

# Illinois Learning Standards for Social Science-4th grade

<b>Inquiry Skills</b>
<b>Developing Questions and Planning Inquiries</b>
<b>Constructing Essential Questions</b> SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.
<b>Constructing Supporting Questions</b> SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.
<b>Determining Helpful Sources</b> SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.
<b>Evaluating Sources and Using Evidence</b>
<b>Gathering and Evaluating Sources</b> SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
<b>Developing Claims and Using Evidence</b> SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.
<b>Communicating Conclusions and Taking Informed Action</b>
<b>Communicating Conclusions</b> SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
<b>Critiquing Conclusions</b> SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.
<b>Taking Informed Action</b> SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

<b>Civics Standards</b>
<b>Civic and Political Institutions</b> SS.CV.1.4: Distinguish the responsibilities and powers of government officials at the local, state, and national levels. SS.CV.2.4: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
<b>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</b> SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.
<b>Processes, Rules and Laws</b> SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.

<b>Geography Standards</b>
<b>Geographic Representations: Spatial Views of the World</b> SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.
<b>Human-Environment Interaction: Place, Regions, and Culture</b> SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.
<b>Human Population: Spatial Patterns and Movements</b> 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.

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## Economics and Financial Literacy Standards

### Economic Decision Making

**SS.EC.1.4:** Explain how profits reward and influence sellers.

### Exchange and Markets

**SS.EC. 2.4:** Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).

### Financial Literacy

**SS.EC.FL.3.4:** Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).

**SS.EC.FL. 4.4:** Explain that income can be saved, spent on good and services, or used to pay taxes.

## History Standards

### Perspectives

**SS.H.1.4:** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

### Historical Sources and Evidence

**SS.H.2.4:** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

### Causation and Argumentation

**SS.H.3.4:** Explain probable causes and effects of events and developments in Illinois history.