Iowa Social Studies

Grade 4

Inquiry Standards

Develop Questions and Plan Inquiries

1 Develop and refine questions to actively shape and advance the investigation of the topic. SS.4.1

Gather, Interpret and Evaluate Sources

2 Interpret information about specific perspectives or beliefs from sources. SS.4.2

Claims and Evidence

3 Make a claim about a topic and support it with evidence from one or more sources. SS.4.3

Communicate Conclusions

4 Construct responses to questions using reasoning, examples, and relevant details. SS.4.4

Civic Engagement and Participation

5 Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies. SS.4.5

The American Revolution

History: Chronological Reasoning and Causation

6 Explain the causes of the American Revolution. SS.4.6

History: Chronological Reasoning and Causation

7 Evaluate the impact of the strategies used by Great Britain and the American Colonists to win the Revolutionary War. SS.4.7

History: Change, Continuity, and Context

8 Evaluate whether the outcomes of the Revolutionary War solved key problems of the Pre-Revolutionary period. SS.4.8

History: Multiple Perspectives

9 Describe the perspectives and impact of key individuals and groups during the American Revolution. SS.4.9

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	Geography: Geographic Tools	
	10	Explain how the natural environment impacted decisions made during the American Revolution using geographic representations. SS.4.10
	Civics/Government: Citizenship and Civic Rights and Responsibilities	
	11	Summarize key principles of the Declaration of Independence. SS.4.11
Westward Expansion/Migration	**Geography: Places and Regions**	
	12	Explain the process by which certain areas of land were added to the United States. SS.4.12
	Geography: Human-Environment Interaction	
	13	Clarify how westward expansion changed the landscape and how the landscape affected migration. SS.4.13
	Geography: Human Movement and Patterns	
	14	Describe how the population of Iowa has changed, from a predominantly Native American population to one composed largely of European and American settlers. SS.4.14
	History: Change, Continuity and Context	
	15	Describe the effects, opportunities, and conflicts that happened when people from different groups came into contact with each other. SS.4.15
	Civics/Government: Processes, Rules and Laws	
	16	Analyze the effects of government policies intended to promote westward settlement on diverse groups of people. SS.4.16
	Economics/Financial Literacy: Economic Decision Making	
	17	Analyze the costs and benefits of migration and resettlement for various groups. SS.4.17
Immigration	**Geography: Geographic Tools**	
	18	Identify patterns and trends in the locations where immigrant groups settled in the United States. SS.4.18
	Geography: Human Movement and Patterns	
	19	Analyze the push and pull factors that led to new immigrant groups coming to the United States. SS.4.19
	History: Comparison and Corroboration	
	)	Compare and contrast the experiences of different immigrant groups to the United States. SS.4.20

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History: Change, Continuity and Context

21 Describe the diverse cultural makeup of Iowa's past and present in the local community, including Native American and agricultural communities. SS.4.21

Civics/Government: Role and Systems of Government

22 Explain why the United States made policies intended to encourage, restrict, and/or document populations of people entering the nation. SS.4.22

Civics/Government: Constitutional Principles and Civic Virtues

23 Evaluate civic virtues displayed by immigrants and immigrant groups coming to and settling in the United States. SS.4.23

Spending Wisely (Financial Literacy)

Economics/Financial Literacy: Saving, Spending and Investing

24 Identify factors that can influence people's different spending and saving choices. SS.4.24

Economics/Financial Literacy: Financial and Career Goals

25 Create a simple budget to plan how to spend and save money to meet financial goals. SS.4.25

Economics/Financial Literacy: Credit and Risk Management

26 Identify why it is important and ways to protect personal financial information. SS.4.26

Economics/Financial Literacy: Financial and Career Goals

27 Explore how people and the government work together to meet community needs. SS.4.27