

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 4	Curricular Area: Social Studies			
Unit 1: History	Unit 2: Geography	Unit 3: Civics and Government	Unit 4: Economics	Unit 5: Inquiry and Decision Making
1A Time and Chronological Order of Historic Events	2A People, Places, and Cultures	3A The Purposes of Government	4A Individual and Household Choices	5A Information Processing
1B Comprehending History	2B Human/Environment Interaction	3B The Ideals of American Democracy	4B Business Choices	5B Identifying and Analyzing Issues
1C Analyzing and Interpreting The Past	2C Location, Movement, and Connections	3C Democracy in Action	4C Economic Systems	5C Group Discussion of Policies
1D Judging Decisions Made Involving The Past	2D Regions, Patterns, and Processes	3D American Government and Politics	4D Trade	5D Persuasive Writing on Issues
1E	2E Global Issues and Events	3E Responsible Personal Conduct	4E	5E



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 4 History

Outcome: SS1A: All students will sequence chronologically the areas of American history and key events in order to examine relationships and to explain cause and effect in relation to Michigan history. (Time and Chronology)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS1A1. Measure chronological time by decades and centuries as related to Michigan history</p> <p>SS1A2. Place major events in the development of their local community and state of Michigan in chronological order</p>	<ul style="list-style-type: none">• Create a timeline on which you place the significant events of your own life, including birth date, baptismal date, first day of school, etc.• Choose people from the Bible and determine how long each lived in terms of decades and centuries.• Make a timeline to illustrate Biblical events that occurred BC and those occurring AD. Put yourself and your class on the AD section.• Research and tell the story of the founding of congregations, schools, and colleges in your area. How are the dates of the founding of these institutions related to the milestones in the growth of the country?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A: Time and Chronological Order of Historic Events Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 1-History School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS1A1: Measure chronological time by decades and centuries as related to Michigan history.					
SS1A2: Place major events in the development of their local community and state of Michigan in chronological order.					



Outcome: SS1B: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events as they relate to Michigan history. (Comprehending the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Draft Social Studies GLCE are currently under development and will be disseminated upon approval by the State Board of Education. Check website: www.michigan.gov/mde</p>	<p>SS1B1. Summarize the sequence of events in stories describing life from the past in their local community, the state of Michigan, and other parts of the United States.</p> <p>SS1B2. Use narratives and graphic data to compare the past of their local community, the state of Michigan, and other parts of the U.S. with present-day life in these places.</p> <p>SS1B3. Recount the lives and characters of a variety of individuals from their past representing their local community, the state of Michigan, and other parts of the U.S.</p> <p>SS1B4. Identify and explain how individuals in history demonstrated good character and personal virtue.</p>	<ul style="list-style-type: none"> • Obtain a copy of the Declaration Of Independence. Which amendments ensure that you have the opportunity to worship and live as a Christian? • Discuss how God keeps His promises to us by giving us new technologies. • Sequence the events in an Old Testament story (for instance, the story of Joseph, found in Genesis 37; 30-47) • Write an article for the school or church newsletter about an event that is happening in your class. Tell why it is important and describe the goal. What will happen as a result of this event having taken place? • Develop a questionnaire that asks adults to identify the significant events of the twentieth century and to tell why they were important. Were any of these events religious? • Recount events in the lives of people from the past who lived in your state and demonstrated good character traits. • Research the life of Johnny Appleseed. What motivated him to do what he did? Did he ever visit your state?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Comprehending Michigan's History Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 1-History				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	School Year:				
	Dates Taught (month/day/initials):				
SS1B1: Summarize the sequence of events in stories describing life from the past in their local community, the state of Michigan, and other parts of the United States.					
SS1B2: Use narratives and graphic data to compare the past of their local community, the state of Michigan, and other parts of the U.S. with present-day life in these places.					
SS1B3: Recount the lives and characters of a variety of individuals from their past representing their local community, the state of Michigan, and other parts of the U.S.					
SS1B4: Identify and explain how individuals in history demonstrated good character and personal virtue.					



