IOWA | Department of Education

**DRAFT**

IOWA ACADEMIC STANDARDS FOR

# Social Studies







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# Introduction

Preparing students for the 21st century requires a strong emphasis on social studies. The founders of our country emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. This level of participation requires civic competence. In other words, it is imperative that our current and future generations gain an understanding of the core concepts of a high-quality social studies education.

Iowa's Academic Standards in Social Studies are premised upon a rigorous and relevant K- 12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understanding and skills. It will also require an articulated district curriculum that connects students to the social world through high-quality and rigorous instructional experiences.

Iowa's Academic Standards in Social Studies:

- Set high expectations and provide strong support for learning in social studies by all students;
- Represent the social studies knowledge and skills needed to prepare our youngest citizens to make a successful transition to postsecondary education, the workplace and civic life;
- Balance knowledge, conceptual understanding and important skills and practices;
- Focus on important social studies topics;
- Represent rigorous vertical progressions across grade levels; and
- Can help guide the development of local social studies curricula and instructional programs.

# Guiding Principles

## Guiding Principle 1

**Every student deserves to engage in social studies every year, from kindergarten to 12th grade, in meaningful ways.**

Like learning to read, write, or perform well in any other content area, learning rich content and skills in social studies takes time. In order to accomplish this, social studies should be given adequate time in the school day to build knowledge and skills of increasing complexity. This helps ensure all students have the necessary skills to be informed citizens, ready for postsecondary success and participation in civic life.

## Guiding Principle 2

**A high-quality social studies education teaches students about and engages students in democratic principles.**

The study of social studies prepares students to understand their rights and responsibilities as informed citizens of a democratic society. To become informed citizens, students need to acquire knowledge and experience of:

- the principles and philosophy of government in the founding documents of the United States;
- the structure and purposes of democratic government in the United States at the national, state, and local level;
- how the concepts of liberty, equality and justice under the law, and human and civil rights are reflected in the American system of government;
- the achievements of democratic government and the challenges to maintaining it;
- the importance of respectful public discourse and dissent in a republic.

## Guiding Principle 3

**A high-quality social studies education engages students in disciplinary literacy.**

Disciplinary literacy is the ability to read, write, listen, speak, and think critically in a way that is meaningful within the context of a discipline. A high-quality social studies education engages students in the patterns of thought and reasoning of an economist, geographer, historian, or political scientist. Each discipline thinks about and questions sources in similar, but unique ways.

## Guiding Principle 4

**A high-quality social studies education engages students in inquiry, research, discussion, and writing.**

In a high-quality social studies education requires students to engage in inquiry, research, discussion, and writing. They learn to raise and refine questions and organize arguments and explanations by using structures such as comparison and contrast, cause and effect, or problem and solution. They learn to apply different forms of analysis, including contextually rich reading, visual analysis, spatial/geographical analysis, or quantitative reasoning.

## Guiding Principle 5

**A high-quality social studies education improves reading comprehension by increasing students' content knowledge.**

A rich education in history and social science involves extensive reading of challenging grade-level texts, which not only contributes to the development of basic reading skills but also introduces students to concepts and academic language that ultimately improve reading comprehension. Researcher Daniel Willingham contends, "Teaching content is teaching reading." 11 Content knowledge improves reading comprehension because it enables a student to make connections about events and ideas across texts. The Content Standards in this framework are organized to provide a coherent progression of knowledge about history, geography, civics, and economics to support students' capacity to read with understanding in the elementary and middle grades. This foundational knowledge, in turn, prepares students to read texts that address topics of increasing complexity at the high school and college level.

## Guiding Principle 6

**A high-quality social studies program engages students in the effective use of primary sources.**

Primary sources aid in the development of contextualization and historical empathy, thus connecting students to the past and to other places and perspectives. Ranging in variety from physical objects to written documents, these original sources from history provide direct evidence of the past for students to analyze. The incorporation of primary sources is one avenue for literacy development in social studies education. Students apply discipline-specific literacy skills to the analysis of these sources as a means of generating understanding, going beyond textbook summations, and intensifying their engagement. Procuring and analyzing primary sources introduces students to the practices utilized by experts in their fields of study.

# Organization and Structure of the Standards

All standards are designed to be accessible to all students. **The Iowa Academic Standards for Social Studies are required for every student in kindergarten through twelfth grade.** This foundational commitment, emphasized in the guiding principles, is critical for high-quality teaching and learning in social studies.

