

**Civics-Government**

**Fourth Grade**

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

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <p>1. (A) evaluates rules and laws using two basic criteria: the law or rule serves the <i>common good</i>, the law or rule must be possible to follow.</p>	<ul style="list-style-type: none"> <li>• Discuss why some schools and or family rules are easy to follow and others are hard. (1)</li> <li>• Make up a new class rule to evaluate with the basic criteria: “Starting today, everyone must eat peanut butter and jelly sandwiches for lunch.” Then ask students, “If this were a rule, would it serve the common good?” Hold discussion on the positive effects of the rule: everyone would be getting to eat lunch, no one would be left out, fairness—everyone would be eating the same thing. Then ask, “Could everyone follow this rule?” Hold discussion on the negative effects: what if someone was allergic to peanut butter? What if not everyone liked jelly? After discussion, ask, “Would this be a good rule then?” Students should see that it would not be a good rule, since it would be impossible for those with allergies to follow. Compare this rule to a real law: wearing seatbelts and evaluate using the basic criteria. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Common good</i> - for the benefit or interest of a politically organized society as a whole.</p>	

- ▲ Assessed Indicator
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**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
The student: 1. (A) defines shared ideals across <i>regions</i> in the United States (e.g., the right to vote, freedom of religion and speech, concern for <i>general welfare</i> , consent of the governed).	<ul style="list-style-type: none"><li>Look at a map of the United States. Brainstorm and list activities that people might do in other states or <i>regions</i> that might differ from activities people choose to do in Kansas or the Midwest. (i.e. surfing on the coast vs. rodeo in the Midwest). Then stress that although Americans have regional differences, there are common national ideals that everyone shares. Brainstorm and create a <b>Venn diagram</b> of shared ideals across the United States. (1)</li></ul>
<b>Teacher Notes:</b> <i>General welfare</i> - good of society as a whole; common or public good. <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas. <i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs.	

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
The student: 1. (K) recognizes the United States <i>Constitution</i> as the document that defines the <i>rights</i> and <i>responsibilities</i> of <i>citizens</i> in the United States.	<ul style="list-style-type: none"> <li>Look at a replica of the Constitution and explain how that it is a <i>primary source</i>. Divide class into two groups: rights and responsibilities. Have each group read segments of the primary source and find evidence of rights and responsibilities within the Constitution. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizen</i> - a native or naturalized member of a political community.  <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>★(K) determines how people can participate in <i>government</i> and why it is important (e.g., jury duty, voting, running for office, <i>community</i> service).</li> <li>(K) recognizes how individuals have a civic <i>responsibility</i> for meeting the needs of communities (e.g., responding to disasters with donations and volunteering, recycling).</li> </ol>	<ul style="list-style-type: none"> <li>Take a survey of 10 people and ask them ways they have participated in the government within the last year. (1)</li> <li>Invite a volunteer from a community organization to speak to the class. (2)</li> <li>Organize a volunteer effort for the class by vote: recycling, library book donation. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>★ C6B4I1</li> </ol> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.</p>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Fourth Grade Knowledge and Application Indicators	Fourth Grade Instructional Suggestions
The student: 1. (K) describes the function of state <i>governments</i> (e.g., establish law for the state, provide public service, provide public safety). 2. ★(K) defines capital as the location of state and national government. 3. (K) defines capitol as the building in which government is located.	<ul style="list-style-type: none"> <li>• List a state service which directly helps students: schools, health department, roads, police. (1)</li> <li>• Have students locate the state and national capitals on a map and draw a picture of the capitols. (2, 3)</li> </ul>
<p><b>Teacher Notes:</b>                      2. ★ G5B1I2  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p>	

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**Economics**

**Fourth Grade**

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

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>★(K) - (\$) knows that every <i>spending</i> and saving decision has an <i>opportunity cost</i>.</li> <li>(A) identifies examples of how <i>natural, capital, and human resources</i> are used in <i>production of goods and services</i> (e.g., land resources [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]).</li> <li>★(A) traces the production, <i>distribution</i>, and <i>consumption</i> of a particular good in the state or <i>region</i>.</li> <li>(A) gives an example of economic <i>specialization</i> that leads to <i>trade</i> between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper).</li> </ol>	<ul style="list-style-type: none"> <li>Plan a trip out West. From a given list of eight supplies, with their prices, select only four being only allowed \$10.00. Ask students what their opportunity cost was in selecting the four items. (1)</li> <li>Use a graphic organizer to list resources under their correct heading (i.e., natural, capital, human). Create a web of Factors of Production: natural resources, capital resources, human resource. (2)</li> <li>Create a comic strip that traces a product from Kansas or the region from its beginnings to the <i>consumer</i>: wheat, aircraft. (2, 3)</li> <li>Have students work as a group to dramatize trade of two products: fruit, wheat; lumber, coal; fish, beef. (4) See also: HB414</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>★ E5B5I1</li> <li>★ E5B2I2</li> </ol> <p><i>Capital goods, capital resources</i> - special goods such as tools, equipment, machines, and buildings which are used to produce other goods and services.  <i>Consumer</i> - a person who buys goods or services to satisfy wants.  <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods.  <i>Distribution</i> - the arrangement of items over a specified area.  <i>Goods</i> - something that you can touch or hold.  <i>Human resource</i> - people who work in jobs to produce goods and services.  <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.  <i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen.  <i>Production</i> - the creation of value or wealth by producing goods or services.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.  <i>Services</i> - something that one person does for someone else.  <i>Specialization</i> - people who work in jobs where they produce a few special goods and services.  <i>Spending</i> - the use of money to buy goods and services.</p>	