Outcome: SS1C: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narrative from evidence. (Analyzing and Interpreting the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS1C1. Use primary sources to reconstruct past events in their local communities.</p> <p>SS1C2. Interpreting conflicting accounts of events in both Michigan and U.S. history and analyze the viewpoints of the authors.</p> <p>SS1C3. Compose simple narratives of events from history of the state of Michigan and U.S.</p>	<ul style="list-style-type: none"> • Divide class into 4 groups. Give each a Bible story from primary source (Bible) and secondary source (Bible story book). Each group should generate a chart, graph, or report about the story using both sources. • Research the contents of your church or school cornerstone. • Examine your state's seal, flag, or constitution. Do you have any evidence that the Bible influenced any of these? • Make a family timeline that includes generations as far back as possible. • Write a newspaper article about an event from the Bible using just the facts. Then write a commentary with opinions and use illustrations to show how pictures used to illustrate the story are based on viewpoint of artist and express an opinion. • Discuss times on the playground when one person's explanation of a conflict was different from another person's. What action should be taken when two sides of the story are different?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Analyzing and Interpreting the Past Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 1-History School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS1C1: Use primary sources to reconstruct past events in their local communities.					
SS1C2: Interpreting conflicting accounts of events in both Michigan and U.S. history and analyze the viewpoints of the authors.					
SS1C3: Compose simple narratives of events from history of the state of Michigan and the U.S.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social Studies Grade 4 Geography

Outcome: SS2A: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements in relation to Michigan. (People, Places, and Cultures)

Grade Level Content Expectations (GLCEs)	Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2A1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</p> <p>SS2A2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</p> <p>SS2A3. Locate and describe the major places, cultures, and communities of Michigan and compare their characteristics.</p>	<ul style="list-style-type: none">• Discuss the story of Abraham and Lot. When Christians choose other places to live, what are some factors other than geographic features that receive consideration (Gen. 15:13-18)?• After your class has defined the regions of your state, locate the regions of the Holy Land: Judea, Galilee, Samaria, Philistia, and Phoenicia. Talk about the geographic features and human influences that created these distinct regions.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A People, Places, and Cultures Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 2-Geography School Year: _____ Dates Taught (month/day/initials): _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)					
SS2A1: Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.					
SS2A2: Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.					
SS2A3: Locate and describe the major places, cultures, and communities of Michigan and compare their characteristics.					



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Outcome: SS2B: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environment impact, and the interrelationships among them. (Human/Environmental Interaction)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2B1. Explain basic ecosystem concepts and processes.</p> <p>SS2B2. Describe location, use, and importance of different kinds of resources and explain how they are created and the consequence of their use.</p> <p>SS2B3. Describe the major physical patterns, ecosystems, resources, and land uses of the state and explain the processes that created them.</p> <p>SS2B4. Explain how various people and cultures have adapted to and modified the environment of Michigan.</p>	<ul style="list-style-type: none"> • Identify highest and lowest places in the state. Talk about how flow of water in state is part of God's overall plan to preserve and sustain environment of state. • The story of Ruth is a wonderful example of wise management of natural resources. • Review the People and Planet website at www.peopleandplanet.net • Make a poster to trace a common product (a shoe) back through the steps it takes to get the product ready to use. How is God at work through people and nature each step? Add title to indicate God is the source of every good and perfect gift. • Bring travel brochure of Michigan. Work with the class to create tourism guides for regions and cities prominent in Bible history. • Discuss what geographic conditions caused Israel to move to Egypt. (Gen. 46:31-47:6) • Share the story of Joseph. And discuss how God uses geographic conditions for His purposes. • Discuss how King Hezekiah adapted the environment to meet the needs of his people.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Human/Environment Interaction Teacher Name: _____ Grade Level: 4		Curricular Area: Social Studies/Unit 2-Geography School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)		Dates Taught (month/day/initials):				
SS2B1: Explain basic ecosystem concepts and processes.						
SS2B2: Describe location, use, and importance of different kinds of resources and explain how they are created and the consequence of their use.						
SS2B3: Describe the major physical patterns, ecosystems, resources, and land uses of the state and explain the processes that created them.						
SS2B4: Explain how various people and cultures have adapted to and modified the environment of Michigan.						



