

Grade 4

Adopted 2022

Inquiry

Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others. [SS.3-5.IS.1](#)
2. Students generate supporting questions that require investigation to help answer essential questions. [SS.3-5.IS.2](#)
3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view. [SS.3-5.IS.3](#)

Evaluating Sources and Using Evidence

4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources. [SS.3-5.IS.4](#)
5. Develop claims using evidence from multiple sources to answer essential questions. [SS.3-5.IS.5](#)

Communicating Conclusions and Taking Informed Action

6. Construct arguments using claims and evidence from multiple sources. [SS.3-5.IS.6](#)
7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. [SS.3-5.IS.7](#)
8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies. [SS.3-5.IS.8](#)
9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems. [SS.3-5.IS.9](#)
10. Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints. [SS.3-5.IS.10](#)

Civics

1. **Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of government have changed over time.** [SS.4.CV.1](#)
2. **Define democracy and explain how limited participation affects the political representation of multiple groups.** [SS.4.CV.2](#)
3. **Identify core civic virtues and democratic principles that guide governments, society, and communities.** [SS.4.CV.3](#)

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4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation. [SS.4.CV.4](#)
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Economics/ Financial Literacy

1. Explain how profits reward and influence sellers. [SS.4.EC.1](#)
 2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools, machines). [SS.4.EC.2](#)
 3. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options). [SS.4.EC.3](#)
 4. Explain that income can be saved, spent on goods and services, or used to pay taxes. [SS.4.EC.4](#)
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Geography

1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics. [SS.4.G.1](#)
 2. Explain how the cultural and environmental characteristics of places change over time. [SS.4.G.2](#)
 3. Investigate the human effects on the physical environment over time. [SS.4.G.3](#)
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History

1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives. [SS.4.H.1](#)
2. Generate questions about multiple historical sources and their relationships to particular historical events and developments. [SS.4.H.2](#)
3. Explain probable causes and effects of events and developments in Illinois history. [SS.4.H.3](#)