

Appendix

Fourth Grade

Kansas and Regions of the United States

Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic.

People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

Benchmark:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

Course Description

Fourth grade standards focus on Kansas and Regions of the United States and local history *and the HGSS standard* **Relationships among people, places, ideas, and environments are dynamic**. Students will compare the regions of the US through the major social studies disciplines of history, geography, economics, and

civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of community as a framework when studying various disciplines. Students will recognize and evaluate how societies are shaped to understand and analyze identities, beliefs, and practices of individuals and groups. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

Connecting with Past Learning

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self, family, and community. Students should recognize and be able to evaluate their rights to understand and analyze responsibilities. They should be able to explain responsibilities citizens have to their environment and the impact our environment has on basic needs. Students should have a basic understanding of the HGSS Standard Two, Rights and Responsibilities, in relation to self and family from first grade. Students should have basic mapping skills and understand HGSS Standard Four, Societies experience continuity and change over time from second grade. Students should possess understanding of a market economy and changes within their local community. They should be able to evaluate Standard Three; Societies are shaped by the identities, beliefs, and practices of individuals and groups from Third Grade. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds, to help students recognize and evaluate their place in the family and society.

Connecting with Future Learning

In Fourth Grade, they will consider how Kansas is similar and different from regions of the United States. The skills and knowledge gained at this grade-level will prepare students for future learning around Kansas history and geography in the middle grades.

Culturally Relevant Pedagogy

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to

education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START
WITH STANDARDS**



4

CURATE RESOURCES



2

**SELECT CONTENT &
CREATE QUESTIONS**



5

**INTEGRATE
READING & WRITING**



3

**DEVELOP TASKS
WITH BENCHMARKS**



6

**APPLY BEST
PRACTICES FOCUSED
ON COMPETENCIES**



Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Fourth Grade the Focus Standard is Standard Five.

5. **Relationships among people, places, ideas, and environments are dynamic.**



Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

Please remember:

The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

Suggested Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Fourth Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



Cultural Competencies

The student:

- explains their family history and culture, and about current and past contributions of people in their main identity groups.
- uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
- describes how life is easier for some people and harder for others based on who they are and where they were born.
- works with their friends and family to make their school and community fair for everyone, and works hard and cooperates to achieve goals.



Social Emotional Character Development Competencies

The student:

- provides examples of how effort relates to accomplishing a challenging task and demonstrates the concept regularly.
- demonstrates the ability to express their wants, needs, thoughts, and feelings while respecting what others want, need, think, and feel.
- demonstrates listening strategies.

History

In this discipline, students will recognize and evaluate the significant relationships of people and events that shaped Kansas and United States regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable individuals or groups in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and the Pony Express Route on the development of regions in the United States and compare these routes with transportation routes in other regions of the country.

Ideas: Kansas, transportation systems, trail systems, emigration, civic and cultural leaders, explorers, entrepreneurs, United States regions,

Sample Compelling Questions

- What factors determine the identity of a region?
- What impact does immigration have on a region?
- How are significant accomplishments, events, people, or inventions recognized in a region?



History Competencies

The student:

- frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
- analyzes multiple perspectives.
- recognizes the source and context of primary sources.
- understands relationships among people, places, ideas, and environments determine regions of the United States.

Civics/Government

In this discipline, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine the individual's role as a citizen of their community, Kansas, and the United States. They will determine how people can participate in each level of government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their

civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

Students will examine the services provided by state and national governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and United States Constitution. Students will recognize and evaluate the shared ideals in the United States and the relationships among people, places, ideas, and environment for each region of the United States.

Ideas: rights and responsibilities, citizenship, civic duty, levels of government, Kansas Constitution, United States Constitution, community service

Sample Compelling Questions

- How does a citizen affect change in government?
- How could the active engagement of a citizen impact society?
- How do relationships among people, places, ideas, and environment influence state and national laws?



Civics/Government Competencies

The student:

- explains how individuals demonstrate good citizenship skills.
- takes responsibility for obeying rules and helping others.
- participates in group decision-making through consensus.
- engages effectively in a range of collaborative discussions with diverse partners, building on the ideas of others, and expressing their own clearly.

Geography

In this discipline, students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas and then in relation to the United States regions. Students will compare and contrast the Kansa with one prominent tribe from each region in the United States in the context of their geographic, cultural, political, and social characteristics. Students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the

relationship among people, places, ideas, and environment in influencing the immigrant group's choice of settlement location, investigate its economic and cultural contributions to Kansas, and compare that Kansas settlement with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and Regions of the United States, such as languages, customs, economic activities, and food.

Students will use maps, graphic representations, tools, and technologies to analyze the regions of the United States. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of Kansas and to the regions of the United States. They will draw conclusions about the relationships among people and their environment that determine the location of human activities. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and nonrenewable resources.

Ideas: Kansas, United States regions, Kansas, geographic characteristics, cultural characteristics, political features, physical features, social characteristics, immigration, human characteristics, absolute location, renewable and nonrenewable resources, ecosystems

Sample Compelling Questions

- How does the physical environment, climate, and ecosystems influence the way people live?
- How do people decide who has the right to use renewable and nonrenewable resources of a region?
- How did immigrant groups impact the region they inhabited?



Geography Competencies

The student:

- uses mapping skills to identify people, places, and environments in the regions of the United States.
- reads various types of map grid systems, symbols, legends, scales, etc.
- determines absolute and relative location of places.
- uses charts, graphs, and tables to gather information.

Economic

In this discipline, students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and other United States regions to draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur. Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.

Ideas: opportunity cost, market economy, natural resources, capital resources, human resources, producer and consumer, saving and spending, economic specialization, taxes, entrepreneur

Sample Compelling Questions

- How do goods produced in Kansas impact the lives of people in other regions of the United States?
- How does the availability of natural resources result in different economic choices across Kansas and Regions of the United States?
- How do the relationships among people, places, ideas, and environments impact a market economy?



Economic Competencies

The student:

- explains the production, distribution, and consumption of a product.
- discusses opportunity cost in regards to choices made in different regions of the country.
- defines the characteristics of a market economy (private property, voluntary exchange, competition, etc.).



Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

Benchmarks:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
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The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

Sample Resources:

- Kansas maps, local and state business people, photographs, artifacts, local archives, community members, community groups, US maps
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



Apply Best Practices:

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the Effective HGSS Classroom Practices section.

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