Outcome: SS2C: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them in relation to Michigan. (Location, Movement and Connections)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2C1. Describe major kinds of economic activity and explain the factors influencing their location in Michigan.</p> <p>SS2C2. Describe the causes, consequences, routes, and movement of major migration to Michigan.</p> <p>SS2C3. Explain how transportation and communication link people and communities.</p> <p>SS2C4. Describe some of the major movements of goods, people, jobs, and information within Michigan and the United States and explain the reasons for the movements.</p>	<ul style="list-style-type: none"> Students could conduct a poll in class asking how many people have moved in the past 5 years. Graph results of reasons families have moved. How do we welcome new students? What would you put in a welcome packet? Discuss the story of Abraham and Lot. What were the reasons they moved from their homeland? Discuss story of Joseph. How did God use geographic conditions to help Him keep His promise of a Savior? Put a large jigsaw puzzle on the floor and divide the pieces into 4 groups. Keep back several pieces from each group without telling the students. Assign students to four groups. Tell students to put the puzzle together without talking. How do you communicate when you can't speak? What frustrations do you experience? Talk about importance of communication. It is even more important to communicate the Gospel of Jesus Christ with others. List some ways children can communicate God's love to others.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Location, Movement, and Connections Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 2-Geography School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS2C1: Describe major kinds of economic activity and explain the factors influencing their location in Michigan.					
SS2C2: Describe the causes, consequences, routes, and movement of major migration to Michigan.					
SS2C3: Explain how transportation and communication link people and communities.					
SS2C4: Describe some of the major movements of goods, people, jobs, and information within Michigan and the United States and explain the reasons for the movements.					



Outcome: SS2D: All students will describe and compare characteristics of ecosystems of the state of Michigan and explain the processes that created them. (Regions, Patterns and Processes)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2D1. Draw sketch maps of the community and regions of Michigan.</p> <p>SS2D2. Describe places, cultures, and communities in Michigan and compare them with those in other regions and countries.</p> <p>SS2D3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</p> <p>SS2D4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages</p>	<ul style="list-style-type: none"> • Draw your state and identify the capital, regions, waterways, and land features on an outline map. Then draw a map of the Holy Land to the same scale. Include sites found in commonly used Bible stories. Compare distances between cities and towns in your state with distances between cities and towns of the Holy Land. • Display a map of region of Palestine from N.T. times. Develop a list of stories that took place where these stories occurred. Choose on location and make a map on paper or 3D with salt dough of Bethlehem, Nazareth, Cana, Jerusalem, etc. • Look at maps in Bibles and Bibles atlases. Compare various time periods. What changes do the maps indicate? What might have caused these changes? • Where did mountains come from? (Read Gen. 1) World came into being as a result of God's creative power. God also set in motion forces and physical laws that have changed the land.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Regions, Patterns, and Processes Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 2-Geography				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
SS2D1: Draw sketch maps of their community and regions of Michigan.					
SS2D2: Describe places, cultures, and communities in Michigan and compare them with those in other regions and countries.					
SS2D3: Describe the geography of Michigan at major times in its history and explain the reasons for its change.					
SS2D4: Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.					



