

# 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](#)

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### Gather, Interpret and Evaluate Sources

- 2 Interpret information about specific perspectives or beliefs from sources. [SS.4.2](#)

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### Claims and Evidence

- 3 Make a claim about a topic and support it with evidence from one or more sources. [SS.4.3](#)

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### Communicate Conclusions

- 4 Construct responses to questions using reasoning, examples, and relevant details. [SS.4.4](#)

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### 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](#)

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## The American Revolution

### History: Chronological Reasoning and Causation

- 6 Explain the causes of the American Revolution. [SS.4.6](#)

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### 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](#)

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### 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](#)

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### 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](#)
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**Civics/Government: Citizenship and Civic Rights and Responsibilities**

- 11 Summarize key principles of the Declaration of Independence. [SS.4.11](#)
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**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](#)
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**Geography: Human-Environment Interaction**

- 13 Clarify how westward expansion changed the landscape and how the landscape affected migration. [SS.4.13](#)
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**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](#)
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**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](#)
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**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](#)
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**Economics/Financial Literacy: Economic Decision Making**

- 17 Analyze the costs and benefits of migration and resettlement for various groups. [SS.4.17](#)
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**Immigration****Geography: Geographic Tools**

- 18 Identify patterns and trends in the locations where immigrant groups settled in the United States. [SS.4.18](#)
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**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](#)
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**History: Comparison and Corroboration**

- 20 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](#)
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**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](#)
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**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](#)
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**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](#)
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**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](#)
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**Economics/Financial Literacy: Credit and Risk Management**

- 26 Identify why it is important and ways to protect personal financial information. [SS.4.26](#)
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**Economics/Financial Literacy: Financial and Career Goals**

- 27 Explore how people and the government work together to meet community needs. [SS.4.27](#)