

**Illinois Learning Standards for Social Science**

<b>Content Standards</b>	<b>Inquiry Skills</b>
<p><b>Civics</b></p> <p>SS.CV.1.4 Distinguish the responsibilities and powers of government officials at the local, state, and national levels</p> <p>SS.CV.2.4 Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate</p> <p>SS.CV.3.4 Identify core civic virtues and democratic principles that guide our state and nation</p> <p>SS.CV.4.4 Explain how rules and laws change society and how people change rules and laws in Illinois</p> <p><b>Geography</b></p> <p>SS.G.1.4 Construct and interpret maps of Illinois and the United States using various media</p> <p>SS.G.2.4 Analyze how the cultural and environmental characteristics of places in Illinois change over time</p> <p>SS.G.3.4 Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements</p> <p><b>Economics and Financial Literacy</b></p> <p>SS.EC.1.4 Explain how profits reward and influence sellers</p> <p>SS.EC.2.4 Describe how goods and services are produced using human, natural, and capital resources</p> <p>SS.EC.FL.3.4 Analyze how spending choices are influenced by price as well as many other factors</p> <p>SS.EC.FL.4.4 Explain that income can be saved, spend on good and services, or used to pay taxes</p> <p><b>History</b></p> <p>SS.H.1.4 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period</p> <p>SS.H.2.4 Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois</p> <p>SS.H.3.4 Explain probable causes and effects of events and developments in Illinois history</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p><b>Developing Questions and Planning Inquiries</b></p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p> <p><b>Evaluating Sources and Using Evidence</b></p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p> <p><b>Communicating Conclusions and Taking Informed Action</b></p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening , consensus building, and voting procedures to decide on and take action in their classroom and school</p> <p>* Inquiry skills are incorporated within all units.</p>

**Technology**

TBD

Social Studies 4<sup>th</sup> Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<b>Exploration of North America (1400s-1500s)</b> SS.G.1.4 SS.H.1.4	<b>Exploration of North America (1400s-1500s)</b> How and why did people from other countries come to North America?  How did the newcomers impact the existing inhabitants and the land?	<b>Exploration of North America (1400s-1500s)</b> -Map skills -World Powers: Britain, France, Spain -Purposes of exploration of the New World -The New World: geography, climate, natural resources, Native Americans -Settlements -Colonies -Government	<b>Exploration of North America (1400s-1500s)</b> -Use basic map skills -Demonstrate an understanding of why people moved to North America -Discuss the impact of newcomers	<b>Exploration of North America (1400s-1500s)</b> TBD	<b>Exploration of North America (1400s-1500s)</b> TBD
<b>Colonization (1600s-1700s)</b> SS.G.1.4 SS.H.1.4	<b>Colonization (1600s-1700s)</b> Why did newcomers settle in the Northeast?  Why did the 13 colonies choose to become an independent country?	<b>Colonization (1600s-1700s)</b> -Northeast: geography, climate, resources, government, culture -English Settlements -English Colonies -Revolutionary War	<b>Colonization (1600s-1700s)</b> -Use basic map skills -Examine reasons why newcomers came to the Northeast -Summarize reasons for independence	<b>Colonization (1600s-1700s)</b> TBD	<b>Colonization (1600s-1700s)</b> TBD
<b>Early America (1800s)</b> SS.G.1.4 SS.G.2.4 SS.H.1.4 SS.H.2.4 SS.H.3.4	<b>Early America (1800s)</b> Why did newcomers settle in the Southeast, Midwest, and Southwest?  How did adding geographic area impact the growth of the United States?  How did the struggles between state and federal governments shape policies and laws in the United States?	<b>Early America (1800s)</b> -Southeast: geography, climate, resources, government, culture, Native Americans -Midwest: geography, climate, resources, government, culture, Native Americans -Southwest: geography, climate, resources, government, culture, Native Americans -Westward Expansion -Louisiana Purchase -Lewis and Clark -Oregon Trail -Texas Independence -Civil War	<b>Early America (1800s)</b> -Use basic map skills -Examine reasons why newcomers came to the Southeast, Midwest, and Southwest -Analyze reasons for westward expansion -Define causes and effects of the Civil War	<b>Early America (1800s)</b> TBD	<b>Early America (1800s)</b> TBD

Social Studies 4<sup>th</sup> Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<b>Forming a Nation (1800s)</b> SS.G.1.4 SS.H.1.4	<b>Forming a Nation (1800s)</b> Why did newcomers settle in the West?  How did natural resources impact human activity?	<b>Forming a Nation (1800s)</b> -West: geography, climate, resources, government, culture, Native Americans -Gold Rush -Transcontinental Railroad	<b>Forming a Nation (1800s)</b> -Use basic map skills -Examine reasons why newcomers came to the West -Define the relationship between natural resources and human activities -Describe the advancement of the nation	<b>Forming a Nation (1800s)</b> TBD	<b>Forming a Nation (1800s)</b> TBD
<b>Our Nation Today</b> SS.CV.1.4 SS.CV.2.4 SS.CV.3.4 SS.CV.4.4 SS.G.1.4 SS.G.2.4 SS.G.3.4 SS.H.1.4 SS.H.2.4 SS.H.3.4	<b>Our Nation Today</b> How does the United States government work to impact citizens?  How did the formation of the United States shape the country?	<b>Our Nation Today</b> Government: -Officials: state, local, national -Democracy -Civic virtues and democratic principals -Rules and laws  -Map Skills  Inquiry Based Research Project: -Region or State -Capitals -Geography and Climate -Resources -Culture -History -Economics	<b>Our Nation Today</b> -Identify the government’s role in the United States -Identify the citizens’ roles in the United States government -Understand the purpose of different types of maps -Research using multiple sources -Use research to connect knowledge of the past with the United States today -Present research about a region or state -Identify the 50 states on a United States map	<b>Our Nation Today</b> TBD	<b>Our Nation Today</b> TBD
<b>Economics</b> SS.EC.1.4 SS.EC.2.4 SS.EC.FL.3. SS.EC.FL.4.4	<b>Economics</b> How do entrepreneurs use skills and resources to start businesses?  How does trade lead to economic interdependence among nations?	<b>Economics</b> -Businesses -Entrepreneurs -Resources: natural, human, and capital -Products and services -Revenue and expenses -Supply chain	<b>Economics</b> -Determine entrepreneurial skills -Recognize how entrepreneurs use resources to produce goods and services in a region -Describe the skills and tasks, an entrepreneur must master to start a successful business	<b>Economics</b> -Teacher observations -Classroom discussion	<b>Economics</b> -Junior Achievement

			Explain how trade leads to economic interdependence among nations		
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