Outcome: SS2E: All students will describe and explain the causes, consequences, and geographic context of major global issues and events as related to Michigan. (Global Issues and Events)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	SS2E1. Locate major world events and explain how they impact people and the environment.	<ul style="list-style-type: none">Solve an environmental problem. In the report on your efforts to solve the problem, include several Bible passages to explain why the problem needs attention.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Global Issues and Events Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 2-Geography School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS2E1: Locate major world events and explain how they impact people and the environment.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social Studies Grade 4 Civics, Government, and Citizen Involvement

Outcome: SS3A: All students will identify the purposes of state and local governments in Michigan and describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3A. Distinguish between local and state governments in the United States and describe the roles of government institutions at both levels.</p> <p>SS3A2. Give examples of authority and the use of power without authority.</p> <p>SS3A3. Give reasons for limiting the power of government.</p> <p>SS3A4. Students will be able to explain how law is used to manage conflict in American society.</p>	<ul style="list-style-type: none">• Compare the work of each of the persons in the Trinity with the three branches of government. (Legislative-Father, Executive-Son, Judicial-Holy Spirit)• Check out the information at this website: www.bensguide.gpo.gov. Click on “Grades 3-5” and then on “Branches of Government.” Create a diagram, a poster, or a bulletin board similar to the one on the Web site. Title it “One Nation Under God.” Then add elements to the design to show that our government rules under the authority of our Lord.• Study 2 Sam. 11. How did King David misuse his power? Whom did God use to call David to account for his sin? How does this narrative illustrate the way unlimited power can corrupt a person and damage the respect citizens have for their government? Whom does God use to rein in corrupt power in our government today? Discuss the prophet Nathan’s role in the story.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: The Purposes of Government Teacher Name: _____ Grade Level: 4		Curricular Area: Social Studies/Unit 3-Civics and Government School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)		Dates Taught (month/day/initials):				
SS3A1: Distinguish between local and state governments in the United States and describe the roles of government institutions at both levels.						
SS3A2: Give examples of authority and the use of power without authority.						
SS3A3: Give reasons for limiting the power of government.						



Outcome: SS 3B: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States as they relate to the state of Michigan. (Ideals of American Democracy)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3B1. Interpret the development and summarize the main points in the Declaration of Independence.</p> <p>SS3B2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of the law and equal protection of the law.</p> <p>SS3B3. Explain responsibilities citizens have to uphold constitutional rights.</p>	<ul style="list-style-type: none"> • Study the Bill of Rights. How does each of the specific rights afforded Americans help protect the right to worship as we see fit? Make posters to illustrate each basic right. • Read Gal. 5:1 and 13. What does the phrase "For Freedom has set us free" mean? Write a one-page skit to illustrate this concept as it is lived out as a fourth grader. • "The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the state governments are numerous and indefinite." –James Madison, Federalist No. 45, January 26, 1788. What did Madison mean by this statement? Note that scripture does not designate the type of government that any country should have, but it does speak about what citizens owe to their government. See the Table of Duties in Luther's Small Catechism.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: The Ideals of American Democracy Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	School Year:				
	Dates Taught (month/day/initials):				
SS3B1: Interpret the development and summarize the main points in the Declaration of Independence.					
SS3B2: Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of the law and equal protection of the law.					
SS3B3: Explain responsibilities citizens have to uphold constitutional rights.					



Outcome: SS3C: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3C1. Describe what state courts are expected to do.</p> <p>SS3C2. Describe issues that arise over constitutional rights.</p>	<ul style="list-style-type: none"> • Use bull's eye pattern to draw a diagram with "myself" written in the center and the following labels written in the circles from the middle toward the outside: family, church/school, neighborhood, town/city, state, nation. Discuss how God has designed each one of these entities to provide for our needs. Explain that young children are most concerned with what the two innermost circles represent and that as children grow up they gain more understanding and appreciation for the forms of government that the outer circles represent. • Watch for news articles that describe the actions of local, state, and national governments. Post these on a bulletin board in the classroom. Discuss these articles, expressing your opinions on the matters. Include the various levels of government and the issues with which they deal in your class prayers. • Research and report on an issue with which others in your class may not agree. Your only task is to fairly and fully present the position of those who take the position. Clearly understanding and respecting the position of others is a first step in resolving issues in a God-pleasing way.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Democracy in Action Teacher Name: _____ Grade Level: 4		Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)		School Year: _____ Dates Taught (month/day/initials): _____				
SS3C1: Describe what state courts are expected to do.						
SS3C2: Describe issues that arise over constitutional rights.						