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*Trade* - the exchange of goods or services for other goods and services or money.

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) - (\$) defines the characteristics of an <i>entrepreneur</i> and gives an example of someone who shows those characteristics (e.g., risk taker, innovator, gets together all <i>resources</i> needed to produce a product).</li> </ol>	<ul style="list-style-type: none"> <li>Start a class business such as a cookie factory, a class store with supplies, or a student newspaper. (1)</li> <li>Bring in a guest speaker who is an entrepreneur. (1) See also: HB2I1, HB3I1&amp;2</li> <li>Entrepreneur puzzle: Give each a prepared sheet of paper with the characteristics of an entrepreneur written on one side (the teacher may make puzzle lines around each characteristic or allow the students to make their own). On the backside of the characteristic list, illustrate an entrepreneur utilizing or showing one of the characteristics (example: a shop owner opening his new store, a new product being made, etc). When the illustration is completed, cut the picture to make a puzzle. Exchange puzzles to put together. (1) See also: HB2I1, HB3I2, HB4I5</li> </ul>
<p><b>Teacher Notes:</b>  <i>Entrepreneur</i> - a person who organizes productive resources to take the risk to start a business.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

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## Economics

## Fourth Grade

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

**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/or Application Indicators	Fourth Grade Instructional Suggestions
The student: 1. ★(K) defines <i>market economy</i> as an <i>economic system</i> in which buyers and sellers make major decisions about <i>production</i> and <i>distribution</i> , based on <i>supply</i> and <i>demand</i> .	<ul style="list-style-type: none"><li>• List natural resources found abundant in Kansas (wheat). What new business can be started based on the supply of wheat? What wheat-based product should the business produce (bread, cookies, tortillas)? Who would buy these products? Are there many other businesses already making these products? Could the company create a new and unique wheat product that could spark a high demand (cookie with school's logo)? (1)</li></ul>
<b>Teacher Notes:</b> 1. ★ E5B2I2 <i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price. <i>Distribution</i> - the arrangement of items over a specified area. <i>Economic system</i> - establishes how a country produces and distributes goods and services. <i>Market economy</i> - a system in which buyers and sellers make major decisions about production and distribution, based on supply and demand. <i>Production</i> - the creation of value or wealth by producing goods or services. <i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.	

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★ (A) - (\$) discusses ways workers can improve their ability to earn <i>income</i> by gaining new knowledge, skills, and experience.</li> <li>2. ★ (A) analyzes the <i>costs</i> and <i>benefits</i> of making a choice.</li> </ol>	<ul style="list-style-type: none"> <li>• Hold a career fair or invite members of the <i>community</i> to speak to the class about the skills and education required for their occupations. (1)</li> <li>• Pose scenario for the weekend: Doing a chore to earn allowance or going to a movie. What would be the cost for going to the movie (not earning the money for the chore)? What would be the benefit of going to the movie (having fun, seeing a favorite movie star)? Pose same questions for doing the chore. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ E5B5I1</li> <li>2. ★ E5B5I1</li> </ol> <p><i>Benefit</i> - something that satisfies one's wants.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Cost</i> - something that is given up to satisfy your wants.  <i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p>	

