

Redford Union School District Fourth Grade Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September - October	What Do Democratic Values Teach Us About Who We Hope To Be?	<p>This unit explores democratic values in the context of America's democratic institutions, and it continues to develop students' understanding of the different social science disciplines, a process that (in Michigan classrooms) began in 3rd Grade. As students work through the unit, they progressively build an argument to the unit's compelling question, "What do democratic values teach us about who we hope to be?" Students also begin to develop the skill of writing evidence-based arguments, learning how to gather evidence from different sources and returning to the lesson question at the end of each lesson to craft an argument. This unit lays a foundation for students to learn about the history of the Underground Railroad in Unit 2, the history of the automobile industry and the labor movement in Michigan in Unit 3, and the public issue of water in Michigan in Unit 4.</p>
2	November - December	What do Freedom Seekers and the Underground Railroad Teach Us About Who We Hope To Be?	<p>This unit investigates the history of the Underground Railroad and the Freedom Seekers that were a part of it, specifically in the Great Lakes region, and how historians use context and corroboration to tell accurate stories about the past. As students work through the unit, they progressively build an argument to the unit's compelling question, "What do Freedom Seekers and the Underground Railroad teach us about who we hope to be?" Students continue to develop the skill of writing evidence-based arguments, gathering evidence from different sources and returning to the lesson question at the end of each lesson to craft an argument. They also build geographic context for the time period by populating maps with historical evidence relevant to Freedom Seekers and the Underground Railroad. This unit builds on the foundational knowledge students gained in Unit 1 about democratic values and lays the groundwork for a deeper investigation of the automobile industry and the labor movement in Michigan in Unit 3.</p>
3	February - March	What do the Automobile Industry and the Labor Movement in Michigan Teach Us About Who	<p>This unit investigates the history of the automobile industry and labor movement in Michigan, and how economists describe how we get what we need and want. As students work through the unit, they progressively build an argument to the unit's compelling question, "What do the automobile industry and the labor movement in Michigan teach us about who we hope to be?" Students continue to develop the skill of writing evidence-based arguments, gathering evidence from different sources and returning to the lesson question at</p>

	We Hope To Be?	the end of each lesson to craft an argument. This unit builds on the foundational knowledge students gained in Units 1 and 2 about democratic values and lays the groundwork for an investigation of water in Michigan in Unit 4.
4	What Does Water In and Around Michigan Teach Us About Who We Hope To Be?	This unit investigates the importance of water to Michigan and the importance of water in and around Michigan to the United States and the world. As students work through the unit, they progressively build an argument to the unit's compelling question, "What does water in and around Michigan teach us about who we hope to be?" Students continue to develop the skill of writing evidence-based arguments, gathering evidence from different sources and returning to the lesson question at the end of each lesson to craft an argument. This unit builds on the foundational knowledge students gained in Units 1, 2, and 3 about democratic values and concludes the course with an in-depth look at one of Michigan's important characteristics: fresh water.