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Outcome: SS3D: All students will explain how American governmental institutions, at the local and state levels in Michigan, provide for the limitation and sharing of power and how the political system provides for the exercise of power. (American Government and Political)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3D1. Distinguish among making, enforcing, and interpreting laws.</p> <p>SS3D2. Explain how law is used to manage conflict in American society.</p> <p>SS3D3. Explain the basic organization of the local and state governments.</p> <p>SS3D4. Describe how citizens participate in election campaigns.</p>	<ul style="list-style-type: none"> • Together with your classmates, make laws; make laws for lining up at the water fountain, for going to lunch, and handing in papers, for example. When the laws are “passed,” have a person, acting as president, sign them into law. Then have the class act as a supreme court to decide if the laws are constitutional. What would happen if one of the parties in this process did not carry out their function? Who checked on Whom? Governments are God’s servants “for your good” (Rom.13:4) Is God’s purpose served by this process? • Name people you know who are involved in the community’s local government. Watch the local newspaper for articles that share information about the local government. Put those articles in a notebook and maintain a list of those people who are mentioned in the articles. Pray for the leaders of your local community by name. • Pretend you are running for the office of President of the United States. Design campaign posters that tell people why they should vote for you. If elected, what would you do that would help people? Is it important for people to know that you are a Christian? Why? Where do you stand on civic and political issues of today? Write a speech in which you present your views on a current civic or political issue.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3D: American Government and Politics Teacher Name: _____ Grade Level: 4		Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)		School Year: _____ Dates Taught (month/day/initials): _____				
SS3D1: Distinguish among making, enforcing, and interpreting laws.						
SS3D2: Explain how law is used to manage conflict in American society.						
SS3D3: Explain the basic organization of the local and state governments.						
SS3D4: Describe how citizens participate in election campaigns.						



Outcome: SS3E: All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3E1. Report how their behavior has been guided by concern for the law.</p> <p>SS3E2. Engage in activities intended to contribute to solving a local or state problem they have studied.</p>	<ul style="list-style-type: none"> • Discuss Jesus' teachings and the commands of Scripture as they relate to rights and responsibilities. Explore especially Matthew 5-7 and Ephesians 4:2-3, 25-32. • Read a recent newspaper or magazine or refer to the past few issues of a current events magazine your class has studied. Look for examples of irresponsible behavior. What were the consequences? How might our democracy change if more people acted in this irresponsible way? Which commandments did the perpetrators disregard? Propose alternative ways of behaving that would honor God. Pray for the officials who enforce the laws in each case. Also pray for those who broke the law. Ask that God the Holy Spirit lead these people to repentance.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3E: Responsible Personal Conduct Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 3-Civics and Government School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS3E1: Report how their behavior has been guided by concern for the law.					
SS3E2: Engage in activities intended to contribute to solving a local, state or national problem they have studied.					



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social Studies Grade 4 Economic Perspective

Outcome: SS4A: All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well being of individuals and society. (Individual and Household Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4A1. Explain why people must face scarcity when making economic decisions.</p> <p>SS4A2. Identify the opportunity costs in personal decision-making situations.</p> <p>SS4A3. Use a decision making model to explain a personal choice.</p>	<ul style="list-style-type: none">• Opportunity cost is the sum total of all things that could have been gained or done when you chose to do something else. When you chose to go to a movie, the opportunity cost involves what else you could have purchased, what else you could have done with your time, what you missed because of attending the movie.• From old catalogues or ads, cut pictures of things you want and the prices of those items. Imagine you have X number of dollars to spend, and then circle the things you will buy. Next, discuss your choices with a classmate. Finally, write what the opportunity cost was of the choices that you made. Note that Jesus gave up His life for our salvation.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Individual and Household Choices Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 4-Economics School Year: _____ Dates Taught (month/day/initials): _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)					
SS4A1: Explain why people must face scarcity when making economic decisions.					
SS4A2: Identify the opportunity costs in personal decision- making situations.					
SS4A3: Use a decision-making model to explain a personal choice.					



