

Social Studies – Harcourt Horizons Correlation

Fourth Grade

Wichita	Harcourt Horizons
Standards:	
Civics - Government	At grade 4 in <i>Horizons</i> concepts of civics and government are integrated into the content of the first 5 units and developed more explicitly in unit 6. Government systems, rule of law, values, rights, etc., are well developed and supported by special features.
▲ Explains purpose of laws/why they are important in school/ community /state/nation	Concepts of <u>laws</u> are dealt with generally in the content of each region then applied specifically in the following features: "Democratic Values" - Laws written on the Mayflower, p. 102; equal opportunity laws, p. 318; voting laws, p. 347; due process of law, p. 483. "Citizenship Skills Lessons" - problem solving at school, p. 16; acting responsibly, p. 411. The <u>purpose of laws</u> is developed in ch. 14, <i>Our Country's Government</i> .
● Describes similarities/unique qualities of cultures in the U.S.	Festivals of <u>culture</u> are introduced (p. 10) then integrated throughout the text, e.g. "Cultural Regions Change": p. 74; Customs, p. 68, "Variety of Cultures" p. 234; Plains Indians, p. 300. <u>Similarities and qualities of cultures</u> are also explored in special features: Skills Lesson, "Use a Cultural Map" p. 302. <i>Democratic Values</i> , p. 449. <i>Points of view</i> , p. 304. <i>Biography</i> , "Pocahontas" p. 172. The special feature <i>Heritage</i> occurs numerous times and gives us a snapshot of American culture and society: "Chinese New Year" p. 69. "The Olympic Games" p. 224, et.al.
▲ Identifies powers/responsibilities in each branch of government	Chapter 14, lesson one, explains the constitution and the branches of government and how the powers and responsibilities are distributed.
▲ Knows informed citizenship is a duty of each citizen	Many descriptions of <u>rights</u> and <u>privileges</u> of citizens are integrated in the content: Local government participation of citizens in a New England community, p. 114; The role of missions in the west, p. 370. The following are examples of <u>duties</u> of citizens: Serving on <u>juries</u> , p. 479, <u>voting</u> rights, p. 347; <u>running for office</u> , p. 484; <u>community service</u> , p. 409. In addition, any of the <i>Citizenship Skills</i> features or the <i>Democratic Values</i> features support the understanding of how to be effective informed citizens.
▲ Identifies characteristics of a republic/democracy/monarchy	Systems of government that describe the U.S. and other countries are: republic, p. 467, democracy, p. 448, monarchy, p. 413.

Economics	Starting with unit 2 each unit covers a different region and is divided into subregions. For example the Midwest Region includes the "Plains" and "Great Lakes" subregions. Generally, economics is the focus of lesson 2 for each subregion but may also be integrated in other lessons as appropriate. Also, each subregion has a "Land Uses and Resources" map to help students understand the differences in resources.
▲ Compares costs to benefit of making a choice	"Making Economic Choices," a skills lesson, (p. 460-461) addresses this concept perfectly. Other places help students with decision making skills: re. natural resources, p. 50; businesses, p. 319; economics as it relates to immigration p. 441.
▲ Knows economic specialization/people produce narrower range of goods/services than they consume	<u>Specialization</u> is defined and described on p. 121. Concepts of specialization of <u>goods and services</u> are then applied in each region. For example: industrial economy (p. 104); cash crops in the South (p. 203); "Shipping the Goods" (p. 239); auto industry (p.279).
▲ Gives example of economic interdependence	The concept of economic interdependence is introduced on p. 75 and applied throughout (e.g. p. 204, 236).
▲ Explains how barter /money are used to exchange goods/services	The term <u>barter</u> is described on p. 361. Exchange of goods and services is covered in many areas. Example: As part of a free enterprise economy (p. 318 and 319) in a "Primary Sources" feature about Sears and Roebuck.
▲ Defines imports/exports and gives examples	Imports and exports are defined on p. 208. Examples are found throughout (e.g., p. 322, p. 277-278, p. 408, etc.)
Geography	The Geography standard is supported in many ways. First, the atlas is found in the front of the book to emphasize it's importance as an ongoing reference. It begins with a skills lesson and ends with geography terms. Second, in-text maps always identify the geography theme that is being demonstrated and questions that apply the theme. The "Essential Elements of Geography" are introduced on page 3 and applied in the feature "Geography" throughout the book (about two per unit).
▲ Locates major physical/ political features of Earth from memory	See the Atlas: p. A4, A6, A8, A9, etc. See in-text maps - physical: p. 31, 40, 80, etc. Political maps: p. 23, 83, 132, 270, etc.
▲ Analyzes places to suggest why locations are used for certain activities	The "Land Use and Resource" maps are usually found early in each of the sub-region chapters. See p. 71 for the introduction and p. 316 as an example. Each of these maps reflects the theme "Human-Environment Interactions." Analysis comes with the geography theme question or found in the text. E.g., deforestation, p. 289, the dust bowl, p. 308, forest fires, p. 353, etc.

