

**Civics-Government**

**Fourth Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and rights, privileges, and responsibilities of becoming active participants in the democratic process.

**Benchmark 1:** The student understands the purpose of rules (rule of law) as it applies to state and national governments.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
1. (A) evaluates rules and laws using two basic criteria; the law or rule serves the common good, the law or rule must be possible to follow.	

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**Benchmark 2:** The student understands the diversity of American society and socially shared ideals.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
1. (A) identifies common values and beliefs shared across regions in the United States (e.g., the right to vote, freedom of religion, speech, concern for common good).	1. seat belt laws, driving laws.  (instructional suggestions are in development and may change)

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**Benchmark 3:** The student understands how the U.S. Constitution allocates power and responsibility in the government.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies the three branches of government and primary functions as defined by the Constitution (e.g., legislative-make laws, execute, enforce laws; executive; judicial).</li> <li>2. (K) recognizes that the U.S. Constitution serves as a model for the KS government (e.g., president/governor, lawmaking, court system).</li> </ol>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities of a good citizen.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) determines how people can participate in government and why it is important (e.g., jury duty, voting, running for office, community service).</li> <li>2. (K) recognizes how individuals have a responsibility for meeting the needs of communities (e.g., disasters--flood, tornado, drought, earthquake; response—donations, volunteer).</li> </ol>	

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**Benchmark 5:** The student understands state government.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the function of state governments (e.g., to make, enforce and apply rules for the state, to provide services, to provide safety).</li> <li>2. (K) recognizes that state governments must respond accordingly to meet regional needs in their state (e.g., response to hurricane disaster in Florida, response to drought in Midwest).</li> <li>3. defines capital as the seat of government for state and nation.</li> <li>4. defines capitol as the building in which government is located.</li> </ol>	

**Economics**

**Fourth Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) identifies examples of how natural, capital, and human resources are used in production of goods and services (e.g., land resources [natural] are used to produce wheat [goods] which is harvested by skilled farmers [human] using combines [capital]).</li> <li>2. (A) traces the production, distribution, and consumption of particular goods in the state or region.</li> <li>3. (K) - (\$) identifies the opportunity cost of an activity (e.g., Oregon trail/Santa Fe Trail/what can you take with you).</li> <li>4. (A) gives an example of economic interdependence (e.g., residents of Kansas depend on producers in states like Florida, Texas, and California for some fruits and vegetables and residents of other states, such as Florida, depend on Kansas producers for wheat and beef).</li> </ol>	<ol style="list-style-type: none"> <li>1. use a graphic organizer to list resources under their correct heading (i.e., natural, capital, human). Create a web of Factors of Production (i.e., natural resources, capital resources, human resources).</li> <li>2. create a comic strip that traces a product from Kansas or the region (e.g., wheat) from its beginnings to the consumer.</li> <li>3. from a given list of supplies with their prices, choose the supplies you would take with you on a trip west, considering financial and space limitations (Opportunity cost is your next best choice).</li> <li>4. have students work as a group to dramatize trade of two products (e.g., fruit, wheat; lumber, coal; fish, beef).</li> </ol> <p>(instructional suggestions are in development and may change)</p>

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**Benchmark 2:** The student understands how the market economy works in the United States.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
1. (K) defines the characteristics of an entrepreneur and gives an example of someone who shows those characteristics of an entrepreneur (e.g., risk taker, is an innovator, gets together all resources needed to produce a product).	1. start a class business such as a cookie factory, a class store with supplies, or a student newspaper. 1. bring in a guest speaker that is an entrepreneur.  (instructional suggestions are in development and may change)

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
1. (K) defines market economy.	1. using m&m's, skittles, or some other small items divide them among students have students trade among themselves to show how a market economy works. 1. use a flow chart to represent a market economic system. (instructional suggestions are in development and may change)

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**Benchmark 4:** The student analyzes the role of the government in the economy.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) identifies careers that require specialized skills and discusses why specialization is necessary (e.g., medicine, education, military, agriculture, manufacturing, sales, technology).</li> <li>2. (A) compares the costs to the benefits of making a choice (illustration: doing homework has both costs and benefits: a cost is the next best alternative use of the time spent like playing with a friend, a benefit is what is learned from the assignment).</li> </ol>	<ol style="list-style-type: none"> <li>1. invite members of the community to speak to the class about the skills and education required for their occupations.</li> <li>1. research different occupations and the skills required for each and report your finding to the class in an oral report.</li> <li>2. make signs saying cost and benefit for student to hang around their necks with two students have them make a choice explain their choice has both costs and benefits the cost is what is given up; the benefit is what is gained.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Geography**

**Fourth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Maps and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) applies geographic tools, including grid systems, symbols, legends, scales, and a compass rose to construct and interpret maps.</li> <li>2. (A) uses a data source as a tool (e.g., graphs, charts, tables).</li> <li>3. (A) identifies and give examples of the difference between political and physical features within a region.</li> <li>4. (K) identifies major landforms and bodies of water in regions of the U.S. (e.g., continents, mountains, plains, islands, peninsulas, rivers, oceans).</li> <li>5. (K) locates major physical and political features of regions from memory (see Appendix 2 for assessment items).</li> </ol>	