The standards are organized by grade level in K-8 whereas the 9-12 standards are organized by content area. K-5 standards are organized to reflect the developmental nature of learning for elementary students and to attend to the learning progressions that build foundational understandings of social studies. By the time students reach 6th-8th grade, they build on this foundation in order to develop more sophisticated understandings of social studies concepts through high school.

This table is a high-level overview of the standards scope and sequence. In the first column, you can see the applicable grade level, then the grade-level theme and connected sub-themes. Note that high school psychology and sociology are included as standards for elective courses. These standards are not mandatory for all students.

| Grade | Theme | Sub-Themes |
|---|---|---|
| Kindergarten | Me and My Communities | • I Belong<br>• Comparing the Past to the Present<br>• Rules and Responsibilities<br>• Needs and Wants (Financial Literacy) |
| 1st Grade | Places Near and Far | • Where we Live<br>• People and Places<br>• Cultures and Traditions<br>• People at Work/Careers (Financial Literacy) |
| 2nd Grade | Our State | • Culture and History of Native Nations in Iowa<br>• Iowa Past and Present<br>• Iowa: What Makes Us Unique?<br>• Saving and Spending (Financial Literacy) |
| 3rd Grade | America's Early Story | • Native Americans<br>• Early America<br>• 13 Colonies<br>• Budgeting (Financial Literacy) |
| 4th Grade | Our New Nation | • The American Revolution<br>• Westward Expansion/Migration<br>• Immigration<br>• Spending Wisely (Financial Literacy) |
| 5th Grade | Our Changing Country | • The Constitution and Bill of Rights<br>• Civil War<br>• Industrial Revolution<br>• Civil Rights<br>• Making Smart Financial Decisions (Financial Literacy) |

| Grade | Theme | Sub-Themes |
|---|---|---|
| 6th Grade | The Ancient/Medieval World Studies | • The Foundation and Rise of Civilization: Mesopotamia<br>• The Ancient World: Egypt and Israel<br>• The Ancient World: The Greeks and the Romans<br>• The Ancient World: Asia<br>• The Early Civilizations of the Americas<br>• The Medieval World<br>• Renaissance, Reformation, Age of European Exploration<br>• Financial Literacy |
| 7th Grade | Modern World Studies | • North America<br>• Latin America<br>• Europe<br>• Africa<br>• Asia<br>• Oceania and Antarctica<br>• Middle East<br>• Globalization<br>• Financial Literacy |
| 8th Grade | U.S. History and Civics | • Colonization<br>• The Revolutionary Era<br>• The U.S. Constitution<br>• The Early Republic<br>• Westward Expansion<br>• Antebellum Culture and the Rise of Regional Tensions<br>• The Civil War<br>• Reconstruction<br>• Financial Literacy |
| 9th-12th Grade | Civics/Government | • Foundations of American Government<br>• Branches of Government: Legislative, Executive, and Judicial<br>• Political Participation, Key Institutions, and Elections<br>• Citizenship and Civic Responsibilities<br>• State and Local Government of Iowa |
| 9th-12th Grade | Economics | • Economic Decision Making<br>• Economic Systems<br>• Microeconomics<br>• Supply, Demand, and Pricing<br>• Macroeconomics<br>• Government in Economics<br>• Globalization<br>• Trade |
| 9th-12th Grade | Financial Literacy | • Careers & Earning Income<br>• Saving & Spending<br>• Investing<br>• Managing Credit<br>• Identity Protection<br>• Insurance<br>• Taxes |

| Grade | Theme | Sub-Themes |
|---|---|---|
| 9th-12th Grade | Geography | • Geographic Skills & Concepts<br>• Population and Migration<br>• Cultural Geography<br>• Political Geography<br>• Agriculture and Rural Land Use<br>• Cities and Urban Land-Use<br>• Industrial and Economic Development |
| 9th-12th Grade | U.S. History | • The Constitution and Founding of the Country<br>• Civil War and Reconstruction<br>• Westward and Industrial Expansion<br>• The Progressive Era<br>• Imperialism and World War I<br>• The Roaring 20s and the Great Depression<br>• World War II<br>• Cold War<br>• Civil Rights<br>• Rise of Conservatism<br>• A Global Superpower Facing Change |
| 9th-12th Grade | World History | • Growing Global Connections (1450 - 1750)<br>• Expanding Empires (1450-1750)<br>• Change and Disruption (1450-1750)<br>• Age of Revolutions (1750-1826)<br>• Industrialization (1750-1900)<br>• Imperialism and the Modern World (1800-1914)<br>• Global Conflicts (1900-1945)<br>• Cold War and Decolonization (1945-1991)<br>• World in Transition: Global Change (Since 1991) |
| 9th-12th Grade | Elective: Psychology | • Scientific Inquiry and Research Methods<br>• Biological Basis of Behavior<br>• Cognition<br>• Development and Learning<br>• Social and Personality<br>• Mental and Physical Health |
| 9th-12th Grade | Elective: Sociology | • The Sociological Perspective and Methods of Inquiry<br>• Social Structure<br>• Social Relationships<br>• Stratification and Inequality |

