

Social Studies Grade 4

How to read this document:

This curriculum map outlines, for each grade, the topics students will explore. The Common Core State Standards and the College Career and Civic Life Framework inform learning experiences planned for students so that they can acquiring a set of important understandings and skills that equip them in the disciplines of social scientists. The understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

The Standards referenced include the Illinois Social Science Standards from the Illinois State Board of Education, as well as the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS. Alignment with the College Career and Civic life standards positions this work to correlate to the new Illinois Social Science Standards that are effective in the 2017-2018 school year.

ISBE Message

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. On December 16, 2015, the Illinois State Board of Education (ISBE) adopted amendments to rules governing Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), which included the new Social Science Standards. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.

Trimester

Topic / Unit	Focus Standards	Enduring Understanding	Assessment(s) / Product(s)
This is the subject that the students will learn about.	Focus Standards are the skills that students will learn and apply while studying the topic of this unit.	Enduring Understandings are the big ideas that students should understand by the end of the unit.	Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.

**Standards referenced are Illinois Learning Standards from the Illinois State Board of Education, Social Science Standards.*

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Trimester 1

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 1: Illinois Geography & Economy	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	<p>Illinois geography is distinct from other states in both naturally-occurring and human-made ways.</p> <p>Illinois' economic opportunities, natural and agricultural resources, and goods & services draw people to the state.</p> <p>Illinois' economy has changed over time in response to environmental influences and historical events.</p>	<p><u>Written Assessment:</u></p> <ul style="list-style-type: none"> ● How is Illinois' geography similar to and unique from other states? ● What draws people to Illinois? What keeps them here? (What is Illinois known for? What does it produce?) ● What are the major sources of Illinois' economy? (How do people make money?) How has it changed over time?
	D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.		
	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.		
Unit 2: Regions Introduction (and Closure)	D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	<p>Regions have geographical boundaries and features, shared history and culture, distinct resources, and common economic interests.** (But not all geographers define regions in the same way.)</p> <p>Different maps of the U.S. serve different purposes. There is no one map that serves every purpose.</p> <p>The U.S. can be divided into five regions (Midwest, Northeast, Southeast, Southwest, and West) that function both independently and interdependently.</p> <p>The similarities and differences between regions reveal the shared and unique geography, history, economy, resources, and culture of each region.</p>	<p><u>Written Assessment:</u></p> <p>Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What makes a region a region?*** ● Why are there different types of maps of the U.S. (including regional maps)? ● How do regions of the U.S. work together? ● How have [geography, history, economy, resources, and culture] shaped particular regions?
	D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.		
	D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.		

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Trimester 1

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 3: Midwest	<p>D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.</p>	<p>States in the Midwest have a similar climate, geography, and industry.</p>	<p><u>Written Assessment:</u> Respond To Essential Questions</p> <ul style="list-style-type: none"> ● What makes the Midwest the Midwest? (Where is it? What's it like?) ● How has the Midwest's economy changed over time? ● What resources, goods and services does the Midwest contribute to the rest of the country? (Kidspeak: What does the Midwest have that other regions don't?)
	<p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>	<p>The Midwest's economy has changed over time in response to technological advances, economic demands, and natural events.</p> <p>The Midwest contributes agricultural and industrial (e.g., transportation) resources, goods, and services to all regions.</p>	

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Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 4: Northeast	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	The Northeast is the birthplace of our country—its history, government, industry, ideals, and culture.	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What makes the Northeast the Northeast? (Where is it? What’s it like?) ● Why and how did the Northeast grow and change? ● How is the way people live in the Northeast similar to and unique from people who live in other regions?
	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	A large labor force, transportation, and industry helped cities in the Northeast grow and change.	
	RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	The population distribution of the Northeast affects how people live, work, and travel.	
Unit 5: Southeast	18.A.2 Explain ways in which language, stories, folktales, music, media and artistic creations serve as expressions of culture.	The Southeast represents a variety of cultures and geographic features.	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What makes the Southeast the Southeast? (Where is it? What’s it like?) ● How have geography and climate helped shape how people live and work the Southeast? ● What factors have shaped the culture and economy of the Southeast? ● What resources, goods, and services does the Southeast contribute to the rest of the country? (Kidspeak: What does the Southeast have that other regions
	16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	People throughout the Southeast adapt to distinct geographical features and a climate that impact how they live and work.	
	RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	<p>The culture and economy of the Southeast is shaped by its geography and history.</p> <p>The Southeast contributes agricultural & natural resources, and tourism opportunities to all regions.</p>	

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Trimester 3

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 6: Southwest	16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	The Southeast represents a variety of cultures and geographic features.	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What makes the Southwest the Southwest? (Where is it? What's it like?) ● How has the history of the Southwest shaped its culture and geography? ● How have people in the Southwest adapted to the geography, climate, and limited natural resources (i.e., water)?
	D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	People throughout the Southeast adapt to distinct geographical features and a climate that impact how they live and work.	
	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	The culture and economy of the Southeast is shaped by its geography and history.	
	RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. D2.His.16.3-5. Use evidence to develop a claim about the past.	The Southeast contributes agricultural & natural resources, and tourism opportunities to all regions.	
Unit 7 West	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	The West represents distinct geographical features and American ideals about opportunity.	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● What makes the West the West? (Where is it? What's it like?) ● What drew (and draws) people to the region of the West? ● What attracts people to the cities of the West?
	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	People have been drawn to the West by its geographical features, natural resources, and entertainment and recreational opportunities.	
		Geographical features, climate, cultural diversity, economic opportunities attract	

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	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	people to different cities in the West.	
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