

SOCIAL STUDIES

Fourth Grade



Unit 1

Civics/Government

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do different people and groups take part in shaping the communities and government in which we live?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize and evaluate the rights and responsibilities of citizenship. Students will examine their individual roles as citizens of various communities (state and the United States). They will determine how people can participate in each level of their government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty. Students will examine services provided by state governments and the functions of each. Students will investigate the function of state governments within various regions. Students will recognize and evaluate the shared ideals in regions throughout the United States and the relationships among people, places, ideas, and environment.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What does it mean to be a good citizen in our school, community, and nation?
- What services do state and national governments provide, and how do they help people?
- How do civic duties and responsibilities help people work together for the common good?

Process

- How do people help make decisions in local, state, and national government?
- Why do we need different levels of government to work together?
- What could happen if people don't participate in government or their

community?

Reflective

- Which civic duty do you think is the most important, and why?
- How can you make a difference in your school or community?
- How are you already showing good citizenship in your everyday life?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic.
 - The student will **recognize and evaluate** dynamic relationships that impact lives in communities, states, and nations.
 - The student will **analyze the context** and **draw conclusions** about dynamic relationships.
 - The student will **investigate and connect** dynamic relationships **to contemporary issues**.
 - The student will use their understanding of dynamic relationships to **make a claim** or advance a thesis **using evidence and argument**.

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Unit 2

Economics

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do the choices people make about using resources affect their communities, their environment, and the economy?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, 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 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 and how they relate to the stewardship of the land. 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 understand the production, distribution, and consumption of goods from regions of the United States and Kansas. Students will describe how the economy works in regions of the United States and Kansas and will consider the role of local, state, and federal governments in the economy.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- How do the resources around us shape what we can build, grow, or create in our communities?
- Why don't we make everything we need right here in Kansas?
- What is opportunity cost, and how do we see it when people make different choices in their community?

Process

- How do we decide what's best for everyone when people have different needs

and ideas?

- How can I use evidence to explain why a business idea is a good choice for our community?
- How can working with others help us understand different points of view about resources and choices?

Reflective

- How can one small business idea help a lot of people?
- How did learning about different regions help me understand how people, ideas, and the environment are connected and always changing?
- How might thinking about opportunity cost and benefits help me solve problems in my community?

Standards

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- Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic.
 - The student will **recognize and evaluate** dynamic relationships that impact lives in communities, states, and nations.
 - The student will **analyze the context** and **draw conclusions** about dynamic relationships.
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Unit 3

Geography

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

In what ways do people's ideas and choices about where they live and how they use the land and resources affect communities?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will define the concept of region by identifying the shared characteristics of it. Students will compare and contrast different regions based on physical, cultural, human, and political geographies. In addition, they will investigate settlement patterns to draw conclusions about a sense of place in regions throughout the United States and regions in Kansas. Students will also analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and nonrenewable resources. Students will use maps, graphic representations, tools, and technologies to analyze the regions of the United States, and explore how human and physical characteristics vary across regions of the United States and regions of Kansas.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What makes a region unique, and how can we describe it using physical and cultural features?
- How do natural resources help towns grow, and what challenges can cause them to decline?
- What is the Ogallala Aquifer, and why is it important to Kansas?

Process

- How can we use maps and digital tools to compare regions in the U.S. and Kansas?
- How can we analyze a town's history to figure out why it grew and why it

changed?

- How can we use facts about the Ogallala Aquifer and Kansas farming to support an argument about saving water?

Reflective

- If you moved to a completely different region, how would your daily life change?
- Should people today be allowed to use natural resources any way they want, or should there be limits?
- How does taking on a specific role help you see the water issue from a different perspective?

Standards

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 - The student will **recognize and evaluate** dynamic relationships that impact lives in communities, states, and nations.
 - The student will **analyze the context** and **draw conclusions** about dynamic relationships.
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Unit 4 History

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How have the movements of people and the exchange of ideas, goods, and information shaped the regions and history of Kansas and the United States?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize and evaluate the significant relationships and movements of people and events that shaped regions of the United States, and regions within Kansas. They will analyze how these people and events shaped regions of Kansas and regions of the United States. Students will understand the motivation and accomplishments of people from various regions across the United States, as well as notable, diverse, and underrepresented people in Kansas history. They will explore the historical impact of trade, travel, communication networks, and immigration on regions in Kansas and the United States.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- How did the geography and resources of each Kansas region influence the people who lived there, and the events that shaped its history?
- How did the decisions made by key historical figures in Kansas affect the lives of different groups of people?
- What major events or movements helped shape the regions of the United States and Kansas over time?

Process

- How can we compare historical transportation systems to modern systems to see what has changed and what stayed the same?
- How can we compare historical communication systems to modern systems

to see what has changed and what stayed the same?

- What evidence helps you decide whether someone is a notable Kansan and how they influenced the state or country?
- How did immigration and trade shape the development of Kansas regions?

Reflective

- In what ways can understanding the history of Kansas help us address the challenges facing our communities today?
- What lessons from the past, in Kansas or the U.S., help us improve transportation, communication, or community connections today?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

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