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## Geography

## Fourth Grade

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

**Benchmark 1: Geographic Tools 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/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) applies <i>geographic tools</i>, including grid systems, symbols, legends, scales, and a <i>compass rose</i> 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 <i>physical features</i> within a <i>region</i>.</li> <li>4. ★(K) identifies major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, <i>peninsulas</i>, rivers, oceans).</li> <li>5. ★(K) locates major physical and <i>political features</i> of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, Kansas River, Arkansas River, Atlanta, Grand Canyon, Gulf of California, Mt. McKinley, Puerto Rico, Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, San Francisco, Dallas, Phoenix, Seattle, Everglades, Yellowstone National Park, Niagara Falls, Mississippi River).</li> </ol>	<ul style="list-style-type: none"> <li>• Read a narrative and then create a sketch map to illustrate the setting of the narrative. The sketch map can be drawn on a grid for practice with grids. (1)</li> <li>• Use a map grid to determine the <i>absolute location</i> of <i>places</i> chosen by the teacher and students. (1)</li> <li>• Construct maps, diagrams, or charts to display <i>spatial</i> information (e.g., construct a bar graph that compares populations of the five largest cities in the state or the United States). (2)</li> <li>• Design a map that displays information selected by the students, using symbols explained in a key. (1, 4)</li> <li>• Survey where various items in the classroom were manufactured in the United States. Generate a graph or map of survey results. Write a brief account suggesting reasons for the patterns observed.</li> <li>• Mark major landforms on a map. (1, 4) See also EB113, EB114</li> <li>• Locate places studied through classroom magazines, current events and/or literature on maps. Develop a <i>thematic map</i> showing the <i>location</i> of literature read throughout the year. (1)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B1I1</li> <li>3. ★ G5B1I2</li> <li>4. ★ G5B1I2</li> <li>5. ★ G5B1I2</li> </ol> <p><i>Absolute location</i> - the location of a point expressed by a grid reference (latitude and longitude).  <i>Compass rose</i> - a drawing that shows the orientation of north, south, east, and west on a map.  <i>Geographic tools</i> - reference resources such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.  <i>Legend</i> - an explanatory description or key to features on a map or chart.</p>	

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*Location* - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

*Places* - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.

*Physical feature* - a natural characteristic of a place (elevation, landforms, vegetation).

*Region* - an area with one or more common characteristics or features which make it different from surrounding areas.

*Spatial* - pertaining to space on the earth's surface.

*Scale* - relative size as shown on a map (1 inch = 100 miles).

*Thematic map* - a map representing a specific theme, topic, or spatial distribution (cattle production, climates).

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) identifies and compares the physical characteristics of eastern to western Kansas and <i>regions</i> of the United States (e.g., rainfall, <i>location</i>, land and water features, climate, vegetation, <i>natural resources</i>).</li> <li>2. (K) identifies the human characteristics of Kansas and regions of the United States (e.g., people, <i>religions</i>, languages, customs, economic activities, housing, foods).</li> </ol>	<ul style="list-style-type: none"> <li>• Use rainfall maps of Kansas to compare rainfall amounts in Eastern Kansas and Western Kansas. Discuss why these rainfall amounts vary. (1)</li> <li>• Label land and water features on Kansas maps. (1)</li> <li>• Make ongoing charts related to human characteristics as Kansas and the regions of the United States are studied. (2)</li> <li>• Use maps to identify and compare vegetation and <i>resources</i> with what is produced in Kansas and the United States. (1, 2)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.  <i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

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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/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies and describes the physical components of Earth’s atmosphere, land, water, <i>biomes</i> (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats).</li> <li>(A) explains features and patterns of Earth’s surface in terms of <i>physical processes</i> (e.g., weathering, erosion, water cycle, soil formation, mountain building).</li> <li>(A) explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between <i>flora</i> and <i>fauna</i> and the environment).</li> </ol>	<ul style="list-style-type: none"> <li>Use pictures from instructional materials and hand-drawn sketches to distinguish between different landforms. (1)</li> <li>Construct and analyze climate graphs for selected <i>places</i> and suggest reasons for similarities and differences in climates. (1)</li> <li>Describe the physical environment of the students’ own <i>region</i> and the <i>physical processes</i> that act on it (e.g., weather, freezing and thawing, soil building processes). (2)</li> <li>Compare and interpret maps and photographs to explain how physical processes affect Earth’s surface (e.g., the effects of climate and weather on vegetation, erosion and deposition on landforms, mudslides on hills). (2)</li> <li>Use simple diagrams and/or models and conduct simple experiments to demonstrate the role of precipitation, evaporation, and condensation in the water cycle. (2) See also HB413</li> <li>Illustrate food chains of animals living in Kansas and across the U.S. through the creation of sequentially ordered paper chains or accordion books. (3)</li> <li>Create a <b>diorama model</b> of a local ecosystem. (3)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Biome</i> - a major regional or global biotic community, such as a grassland or desert, characterized chiefly by the dominant forms of plant life and climate.  <i>Fauna</i> - animal life.  <i>Flora</i> - plant life.  <i>Physical process</i> - a course or method of operation that produces, maintains, or alters Earth’s physical systems (e.g., glaciation, erosion, deposition).  <i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p>	

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*Region* - an area with one or more common characteristics or features which make it different from surrounding areas.