<p>▲ Identifies/compares physical/human characteristics of Kansas/regions of U.S.</p>	<p>The physical characteristics of Kansas are identified and described in ch. 9. Characteristics of all the other regions are described in each chapter. Some examples of how we make these analyses and comparisons: latitude and longitude, p. 26; Environment, p. 29; temperature comparisons, p. 46, etc.</p>
<p>▲ Explains functions/dynamics of ecosystems</p>	<p>The term <u>ecosystem</u> is defined and described on p. 407. Examples of the functions and dynamics of ecosystems are found throughout, e.g., p. 65-66, 193-194, 254-255, etc.</p>
<p>● Describes/compares cultural characteristics/patterns within U.S.</p>	<p>Comparisons of human characteristics of Kansas and regions of the U.S. are found in every chapter: Customs, p. 68; Economic activities, p. 74; Housing, p. 299-300.</p>
<p>● Explains why people compete for control of Earth's surface and how they resolve conflicts</p>	<p>There are many examples of this concept throughout the text. Here are three examples: The colonies conflict with England in the American Revolution (p. 130-132). The Louisiana Territory resolved by the U.S. purchasing it (p. 231-234). The conflict over use of the water from the Rio Grande (p. 242-246). Conflict Resolution is more directly applied for students in Skills Lessons "Solve a Problem" p. 116, and "Conflict Resolution" p. 247.</p>
<p>▲ Identifies positive/negative impacts of past/present/future human activities on environment</p>	<p>Examples include: The effects of using resources causing pollution and the avoidance of this (p. 53). The building of roads and highways to connect cities (p. 138). Responses of cities to over-crowding (p. 146-147).</p>
<p>History</p>	<p>While not including a history of the state of Kansas itself the fourth grade text supports well the following indicators:</p>
<p>▲ Identifies five immigrant groups that settled Kansas during 19th/20th centuries</p>	<p>Russian Mennonites brought wheat to the Plains States (p. 305).</p>
<p>▲ Describes everyday life of Kansas settlers using literature/stories/letters/diaries/primary sources</p>	<p>An excerpt from the book <i>Pioneer Girl Growing up on the Prairie</i>, by Andrea Warren, depicts life on the Great Plains and includes primary sources in the form of a poster, photograph, etc. (p. 262). A primary source "A Mail Order Catalog" shows the effect of Sears and Roebuck on farming (p. 310).</p>
<p>● Describes experiences of explorers who came to Kansas before statehood</p>	<p>See the experiences of the following explorers: Lewis and Clark, p. 343; Zebulon Pike, p. 344; Coronado, p. 366.</p>
<p>▲ Recognizes/locates national/local landmarks/historic sites</p>	<p>Examples of historical sites: A flour mill in Maryland (p. 173), and Mount Rushmore (p. 317).</p>
<p>▲ Identifies artifacts/documents as either primary/secondary sources of historical data</p>	<p><u>Primary and secondary sources</u> are introduced in a skills lesson on p. 6-7. Examples are plentiful throughout the text in the unit opener, in the features <i>Examine Primary Sources</i> and <i>Analyze Primary Sources</i>, and a part of the content.</p>

Research

▲ Writes a conclusion that compares/summarizes relevant information found in supporting reasons	Support is found in skills lessons in the "Apply what you learned" section (e.g., p. 133, 275), in the "Performance" part of Lesson Reviews (e.g., p. 147, 185) and the "Think and Write" section of each chapter Review (e.g., p. 324).
▲ Locates/uses appropriate informational sources to communicate findings on a question	Students will identify and confer many information sources including travel guides (p. 19), maps (p. 27), atlases (p. 258), websites to learn about famous people (p. 297), and Performance (p. 309).
▲ Completes a works used page	

- ▲ Recommended indicators to be assessed by the Kansas Social Studies Assessment.
- Indicators suggested for local assessment.

Revised November 18, 2004