

This standards-correlation document demonstrates how Inquiry Journeys meets the Illinois Social Studies Standards, 2022 (DRAFT). Correlation page references are to lessons from the digital curriculum. Correlations are designed to give specific examples of how Inquiry Journeys addresses standards and performance expectations, but are not exhaustive.

Inquiry 3-5

Developing Questions and Planning Inquiries

Illinois Standard	Inquiry Journeys Evidence
SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.	"Generating Investigation Questions" Lessons (All Grade 3-5 Inquiries, Module 1)
SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.	<p>"Independent Investigation into Immigrant Stories" Lesson ("Migration and Movement," Module 2)</p> <p>"Interacting with a Guest Speaker" Lesson ("Migration and Movement," Module 4)</p> <p>"Natural Resources Investigation" Lesson ("Natural Resources of the US," Module 3)</p> <p>"Independent Investigation of Native American History- Part 1 & 2" Lesson ("Our State's History," Module 2)</p>
SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.	<p>"A Closer Look at Ellis Island" Lesson ("Migration and Movement," Module 3)</p> <p>"The Dust Bowl- Part 1 and 2" Lessons ("Natural Resources of the US," Module 4)</p> <p>"Learning More about the Impact of Slavery" Lesson ("Our State's History," Module 4)</p> <p>"The Power of Messaging" Lesson ("American Revolution," Module 3)</p>

Evaluating Sources and Using Evidence

Illinois Standard	Inquiry Journeys Evidence
SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.	<p>“Segregation” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Organizing for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“The Boston Tea Party” Lesson (“American Revolution,” Module 2)</p>
SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.	<p>“Supporting the Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Natural Resource Mini Poster” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Constructing a Claim” Lesson (“Native America,” Module 5)</p> <p>“Supporting Claims” Lesson (“Rights and Responsibilities,” Module 3)</p>

Communicating Conclusions and Taking Informed Action

Illinois Standard	Inquiry Journeys Evidence
SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.	<p>“Leaving One’s Homeland for New Opportunities” Lesson (“Migration and Movement,” Module 2)</p> <p>“Independent Investigation into Native American History- Part 1 and 2” Lessons (“Our State’s History,” Module 2)</p> <p>“Constructing a Claim” Lesson (“Native America,” Module 5)</p>
SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.	<p>“Multicultural Communities” Lesson (“Migration and Movement,” Module 5)</p> <p>“Get Outside! Visiting our National Parks” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Entrepreneur Analysis” Lesson (“Economic Choices,” Module 3)</p> <p>“Independent Revolutionary Investigation” Lesson (“American Revolution,” Module 4)</p>
SS.3-5.IS.8. Present a summary of arguments and explanations to others	<p>“Understanding Each Other’s Stories” Lesson (“Global Connections,” Module 5)</p>

inside and/or outside of the classroom using print and oral technologies.	<p>“Pulling it All Together” Lesson (“Migration and Movement,” Module 5)</p> <p>“Producer Plan Critique” Lesson (“Economic Choices,” Module 3)</p> <p>“Presenting on Indigenous Cultural Areas- Part 1 and 2” Lesson (“Native America,” Module 2)</p> <p>“Artifact Analysis Presentations” Lesson (“Native America,” Module 4)</p> <p>Note: Additionally, Module 6 of every Grade 3-5 Inquiry guides students to create an Inquiry Product that supports their Informed Action, then share their efforts with a public audience.</p>
SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems.	Module 6 of every Grade 3-5 Inquiry guides students to take Informed Action. This module is the culmination of each Inquiry and requires students to generate, evaluate, and implement ideas to act on civic challenges in the school or wider community.
SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.	<p>“Constructing the Inquiry Challenge Statement” (All Grade 3-5 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade 3-5 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>

Civics 3-5

Civic and Political Institutions

Illinois Standard	Inquiry Journeys Evidence
SS.3.CV.1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.	<p>“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Positive Footsteps” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>
SS.4.CV.1. 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.	“Analyzing Rights and Freedom in Early State History” Lesson (“Our State’s History,” Module 4)
SS.4.CV.2. Define democracy and explain how limited participation affects the	“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)

political representation of multiple groups.	<p>“Introduction to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“The Evolution of Voting Rights” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“Recognizing and Addressing Barriers to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p>
SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of the three branches of government have changed over time.	<p>“Government as a Producer and a Consumer” Lesson (“Economic Choices,” Module 2)</p> <p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)</p>
SS.5.CV.2. Examine the origins and purposes of rules, laws, and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people.	<p>“Drafting a New Nation” Lesson (“American Revolution,” Module 5)</p> <p>“Conflict, Compromise, and a Constitution” Lesson (“American Revolution,” Module 5)</p> <p>“The Work is Not Over” Lesson (“American Revolution,” Module 5)</p>
SS.5.CV.3. Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.	<p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>Note: <i>inquirED</i> suggests a flex lesson in “Rights and Responsibilities,” Module 2 to further address this standard.</p>
Participation and Deliberation: Applying Civic Virtues and Democratic Processes	
Illinois Standard	Inquiry Journeys Evidence
SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.	<p>“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Ideals of the Declaration of Independence” Lesson (“American Revolution,” Module 5)</p> <p>“The Power of the People” Lesson (“Rights and Responsibilities,” Module 2)</p>
Processes, Rules, and Laws	

Illinois Standard	Inquiry Journeys Evidence
SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.	<p>“Hook Activity: Citizens for Equality” Lesson (“The 20th Century Civil Rights Movement,” Module 1)</p> <p>“Reflecting on Changemakers” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Reflecting on the March on Washington” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Kids Take Action” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>
SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.	<p>“US Policy and Native Americans’ Freedom” Lesson (“Our State’s History,” Module 4)</p> <p>“Learning More About the Impact of Slavery” Lesson (“Our State’s History,” Module 4)</p>
SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.	<p>“Freedom vs. Order” Lesson (“Rights and Responsibilities,” Module 3)</p> <p>“The Evolution of Voting Rights” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“Government in Daily Life” Lesson (“Rights and Responsibilities,” Module 5)</p>

Economics 3-5

Economic Decision-Making

Illinois Standard	Inquiry Journeys Evidence
SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Locating Raw Materials” Lesson (“Global Connections,” Module 4)</p> <p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p>
SS.4.EC.1. Explain how profits reward and influence sellers.	“A Closer Look at Supply and Demand” Lesson (“Economic Choices,” Module 2)

Exchange and Markets

Illinois Standard	Inquiry Journeys Evidence
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SS.3.EC.2. Generate examples of the goods and services that governments provide.	"Government as a Producer and a Consumer" Lesson ("Economic Choices," Module 2)
SS.4.EC.2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools, machines).	"Exploring Producers and Consumers" Lesson ("Economic Choices," Module 2) "A Market Economy" Lesson ("Economic Choices," Module 2) "Exploring Producers" Lesson ("Economic Choices," Module 3)
SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	"Global Trade and Interdependence" Lesson ("Global Connections," Module 4) "Exploring Producers" Lesson ("Economic Choices," Module 3) "Regional Economies" Lesson ("The Colonial Era," Module 4)
National and Global Economy	
Illinois Standard	Inquiry Journeys Evidence
SS.5.EC.2. Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.	"Analyzing Actions and Reactions" Lesson ("American Revolution," Module 2) "Reflecting on Economic Opportunities" Lesson ("Economic Choices," Module 3) "Opportunity Cost" Lesson ("Economic Choices," Module 4)
SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.	"Government as a Producer and a Consumer" Lesson ("Economic Choices," Module 2)
Financial Literacy	
Illinois Standard	Inquiry Journeys Evidence
SS.3.EC.3. Describe the role of banks and other financial institutions in an economy.	"The Role of Banks" Lesson ("Economic Choices," Module 4)
SS.3.EC.4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	"The Role of Banks" Lesson ("Economic Choices," Module 4)
SS.4.EC.3. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).	"The Power of Advertising" Lesson ("Economic Choices," Module 4) "The Power of Influence" Lesson ("Economic Choices," Module 4)

	“Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)
SS.4.EC.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.	“Making Economic Choices that Work Toward Goals” Lesson (“Economic Choices,” Module 5) “Budgeting, Spending, and Saving” Lesson (“Economic Choices,” Module 5)
SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.	“The Role of Banks” Lesson (“Economic Choices,” Module 4)

Geography 3-5

Geographic Representations: Spatial Views of the World

Illinois Standards	Inquiry Journeys Evidence
SS.3.G.1. Use print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.	“Where in the World?” Lesson (“Global Connections,” Module 2) “Continent Bumper Stickers” Lesson (“Global Connections,” Module 2)
SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.	“Hook- Our Connections Around the World” Lesson (“Global Connections, Module 1) “Map Scavenger Hunt” Lesson (“Natural Resources of the US,” Module 2)
SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.	“Diversity Across Indigenous America” Lesson (“Native America,” Module 2)
SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.	“Region Investigation” Lesson (“Natural Resources of the US,” Module 2) “Cultural Area Investigation” Lesson (“Native America,” Module 2)

Human-Environment Interaction: Place, Regions, and Culture

Illinois Standards	Inquiry Journeys Evidence
SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.	“Identifying Physical and Human Characteristics” Lesson (“Global Connections,” Module 3) “Deeper Connections Between Geography and Culture” Lesson (“Global Connections,” Module 3)

	“Reflecting on Geography and Culture” Lesson (“Global Connections,” Module 3)
SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.	“Soil Studies” Lesson (“Natural Resources of the US,” Module 4) “Contemporary Case Study” Lesson (“Natural Resources of the US,” Module 4)

Human Population: Spatial Patterns and Movements

Illinois Standards	Inquiry Journeys Evidence
SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.	“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4) “Waves of Immigration to the US” Lesson (“Migration and Movement” Lesson, Module 3) “Waves of Immigration Jigsaw” Lesson (“Migration and Movement” Lesson, Module 3)
SS.4.G.3. Investigate the human effects on the physical environment over time	“Water Scarcity Webquest” Lesson (“Natural Resources of the US,” Module 4) “Contemporary Case Study” Lesson (“Natural Resources of the US,” Module 4)
SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.	“Natural Resources Investigation” Lesson (“Natural Resources of the US,” Module 3) “Natural Resources Mini-Poster” Lesson (“Natural Resources of the US,” Module 3) “Further Research: Confirming Findings” Lesson (“Natural Resources of the US,” Module 3) “Regional Economies” Lesson (“The Colonial Era,” Module 4)

Global Interconnections: Changing Spatial Patterns

Illinois Standards	Inquiry Journeys Evidence
SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	“The Dust Bowl- Part 1 and 2” Lessons (“Natural Resources of the US” Module 4)

Change, Continuity, and Context	
Illinois Standards	Inquiry Journeys Evidence
SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.	“Analyzing Actions and Reactions” Lesson (“American Revolution,” Module 2)
SS.4.H. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.	“The Story Behind ‘I Have a Dream’” Lesson (“The 20th Century Civil Rights Movements,” Module 4) “Meet the Revolutionaries” Lesson (“American Revolution,” Module 4) “Comparing Narratives” Lesson (“Native America,” Module 5)
SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.	“Waves of Immigration to the US” Lesson (“Migration and Movement,” Module 3) “Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2) “Investigating a Winter Count” Lesson (“Native America,” Module 3) “Timelines and Storytelling” Lesson (“Native America,” Module 3)
Perspectives	
Illinois Standards	Inquiry Journeys Evidence
SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.	“Changemakers of the Civil Rights Movement” Lesson (“The 20th Century Civil Rights Movement,” Module 3) “Civil Disobedience: Rosa Parks and Claudette Colvin” Lesson (“The 20th Century Civil Rights Movement,” Module 3) “Sit-ins: Ayanna Najuma and Clara Luper” Lesson (“The 20th Century Civil Rights Movement,” Module 3)
SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	“Hook Activity- Examining Our State Timeline” Lesson (“Our State’s History,” Module 1) “Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 4) “Exploring Memorials” Lesson (“Our State’s History,” Module 5)
Historical Sources and Evidence	

Illinois Standards	Inquiry Journeys Evidence
SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.	<p>“Trailblazer: Ruby Bridges” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“The March on Washington” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Investigating a Winter Count” Lesson (“Native America,” Module 3)</p>
SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.	<p>“Historical Events and Developments Jigsaw” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on Events That Shaped Our State” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on Freedom” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on State History” Lesson (“Our State’s History,” Module 5)</p>
SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5)</p> <p>“Exploring More Primary and Secondary Sources” Lesson (“Native America,” Module 5)</p> <p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p> <p>“Jamestown and Plymouth Source Analysis” Lesson (“The Colonial Era,” Module 3)</p>
Causation and Argumentation	
Illinois Standards	Inquiry Journeys Evidence
SS.5.H.3. Summarize the central claim in a work of history.	<p>“Reflecting on the So-Called New World” Lesson (“Colonial Era,” Module 2)</p> <p>“Reflecting on Colonial Regions” Lesson (“Colonial Era,” Module 3)</p> <p>“Reflecting on Complexity” Lesson (“Colonial Era,” Module 5)</p> <p>“Reflecting on the Success of the War” Lesson (“American Revolution,” Module 3)</p> <p>“Conflict, Compromise, and a Constitution” Lesson (“American Revolution,” Module 5)</p>