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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/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <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 <i>location</i> of human activities (e.g., <i>resources</i>, population, transportation, and <i>technology</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Use layers of transparencies to identify political units at different <i>scales</i>: city, county, state, country. (1)</li> <li>• Make a <b>flip book</b> identifying the student’s city, county, state, and country. (1)</li> <li>• Study a map of the United States showing <i>population distributions</i> and densities, and then write an account suggesting differences in <i>distribution</i> and density related to location. (2)</li> <li>• Discuss local or <i>regional</i> examples of conflicts related to resources or boundaries (e.g., issues related to school district boundaries, city limit changes, water issues in Western Kansas). (2) See also: HB4I4, HB4I5</li> <li>• Use the yellow pages and local maps to determine the locations of human activity. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ H6B2I1, H6B2I4</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Population distribution</i> - location patterns of various populations.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p>	

- ▲ Assessed Indicator
- ★ Foundation for Assessed Indicators
- (\$) Personal Finance Literacy
- (K) Knowledge Indicator
- (A) Application Indicator

## Geography

## Fourth Grade

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interaction between human and physical systems.

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <p>1. ★(A) examines <i>natural resource</i> challenges and ways people have developed solutions as they use <i>renewable</i> and nonrenewable <i>resources</i> (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels).</p>	<ul style="list-style-type: none"><li>• Prepare an illustrated booklet that shows how and why people alter the physical environment: creating irrigation projects, clearing the land to make room for shopping centers, planting crops and building roads. (1)</li><li>• Make a chart categorizing resources as renewable or nonrenewable. Justify the categories chosen. (1)</li><li>• Use photographs to explain how cities develop around natural resources. (1)</li></ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ G6B4I2</p> <p><i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.</p> <p><i>Renewable resource</i> - a resource that can be regenerated.</p>	

- ▲ Assessed Indicator
- ★ Foundation for Assessed Indicators
- (\$) Personal Finance Literacy
- (K) Knowledge Indicator
- (A) Application Indicator

**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/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <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, Robert 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 <i>regions</i> of the United States to help define the region.</li> <li>3. ★ (K) describes the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. 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. <i>migration</i>).</li> <li>6. (K) describes life on the Santa Fe and Oregon-California Trails (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>	<ul style="list-style-type: none"> <li>• 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. (1)</li> <li>• 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. (2)</li> <li>• Describe experiences of explorers who came to Kansas before statehood through role playing, drawing maps with journal entries, etc. (3)</li> <li>• Compare and contrast ways people have communicated with one another and traveled to, from and within Kansas. (4)</li> <li>• Draw a <b>Venn diagram</b> showing similarities and differences between the Santa Fe and Oregon-California Trails. (5)</li> <li>• 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, explaining choice. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ C5B2I4</li> <li>3. ★ H5B1I3</li> </ol> <p><i>Migration</i> - the movement of people or other organisms from one region to another.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

**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/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <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, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian).</li> <li>2. ★(K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).</li> </ol>	<ul style="list-style-type: none"> <li>• Use text or other <i>secondary sources</i> to construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrant groups to Kansas. (1)</li> <li>• Research the immigrant groups who settled in Kansas emphasizing their economic and cultural contributions. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B4I2</li> <li>2. ★ H5B2I3</li> </ol> <p><i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	

8/9/2005

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
The student: 1. (K) explains the origin of the name "Kansas." 2. (K) describes the history of the Kansas state song, "Home on the Range."	<ul style="list-style-type: none"><li>• Explain the origin of the name "Kansas" from the Kansa Indians. (1)</li><li>• Make a book describing the history of Kansas using the state song "Home on the Range." (2)</li></ul>
<b>Teacher Notes:</b>	

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

Fourth Grade Knowledge and/or Application Indicators	Fourth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★ (A) creates and uses historical timelines (e.g., time periods, <i>eras</i>, decades, centuries).</li> <li>2. ★ (A) develops a thesis statement around a historical question.</li> <li>3. ★ (K) understands the difference between <i>inferred information</i> and <i>observed information</i>.</li> <li>4. ★ (A) identifies and compares information from <i>primary</i> and <i>secondary sources</i> (e.g., photographs, diaries/journals, newspapers, historical maps).</li> <li>5. ★ (A) uses research skills to interpret an 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 <i>sources</i>; locates, evaluates, organizes, records and shares relevant information in both oral and written form).</li> </ol>	<ul style="list-style-type: none"> <li>• Create and use personal and historical timelines. Make a human timeline – study a historical topic, and 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. (1)</li> <li>• 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.” (2)</li> <li>• Explain why a source is either primary or secondary; find information from different sources and judge whether the information is the same or different. (4)</li> <li>• 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. (5)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B4I1</li> <li>2. ★ H6B4I1</li> <li>3. ★ H6B4I1</li> <li>4. ★ H6B4I1</li> <li>5. ★ H5B4I1</li> </ol> <p><i>Era</i> - a period of history marked by some distinctive characteristic.  <i>Inferred information</i> - ability to analyze and interpret different historical perspectives to see how the events influenced people’s behavior.  <i>Observed information</i> - ability to understand historical narratives and describe historical experiences  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	