

Grade 4

Inquiry Anchor Standards

A Constructing Compelling Questions

- 1 Explain how a compelling question represents key ideas in the field. [SS.4.1.](#)
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B Constructing Supporting Questions

- 1 Use supporting questions to help answer the compelling question in an inquiry. [SS.4.2.](#)
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C Developing Claims and Using Evidence

- 1 Cite evidence that supports a response to supporting or compelling questions. [SS.4.3.](#)
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D Communicating and Critiquing Conclusions

- 1 Construct responses to compelling questions using reasoning, examples, and relevant details. [SS.4.4.](#)
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E Taking Informed Action

- 1 Identify challenges and opportunities when taking action to address problems, including predicting possible results. [SS.4.5.](#)
 - 2 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. [SS.4.6.](#)
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Content Anchor Standards

A Recognize the Interaction Between the Individual and Various Groups

- 1 Explain causes of conflict or collaboration among different social groups. [SS.4.7.](#)
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B Apply Civic Virtues and Democratic Principles

- 1 Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills) [SS.4.8.](#)
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C Interpret Processes, Rules and Laws

- 2 Describe how societies have changed in the past and continue to change. (21st century skills) [SS.4.10.](#)
- 1 Explain how the enforcement of a specific ruling or law changed society. (21st century skills) [SS.4.9.](#)

D Engage in Economic Decision Making

- 1 Describe how scarcity requires a person to make a choice and identify costs associated with that choice. [SS.4.11.](#)
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E Critique Exchange and Markets

- 1 Using historical and/or local examples, explain how competition has influenced the production of goods and services. [SS.4.12.](#)
 - 2 Compare and contrast different ways that the government interacts with the economy. [SS.4.13.](#)
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F Evaluate the National Economy

- 1 Explain the reasons why the costs of goods and services rise and fall. [SS.4.14.](#)
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G Create a Saving and Spending Plan

- 1 Identify factors that can influence people's different spending and saving choices. (21st century skills) [SS.4.15.](#)
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H Measure Risk Management Tools [SS.4.16.](#)

- 1 Determine the consequences of sharing personal information with others. (21st century skills) [SS.4.16.](#)
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I Create Geographic Representations

- 1 Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make. [SS.4.17.](#)
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J Evaluate Human Environment Interaction

- 1 Describe how environmental and cultural characteristics influence population distribution in specific places or regions. [SS.4.18.](#)
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K Analyze Human Population Movement and Patterns

- 1 Explain influences on the development and decline of different modes of transportation in U.S. regions. [SS.4.19.](#)
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L Analyze Change, Continuity, and Context

- 1 Compare and contrast events that happened at the same time. [SS.4.20.](#)
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M Compare Perspectives

- 1 Analyze conflicting perspectives on historical and current events/issues. [SS.4.21.](#)
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N Critique Historical Sources and Evidence

- 1 Infer the purpose of a primary source and from that the intended audience. [SS.4.22.](#)

O Justify Causation and Argumentation

- 1 Explain probable causes and effects of events and developments. [SS.4.23.](#)
- 2 Develop a claim about the past and cite evidence to support it. [SS.4.24.](#)

P Iowa History

- 1 Analyze the impact of technological changes in Iowa, across time and place. [SS.4.25.](#)
- 2 Explain how Iowa's agriculture has changed over time. [SS.4.26.](#)