

4th Grade - Our State, Our Nation

Unit 1 Compelling Question: THE NORTHEAST	Unit 2 Compelling Question: THE SOUTHEAST, THE SOUTHWEST	Unit 3 Compelling Question: THE MIDWEST, ILLINOIS	Unit 4 Compelling Question: THE WEST
How do people and the environment impact one another?	How are people's economic choices affected by the environment?	What is society's motivation to continue to evolve technology?	How has geography impacted the West?
3-5 Inquiry Standards			
<i>Creating Essential Questions</i>	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.		
<i>Creating Supporting Questions</i>	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.		
<i>Determining Helpful Sources</i>	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		
<i>Gathering and Evaluating Sources</i>	SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.		
<i>Developing Claims and Using Evidence</i>	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.		
<i>Communicating Conclusions</i>	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.		
	SS.3-5.IS.7. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.		
	SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.		
<i>Critiquing Conclusions</i>	SS.3-5.IS.9. Explain the use of inquiry strategies and approaches that will allow students to address local, regional, state, national, and global problems.		
<i>Taking Informed Action</i>	SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.		
Civics Standards			
Civic and Political Institutions	SS.4.CV.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.2. Define democracy and explain how limited participation affects the political representation of multiple groups.		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.		
Process, Rules, and Laws	SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.		
Geography			
<i>Geographic Representations</i>	SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.		
<i>Human-Environment Interaction</i>	SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.		
<i>Human Population</i>	SS.4.G.3. Investigate the human effects on the physical environment over time.		
<i>Global Interconnections</i>			
Economics			
<i>Economic Decision Making</i>	SS.4.EC.1. Explain how profits reward and influence sellers.		
<i>Exchange and Markets</i>	SS.4.EC.2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).		

<i>National and Global Economy</i>	
<i>Financial Literacy</i>	SS.4.EC.FL.3. Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).
	SS.4.EC.FL.4. Explain that income can be saved, spent on good and services, or used to pay taxes.
History Standards	
<i>Change, Continuity, and Context</i>	
<i>Perspectives</i>	SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.
<i>Historical Sources and Evidence</i>	SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.
<i>Causation and Argumentation</i>	SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.