PAGE REFERENCES
Economics		
E1 Market Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>		
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?).	<p>Student Edition: 104 <i>Essential Question 98</i></p> <p>Teacher’s Edition: RL 99, 101</p> <p>Teacher Resources: Idea Factory 19, 20, 32 Student Practice and Activity Workbook 16, 18, 19, 20, 32, 48</p>
4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	<p>Student Edition: 94-95, 99, 100-101</p> <p>Teacher’s Edition: DI 101; RL 99, 101</p> <p>Teacher Resources: Student Practice and Activity Workbook 16, 18, 32</p>
4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	<p>Student Edition: 96-97, 102-103 <i>Check Understanding 97 #3, 104 #2</i></p> <p>Teacher’s Edition: RL 93, 103</p> <p>Teacher Resources: Idea Factory 18-19 Student Practice and Activity Workbook 18</p>
4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	<p>Student Edition: 93, 95, 99 <i>Check Understanding 97 #3</i></p> <p>Teacher’s Edition: RL 96</p> <p>Teacher Resources: Idea Factory 18-19 Student Practice and Activity Workbook 20</p>

STANDARDS		PAGE REFERENCES
4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	<p>Student Edition: 94, 96-97 <i>Check Understanding #2</i></p> <p>Teacher's Edition: CC 94; DI 95; UPS 96</p> <p>Teacher Resources: Idea Factory 47 Student Practice and Activity Workbook 38</p>
4 - E1.0.6	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).	<p>Student Edition: 95, 99</p> <p>Teacher's Edition: RL 93</p> <p>Teacher Resources: Idea Factory 18-19 Student Practice and Activity Workbook 20, 32</p>
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.	<p>Student Edition: 93, 94-95, 96-97</p> <p>Teacher's Edition: RL 93; RM 94</p> <p>Teacher Resources: Idea Factory 18-19 Student Practice and Activity Workbook 19, 20, 38</p>
4 - E1.0.8	Explain why public goods (e.g., libraries, roads, parks) are not privately owned.	<p>Student Edition: 104, 110</p> <p>Teacher's Edition: RC 104; UV 110</p>

STANDARDS		PAGE REFERENCES
E2 National Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in the United States.</i>		
4 - E2.0.1	Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).	<p>Student Edition: 146-147, 181, 213</p> <p>Teacher's Edition: BI 146; RC 181</p> <p>Teacher Resources: Student Practice and Activity Workbook 9, 19, 32, 35, 38</p>
E3 International Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i>		
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).	<p>Student Edition: <i>Global Connections</i> 211, 278</p> <p>Teacher's Edition: GC 211, 278</p> <p>Teacher Resources: Student Practice and Activity Workbook 9</p>
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)		
P3.1 Identifying and Analyzing Public Issues		
<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>		
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	<p>Student Edition: 110-111, 122-123</p> <p>Teacher's Edition: DI 123; RL 123; UV 110</p> <p>Teacher Resources: Citizenship 12-23 Idea Factory 12, 26 Student Practice and Activity Workbook 11, 24</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Student Edition: <i>Chart</i> 124, 208 <i>Diagram</i> 139, 177</p> <p>Teacher’s Edition: DI 177; UV 124, 138</p> <p>Teacher Resources: Citizenship 12-23 Idea Factory 12</p>
<p>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.</p>	<p>Student Edition: 124-125 <i>Check Understanding</i> 125 #3</p> <p>Teacher’s Edition: RC 125; UV 124</p> <p>Teacher Resources: Citizenship 12-23 Idea Factory 12, 21 Student Practice and Activity Workbook 11</p>
<p>P3.3 Persuasive Communication About a Public Issue</p>	
<p><i>Communicate a reasoned position on a public issue.</i></p>	
<p>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.</p>	<p>Student Edition: <i>Check Understanding</i> 125 #3</p> <p>Teacher’s Edition: RL 124</p> <p>Teacher Resources: Citizenship 12-23 Idea Factory 12, 26 Student Practice and Activity Workbook 11</p>

STANDARDS		PAGE REFERENCES
P4.2 Citizen Involvement		
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.	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher’s Edition: C 122, 156, 236 Teacher Resources: <i>Citizenship</i> 12-23 <i>Idea Factory</i> 12, 21, 60 <i>Student Practice and Activity Workbook</i> 11
4 - P4.2.2	Participate in projects to help or inform others.	Student Edition: <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher’s Edition: C 122, 156, 236 Teacher Resources: <i>Idea Factory</i> 12, 21, 60
History		
H3 History of Michigan (Beyond Statehood)		
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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).	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES

STANDARDS		PAGE REFERENCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
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.	Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES
<p>Our Country and Its Regions Content Alignment Resource to the MI Grade 4 GLCES is exclusive to Macmillan/McGraw-Hill. This powerful resource provides all the content that Michigan teachers need to address the new Grade 4 Social Studies Grade Level Content Expectations that connect Michigan to United States Geography and History. The content is delivered through the dynamic Macmillan/McGraw-Hill Presentation Toolkit™ using PowerPoint® presentation technology, which engages students while delivering information that meets state standards.</p>		