

HISTORY

Students will recognize and evaluate the significant people and events that shaped Kansas and the other 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 people in other regions, particularly early explorers, entrepreneurs, saints, leaders in the Church, civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.

IDEAS

1. transportation systems
2. migration
3. communication systems
4. commerce

PEOPLE/ROLES

1. civic and cultural leaders (e.g., Black Bear Bosin, Charles Curtis, Robert Dole, Wyatt Earp, Amelia Earhart, Dwight Eisenhower, Langston Hughes, Alf Landon, Carry A. Nation, Gordon Parks, William Allen White)
2. explorers (e.g., Francisco Coronado, Lewis and Clark, Stephen H. Long, Zebulon Pike)
3. entrepreneurs (e.g., George Washington Carver, Clyde Cessna, Walter Chrysler)
4. American saints (St. Frances Xavier Cabrini, St. Elizabeth Ann Seton, St. John Neumann, St. Rose Philippine Duchesne, St. Kateri Tekakwitha, etc...)

PLACES/INSTITUTIONS

1. Regions of the United States (e.g., Midwest, Northeast, Southeast, West, Northwest)
2. Kansas
3. Archdiocese of Kansas City in Kansas (all diocese of Kansas)

EVENTS

1. Oregon-California Trail
2. Santa Fe Trail
3. Pony Express

SKILLS

1. Frame historical questions
2. Recognize historical perspectives
3. Analyze multiple perspectives
4. Recognize source and context for primary sources
5. Refer to details and examples in a text, including scripture, grade-level saint biographies and parables, when explaining what the text says explicitly and when drawing inferences from the text. (4.R.1)
6. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.R.3)
7. Determine the meaning of words and phrases, general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text, including those that allude to significant characters found in mythology. (4.R.4)
8. Describe the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text including scripture or part of a text. (4.R.5)
9. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations firsthand and secondhand account of the same

event or topic; describe the differences in focus and the information provided. (4.R.6)

10. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4.W.2)
11. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4.W.9)
12. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4.SL.4)

SAMPLE COMPELLING QUESTION

1. What choices did travelers make as they prepared for trail travel and what were the consequences? (Standard 1)
2. What are the responsibilities of explorers? (Standard 2)
3. Why do countries make the decision to explore? (Standard 3)
4. How have famous Kansans changed our society? (Standard 4)
5. What are the human consequences of using or living by transportation routes in the 1800s? (Standard 5)

CIVICS/GOVERNMENT

Students will recognize and evaluate the rights and responsibilities of Catholic citizens. Students will examine the individual's role as a Catholic citizen of the community, state and the Church. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible Catholic 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 local and state governments and the Catholic Church. They will describe the types, characteristics, and services of political units, such as city, county, state, and country, religious units, such as parish, diocese, Archdiocese. 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 U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local, state, and national governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

IDEAS

1. rights and responsibilities
2. common good
3. constitution
4. civic duty
5. religious duty
6. branches of government (legislative, judicial, executive)
7. Church structure
8. Ten Commandments
9. Beatitudes

PEOPLE/ROLES

1. governor
2. senator
3. representative
4. citizen
5. president
6. priest
7. bishop
8. archbishop
9. pope

PLACES/INSTITUTIONS

1. capitol
2. capital
3. Topeka
4. student's city, county, parish, diocese

EVENTS

1. jury duty
2. community service
3. elections
4. Sermon on the Mount

SKILL

1. Demonstrate cooperation and compromise in roles of leadership and participation
2. Exhibit good citizenship skills, such as, showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (4.SL.1)
4. Follow agreed-upon rules for discussions and carry out assigned roles. (4.SL.4.1b)

SAMPLE COMPELLING QUESTIONS

1. What are the consequences of people being good citizens? (Standard 1)
2. How does the Kansas Constitution protect the rights of the citizens of Kansas? (Standard 2)
3. Why did the authors of the U.S. Constitution say "We the people?" (Standard 3)
4. How have the rights of citizens changed since Kansas became a state? (Standard 4)
5. How does a citizen effect change in government? (Standard 5)

GEOGRAPHY

Students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States. Students will compare and contrast the Kansa with one prominent tribe from each of five geographic regions in the United States in the context of their geographic, cultural, political, and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic, cultural and faith 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, faith traditions, economic activities, and food.

Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. 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 eastern to western Kansas and to the regions of the United States. They will draw conclusions about the conditions that determine the location of human activities, such as population centers, resources, and transportation. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and non-renewable resources.

IDEAS

1. customs
2. culture
3. climate
4. latitude
5. longitude
6. absolute location

PEOPLE/ROLE

1. Kansa
2. Kansas immigrant groups (e.g., African-American, Cambodian, Croatian, Czechoslovakian, English, French, German, German-Russian, Laotian, Mexican, Serbian, Swedish, Vietnamese)

PLACES/INSTITUTION

1. political (e.g., state lines, boundaries, capitals) v. physical features (e.g., mountains, plains, rivers)
2. ecosystems

EVENTS

1. immigration
2. migration

SKILLS

1. Read various types of maps for grid systems, symbols, legends, scales, compass rose, cardinal directions, longitude, latitude, and hemisphere
2. Use data source as a tool (graphs, charts, tables)

3. Find absolute and relative location
4. Demonstrate mental mapping skills

SAMPLE COMPELLING QUESTIONS

1. Why do people choose to leave their homeland to move to Kansas/another region in the United States and what are the consequences? (Standard 1)
2. How do people decide who has the right to use renewable and non-renewable natural resources? (Standard 2)
3. Why is the population of Kansas and the United States so diverse? (Standard 3)
4. How has the population of Kansas and the United States changed over time? (Standard 4)
5. How does the physical environment influence the way people live? (Standard 5)

ECONOMIC

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 another region and 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

1. supply and demand
2. economic specialization
3. market economy
4. opportunity cost
5. scarcity
6. choices
7. trade
8. resources (natural, capital, human)

PEOPLE/ROLES

1. consumer
2. producer
3. saver
4. investor
5. entrepreneur

PLACES/INSTITUTION

1. Kansas
2. regions (Northeast, Plains, Southeast, West, Northwest)

EVENTS

1. production of goods and services

SKILL

1. Explain the production, distribution, and consumption of a product
2. Determine opportunity cost decisions in different regions
3. Define characteristics of a market economy (e.g., private property rights, voluntary exchange, and competitions among buyers and sellers).
4. Define goods, services, consumers, economy, cost/benefit

SAMPLE COMPELLING QUESTIONS

1. How does the availability of natural resources result in different economic choices across Kansas and regions of the United States? (Standard 1)
2. What are the rights and responsibilities of workers to employers and vice versa? (Standard 2)
3. Why do Kansas and the United States have a market economy? (Standard 3)
4. How has the production of goods and services changed in Kansas over time? (Standard 4)
5. How do goods produced in Kansas impact the lives of people in other regions of the United States? (Standard 5)