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**Benchmark 2: Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) identifies and compares the physical characteristics of Eastern to Western Kansas and regions of the U.S. (e.g., rainfall, location, land and water features, climate, vegetation, resources).</li> <li>2. (K) identifies the human characteristics of Kansas and regions of the U.S. (e.g., people, religions, languages, customs, economic activities, housing, foods).</li> </ol>	

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*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies and describes the physical components of Earth’s atmosphere, land, water, biomes (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats).</li> <li>2. (A) explains features and patterns of Earth’s surface in terms of physical processes (e.g., weathering, erosion, water cycle, soil formation, mountain building).</li> <li>3. (A) explains the functions and relationships of ecosystems in Kansas and across the U.S. (e.g., food chains, water, link among flora, fauna, and environments).</li> </ol>	

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**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the types and characteristics of political units (e.g., city, county, state, country).</li> <li>2. (K) identifies conditions that determine the location of human activities (e.g., resources, population, transportation, and technology).</li> <li>3. (K) explains why conflicts arise over control of territory (e.g., resources and boundaries).</li> <li>4. (K) describes elements of culture (e.g., food, clothing, religion, language, dance, music).</li> </ol>	

**Geography**

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**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 5: Human-Environment Interactions:** The student understands the rule of law as it applies to family, school, local, state and national governments.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) explains the possible consequences of the absence of government, rules, and laws (e.g., issues of community, state, national and global safety, courtesy and rules).</li> <li>2. (A) identifies the functions of the national capital (e.g., lawmaking, seat of government, home of the executive, home of Supreme Court).</li> </ol>	

**Kansas, United States, and World History**

**Fourth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student understands the significance of important individuals and major developments in history.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Bob Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp).</li> <li>2. (K) uses traditional stories from regions of the United States to help define the region.</li> <li>3. (K) describes the impact of the explorer’s experiences on defining the Great Plains as a region of the United States (e.g., Coronado, Lewis and Clark, Pike, Long).</li> <li>4. (K) describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet).</li> <li>5. (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration).</li> <li>6. (K) describes life on the Santa Fe and Oregon-California Trail (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).</li> </ol>	<ol style="list-style-type: none"> <li>1. develop trading cards by drawing a picture of a notable Kansan on one side and writing a list of his/her accomplishments on the other.</li> <li>2. read traditional regional stories, about such characters as Pecos Bill, Paul Bunyan, etc., to show how these folktales describe the region in which the characters lived.</li> <li>3. describe experiences of explorers who came to Kansas before statehood through role playing, drawing maps with journal entries, etc.</li> <li>4. compare and contrast ways people have communicated with one another and traveled to, from and within Kansas.</li> <li>5. draw a Venn Diagram showing similarities and differences between the Santa Fe and Oregon-California Trails.</li> <li>6. make a list of major hardships encountered by travelers on one of the historic trails; make a list of items a wagon would need for a successful journey; give reasons for your choices.</li> </ol>

**Kansas, United States, and World History**

**Fourth Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands the importance of experiences of groups of people who have contributed to the richness of heritage.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) compares the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian, Czechoslovakian).</li> <li>2. (K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., arts, customs, celebrations, agricultural, jobs).</li> </ol>	<ol style="list-style-type: none"> <li>1. use text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrant groups to Kansas.</li> <li>2. research the immigrant groups who settled in Kansas emphasizing their economic and cultural contributions.</li> </ol>

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**Fourth Grade**

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**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols which are important to Kansas, United States and World history.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains the origin of the name "Kansas."</li> <li>2. (K) describes the history of the Kansas state song "Home on the Range."</li> </ol>	<ol style="list-style-type: none"> <li>1. explain the origin of the name "Kansas" from the Kansa Indians.</li> <li>2. make a book describing the history of Kansas using the state song "Home on the Range."</li> </ol>

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**Benchmark 4:** The student engages in historical thinking skills.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) creates and uses historical timelines (e.g., time periods, era, decades, centuries).</li> <li>2. (A) develops a thesis statement around a historical question.</li> <li>3. (K) understands the difference between inferred and observed information.</li> <li>4. (A) identifies and compares information from primary and secondary sources (e.g., photographs, diaries/journals, newspapers, historical maps).</li> <li>5. (A) uses research skills to interpret a historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locate, evaluate, organize, record and share relevant information in both oral and written form).</li> </ol>	<ol style="list-style-type: none"> <li>1. create and use personal and historical timelines; make a human timeline – study an historical topic, write an important fact about the topic on a sheet of paper (total of 5-7 facts), give the facts to a small group of students and have them arrange themselves in order along a timeline.</li> <li>2. question example: “Which trail (Santa Fe or Oregon-California) achieved better goals for the people at the end of travel?” Thesis statement examples: “The Santa Fe Trail achieved better goals for the people at the end of travel.” or “The Oregon-California Trail achieved better goals for the people at the end of travel.”</li> <li>3. observed information – ability to understand historical narratives and describe historical experiences. Inferred information – ability to analyze and interpret different historical perspectives to see how the events influenced people’s behavior.</li> <li>4. explain why a source is either primary or secondary; finds information from different sources and judges whether the information is the same or different.</li> <li>5. develop an interpretive research project on an historical person or event in history students have been studying; develop a question about the topic using a variety of sources, and locate, evaluate, organize, and record details (in their own words) that will answer the question; give students an opportunity to share their information with others.</li> </ol>