Outcome: SS4B: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4B1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</p> <p>SS4B2. Distinguish among individual ownership, partnership, and corporations.</p> <p>SS4B3. Examine the historical and contemporary role a major industry has played in the state of Michigan.</p>	<ul style="list-style-type: none"> • An easy way to remember what natural resources are is to recall that natural resources are those things God has created for our use. Distribute a two-column chart with the headings “Renewable Resources” and “ Non-renewable Resources”. Brainstorm a list of natural resources and sort them into the proper column. Discuss how Christians are to be good stewards of the natural resources God has given us. • Cut drawing paper into quarters. Look around the school and think about what you see. Which of those things are capital resources- those “things” the school uses to do its business? (Paper clips and toilet paper are examples.) Illustrate four of those items. Make a collage of capital resources on a hallway bulletin board with the caption, “We are thankful for...” • Play charades. Act out services offered (produced). Allow the rest of the class to identify the producer. What services does God provide to us?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Business Choices Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit4-Economics School Year: _____ Dates Taught (month/day/initials): _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)					
SS4B1: Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.					
SS4B2: Distinguish among individual ownership, partnership, and corporations.					
SS4B3: Examine the historical and contemporary role a major industry has played in the state of Michigan.					



Outcome: SS4C: All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4C1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</p> <p>SS4C2. Describe how they act as a producer and a consumer.</p> <p>SS4C3. Analyze how Michigan's location has impacted its economic development.</p>	<ul style="list-style-type: none"> • Read "The Doughnuts" from Robert McCloskey's book <i>Homer Price</i>. What happened to the price of doughnuts when there were more doughnuts available? What happened to the demand for doughnuts? For other economic ideas and concepts in children's literature, see this website: cob.jmu.edu/econed/Elementary.htm. As our need for forgiveness is constant, God's grace is sufficient for all our needs (2Cor. 12:9) • Conduct phone book research, listing the businesses and products from other countries that are sold here. List any countries from which these products come. Are any products religious in nature? Report on your findings. Then research products of a Christian nature that might be sold in other countries. What products could be produced and sold so that other people can know Jesus as their Savior?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4C: Economic Systems Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 4-Economics School Year: _____ Dates Taught (month/day/initials): _____				
Michigan Standards, <i>Benchmark</i> or GLC (The <i>italicized</i> indicates the one used.)					
SS4C1: Explain how prices are determined in a market economy and how they serve as a means of allocating resources.					
SS4C2: Describe how they act as a producer and a consumer.					
SS4C3: Analyze how Michigan's location has impacted its economic development.					



Church Extension Fund

Outcome: SS4D: All students will describe how trade generates economic development and interdependence in Michigan and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4D1. Trace the national origin of common household items and the trade flow which brought them to Michigan.</p> <p>SS4D2. Describe benefits of international trade to consumers and producers in Michigan.</p> <p>SS4D3. Describe how Michigan businesses are involved in trade as producers, distributors, importers, and exporters.</p>	<ul style="list-style-type: none"> List the countries where your coat, gloves, shoes, or various school items were made. Make graphs to indicate the results of the research. Draw tentative conclusions based on your research. What is the predominant religion in each country from which these products come? How might your class share the Gospel message in a country that supplies many coats or shoes to your class? Place the terms <i>Human</i>, <i>Natural</i>, and <i>Capital</i> on manila cards. Define and discuss each type of resource. Natural resources (coal, soil, wood and water, for example), human resources (people at work), and capital resources (tools, machinery, and buildings) are used to produce goods and services for consumers. Make a three-column sheet with labels for each type of resource. Take a walk around the neighborhood and list examples of the different types of resources that are observed. Compare your list with the lists of others when you return. Thank God for the resources He provides. Then read Psalm 100 together.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4D: Trade Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 4-Economics				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
SS4D1: Trace the national origin of common household items and the trade flow, which brought them to Michigan.					
SS4D2: Describe benefits of international trade to consumers and producers in Michigan.					
SS4D3: Describe how Michigan businesses are involved in trade as producers, distributors, importers, and exporters.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social Studies Grade 4 Inquiry and Decision Making