# Standards Architecture and Coding

Each standard is also coded for identification of its grade level and number within the larger set of standards.

**This code means:**

- SS = social studies
- 6 = 6th grade
- 32 = 32nd standard in 6th grade

## Ancient Rome

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Geographic Tools | **SS.6.32.** Identify the physical features of Rome and Italy. | May include:<br>• Mountains:<br>  ○ The Apennine Mountains ran down the length of Italy<br>  ○ The Alps Mountains are located in northern Italy<br>• Seas: The Mediterranean Sea surrounds much of the peninsula<br>• Hills: Seven Hills of Rome within the city area<br>• Climate: Warm, dry summers and mild, wet winters |
| **Geography:** Places and Regions | **SS.6.33.** Identify where people lived in Ancient Rome. | May include:<br>• Location:<br>  ○ Located in central Italy, on the Italian Peninsula<br>  ○ Near the Tiber River<br>• Most Romans lived near the Tiber River and in fertile plains for fresh water, good soil, and resources<br>• The Seven Hills provided protection from floods and attacks |
| **Geography:** Human-Environment Interaction | **SS.6.34.** Describe how geography affected life in Ancient Rome. | May include:<br>• Fertile land grew grains, olives, and grapes<br>• The Mediterranean Sea allowed trade and empire growth<br>• Alps provided natural defense<br>• Hills served as lookout points and shields<br>• The location connected Rome with other cultures |
| **History:** Multiple Perspectives | **SS.6.35.** Examine relationships among social classes in Ancient Rome. | May include:<br>• The division of early Romans into two classes:<br>  ○ Patricians — wealthy landowners and ruling class<br>  ○ Plebeians — common citizens |

The standard anchor is identified in the far left column. This tells you the discipline and disciplinary practice in which the standard is connected.

This column helps unpack the standard and provides additional examples and clarifications.

# Inquiry and Content Standards Anchors

Standards anchor statements are used throughout the document and represent key skills and practices in social studies.

| Inquiry Practices | Civics/Government | Economic/Financial Literacy | Geography | History |
|---|---|---|---|---|
| Develop Questions and Plan Inquiries<br><br>Gather, Interpret and Evaluate Sources<br><br>Claims and Evidence<br><br>Communicate Conclusions<br><br>Civic Engagement and Participation | Constitutional Principles and Civic Virtues<br><br>Processes, Rules and Laws<br><br>Citizenship and Civic Rights and Responsibilities<br><br>Role and Systems of Government | Economic Decision Making<br><br>Economic Systems<br><br>Production and Consumption<br><br>Exchange and Markets<br><br>Financial and Career Goals | Geographic Tools<br><br>Places and Regions<br><br>Human-Environment Interaction<br><br>Human Movement and Patterns<br><br>Global Connections | Chronological Reasoning and Causation<br><br>Comparison and Corroboration<br><br>Change, Continuity and Context<br><br>Multiple Perspectives<br><br>Historical Interpretation and Argumentation |

# Connections

Many standards include possible connections that teachers can leverage when planning their instruction. The identified connections are not required in the way that the standards are required, but are instead meant to add depth and breadth to classroom instruction. These connections highlight key links to various aspects of the social studies ecosystem, enriching the content and deepening students' understanding. While connections are provided for some standards, they are not identified for all. They are not intended to be an exhaustive list and teachers should continue to seek connections for other standards when appropriate. Below is a list of the connections that may be found throughout the document:




When applicable, specific standards are identified from ELA/Literacy, mathematics, or science standards. This is meant to highlight the cross-disciplinary nature of social studies.




Best practice in the teaching of social studies is to bring in local and state connections to help students to see direct connection to the topic being studied. Opportunities to teach social studies using topics directly relevant to the state are listed throughout the standards document as “Iowa Connection.” These connections allow educators to use local, regional, and state-specific examples to support high-quality teaching and learning in social studies.




