

Fourth Grade Social Studies

Civics- The student uses a working knowledge and understand of the 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, the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

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

1.4.1 *(K) determines how people can participate in *government* and why it is important (e.g., jury duty, voting, running for office, *community* service).

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

1.5.2.*(K) defines capital as the location of state and national government.

1.5.3. (K) defines capitol as the building in which government is located.

Economics-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

2.1.1 *(K) - (\$) knows that every *spending* and saving decision has an *opportunity cost*.

2.1.3.*(A) traces the production, *distribution*, and *consumption* of a particular good in the state or *region*.

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

2.3.1 *K) defines *market economy* as an *economic system* in which buyers and sellers make major decisions about *production* and *distribution*, based on *supply* and *demand*.

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

2.5.1 *(A) - (\$) discusses ways workers can improve their ability to earn *income* by gaining new knowledge, skills, and experience.

2.5.2.*(A) analyzes the *costs* and *benefits* of making a choice.

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

Benchmark 1: The students uses maps, graphic representation, tools, and technologies to locate, use and present information about people, places, and environments.

3.1.1*(A) applies *geographic tools*, including grid systems, symbols, *legends*, *scales*, and a *compass rose* to construct and interpret maps.

3.1.3*(A) identifies and give examples of the difference between political and *physical features* within a *region*.

3.1.4*(K) identifies major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, *peninsulas*, rivers, oceans).

3.1.5*(K) locates major physical and *political features* 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).

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

3.4.1 (K) describes the types and characteristics of political units (e.g.,city, county, state, country).

Benchmark 5: The student understands the effect of interactions between human and physical systems

3.5.1 *(A) examines *natural resource* challenges and ways people have developed solutions as they use *renewable* and nonrenewable *resources* (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels).

History-The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, ears, and developments in the history of Kansa, 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

4.1.1 *(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).

4.1.3*(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).

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

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4.2.1 *(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).

4.2.2. *(K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).

Benchmark 4: The student engages in historical thinking skills.

4.4.1 *(A) creates and uses historical timelines (e.g., time periods, *eras*, decades, centuries).

4.4.2. *(A) develops a thesis statement around a historical question.

4.4.3*(K) understands the difference between *inferred information* and *observed information*.

4.4.4*(A) identifies and compares information from *primary* and *secondary sources* (e.g., photographs, diaries/journals, newspapers, historical maps).

4.4.5* (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 *sources*; locates, evaluates, organizes, records and shares relevant information in both oral and written form).