Outcome: SS5A: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, charts, and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5A1. Locate information about local and state communities using a variety of traditional sources, electronic technologies, and direct observations.</p> <p>SS5A2. Organize social science information to make maps, graphs, and tables.</p> <p>SS5A3. Interpret social science information about local and state communities from maps, graphs, and charts.</p>	<ul style="list-style-type: none">Families are usually thought of as the primary social institution. Develop a questionnaire to gather data on your own family: number of siblings, number of working parents, distance home is from school, number of times per week family devotions are conducted, or other data of interest. Compile the information (yours and that of your students) on charts and graphs. Then analyze the data and write a description of a typical fourth grade family in your school. Be sure to respect the privacy of individuals and families. Write a prayer for families. Use it in your classroom devotions.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5A: Information Processing Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year: _____ Dates Taught (month/day/initials): _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)					
SS5A1: Locate information about local and state communities using a variety of traditional sources, electronic technologies, and direct observations.					
SS5A2: Organize social science information to make maps, graphs, and tables.					
SS5A3: Interpret social science information about local and state communities from maps, graphs, and charts.					



Outcome: SS5B: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5B1. Pose local or state policy issues as questions.</p> <p>SS5B2. Explain how a particular public issue became a problem and why people disagree about it.</p> <p>SS5B3. Evaluate possible resolutions of a public issue.</p>	<ul style="list-style-type: none">• Research and report a position on an issue with which others in your class may not agree. Your only task is to fairly and fully present the position of those who take the position. Clearly understanding and respecting the position of others is a first step in resolving issues in a God-pleasing way.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5B: Identifying and Analyzing Issues Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year: _____				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials): _____				
SS5B1: Pose local or state policy issues as questions.					
SS5B2: Explain how a particular public issue became a problem and why people disagree about it.					
SS5B3: Evaluate possible resolutions of a public issue.					



Outcome: SS5C: All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5C1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local and state policy.</p>	<ul style="list-style-type: none"> List several controversial issues in your community or state. As a class, select one issue you believe is important. Discuss the various sides of the controversy and apply God’s Word to the issue if it speaks clearly to the situation. Remember, some issues are not addressed directly in Scripture. Others are perceived differently among sincere Christian people. We may come to our own conclusions without defaming those who disagree with us. Write prayers regarding the issue; pray for understanding among people who feel and believe differently. Allow time to pray together.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5C: Group Discussion of Policies Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies Unit 5-Inquiry and Decision Making				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	School Year: _____				
Dates Taught (month/day/initials):					
SS5C1: Engage each other in conversations, which attempt to clarify and resolve issues pertaining to local and state policy.					



Outcome: SS5D: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	SS5D1. Compose a short essay expressing a decision on a local or state policy issue.	<ul style="list-style-type: none">• Gather news articles that focus on an issue important to your community. Use the articles to prepare a bulletin board display about the issue and to make a presentation regarding the issue; a summary and analysis of the issue should be part of the presentation, as should recommendations regarding the issue.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5D: Persuasive Writing Teacher Name: _____ Grade Level: 4	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year:
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Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS5D1: Compose a short essay expressing a decision on a local or state policy issue.					