There are a wide variety of career connections in social studies. Exposing students to these careers and the opportunities they bring is critical for post-secondary education. By exploring various career pathways early on, students can connect their academic learning to real-world applications, gaining insights into how their skills might align with specific industries such as the legal field, banking and financial services, GIS analyst, or historian, to name a few. This exposure not only broadens their perspectives but also enables them to make informed decisions about their future careers, motivating them to pursue education and training that aligns with their interests and the evolving demands of the workforce.

# Kindergarten: Me and My Communities

Kindergarteners will learn to ask and answer questions about a topic using different sources such as books, pictures, maps, and interviews. They will practice sharing facts and opinions about what they have learned through talking, drawing, or writing. There will also be learning about ways to participate within communities. Students will explore various communities they belong to, compare how life today is different from the past, describe how and why people move from place to place, and create simple routes to specific locations. Additionally, kindergartners will learn about rules and responsibilities for a variety of settings. Finally, they will identify needs versus wants, understand basic money concepts like buying and borrowing, and make thoughtful choices about spending.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Develop Questions and Plan Inquires | **SS.K.1.** With teacher guidance, ask questions about disciplinary content and discuss ways to learn. | • Questions about a topic being learned (such as "Where is our school?" or "What do firefighters do?").<br>• Ways to find answers using sources such as books, maps, pictures, videos, or asking questions during a class visitor or interview. |
| **Inquiry Practice:** Gather, Interpret, and Evaluate Sources | **SS.K.2.** With teacher guidance, gather information from different sources and explain what they show about a topic. | • Variety of sources such as books, pictures, maps, or websites to find information about a topic being learned (such as communities or rules).<br>• Talk about what they observe and think—for example, look at a map and say, “What can we learn when we look at this map?” |
| **Inquiry Practice:** Claims and Evidence | **SS.K.3.** With teacher guidance, share facts and opinions about topics and support them with evidence from sources. | • Facts and opinions connected to learning (such as “In the past, kids played with jacks at recess”).<br>• Sources such as pictures, books, or maps to support statements—for example, point to a picture showing kids playing with jacks in the past. |
| **Inquiry Practice:** Communicate Conclusions | **SS.K.4.** Construct responses to questions using examples. | • For example, a student might draw a picture of their classroom and say, “This is our classroom. I belong to our class.” |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.K.5.** Describe ways people can participate in their community and explain why being involved is important. | • How people help in their community, such as picking up trash, helping neighbors, or following rules at recess.<br>• Why helping is important—such as keeping the community clean and safe. |

# I Belong

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Human-Environment Interaction | **SS.K.6.** Describe students' roles in different groups of which they are members, including their family, school, and community. | May include:<br>• Roles in groups that students are members of<br>• Identities (e.g., older sister, younger brother, kindergarten student, citizen in my neighborhood) |
| **History:** Multiple Perspectives | **SS.K.7.** Describe ways in which students and others are alike and different in a variety of contexts. | May include:<br>• How the groups they belong to are alike and different<br>• Similarities and differences in the groups they are members of ("We both play sports, I like soccer, you like basketball") |
| **Geography:** Geographic Tools | **SS.K.8.** Create a route to a specific location. | May include:<br>• A map showing one route from one place to another (e.g., from their desk to the carpet, from the classroom to another spot at school)<br>• Different routes from one place to another ("to go to the library, we go down the hall and past the gym") |
| **Geography:** Human Movement and Patterns | **SS.K.9.** Explain why and how people move from place to place. | May include:<br>• Why people move (e.g., to go to recess, to go home or to go to practice)<br>• How people move (e.g., ways to get from school to home) |

## Literacy/Mathematics/ Science Standard Connection

- Literacy SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Mathematics K.G.A.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.

## Iowa Connection

We all live and belong in communities within Iowa. Dorothy Schwieder is a notable Iowan who collected oral histories, which helped others to learn about and understand about different communities across Iowa. Elizabeth Catlett also captured the history of African-American communities through sculpture and printmaking. Grant Wood, who studied with Elizabeth Catlett, also captured communities around Iowa in his paintings.

## Career Connection

Career Connection: Historians create or gather primary sources about the communities people belong to.

# Comparing the Past to the Present

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.K.10.** Describe ways in which students and others are alike and different in the past and present. | May include:<br>• Games and toys that kids in the past played with<br>• Games and toys kids play with today<br>• Similarities and differences in games and toys from the past and today |
| **History:**<br>Chronological Reasoning and Causation | SS.K.11. