



4 <sup>th</sup> GRADE SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> <li>• <b>CS.H.K6.G3:</b> Demonstrate an understanding of the cultural inheritance provided by the Church. <i>(ILSS.3-5.IS.1; IS.5; IS.7; IS.9; IS.10; ILSS.4.CV.1; CV.2; CV.3; CV.4; EC.FL.1; G.2; H.1; H.2)</i></li> <li>• <b>CS.H.K6.IS5:</b> Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church. <i>(ILSS.4.CV.1; CV.3; CV.4; CV.4; EC.FL.1; G.2; H.1; H.2; H.3)</i></li> <li>• <b>CS.H.K6.IS7:</b> Explain how beliefs about God, humanity, and material things affect behavior. <i>(ILSS.3-5.IS.1; IS.2; IS.3; IS.4; IS.5; IS.6; IS.7; IS.8; IS.9; IS.10; ILSS.4.CV.3; CV.4; EC.1; EC.2; EC.FL.1; EC.FL.2; G.2; G.3; H.1; H.2; H.3)</i></li> <li>• <b>CS.H.K6.IS10:</b> Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others. <i>(ILSS.4.CV.1; CV.2; CV.3; CV.4; EC.FL.1; G.3; H.1; H.2; H.3)</i></li> <li>• <b>CS.H.K6.DS5:</b> Justify the significance and impact of the Catholic Church throughout history. <i>(ILSS.3-5.IS.1; IS.2; IS.3; IS.4; IS.5; IS.6; IS.7; IS.8; IS.9; IS.10; ILSS.4.CV.3; CV.4; G.2; G.3; H.1)</i></li> </ul>	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> <li>• Generate supporting questions that require investigation to help answer essential questions.</li> <li>• Develop claims using evidence from multiple sources to answer essential questions.</li> <li>• Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems.</li> <li>• Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of government have changed over time.</li> <li>• Define democracy and explain how limited participation affects the political representation of multiple groups.</li> <li>• Identify core civic virtues and democratic principles that guide governments, society, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.</li> <li>• Explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.</li> <li>• Explain how profits reward and influence sellers.</li> <li>• Explain that income can be saved, spent on goods and services, or used to pay taxes.</li> <li>• Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.</li> <li>• Generate questions about multiple historical sources and their relationships to particular historical events and developments.</li> </ul>



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> <li>Analyze how spending choices are influenced by prices, as well as many other factors.</li> <li>Investigate the human effects on the physical environment over time.</li> <li>Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.</li> <li>Explain probable causes and effects of events and developments in Illinois history</li> </ul>	<p><i>see previous page</i></p>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do governments and communities make fair decisions, and why is it important for citizens to partake in such decisions when given the opportunity?</li> <li>How does the environment affect how people live, and how do people shape the environment in return?</li> <li>How have people and events in Illinois' past shaped the way we live today?</li> <li>What best practices can we use when deciding how to distinguish between wants and needs, and how can we budget for both?</li> <li>Why is it important to lean on the truths of our faith when participating in a secular society?</li> </ul>	
<b>Vital Vocabulary</b>	
<ul style="list-style-type: none"> <li>Cause, Citizen, Community, Culture, Decision, Democratic, Development, Economy, Effect, Environment, Exchange, Government, Goods, History, Interdependence, Law, Map, Opinion, Perspective, Region, Resource, Scarcity, Trade</li> </ul>	

*Additional Resources:* [Cardinal Newman History Resources, Appendix D](#)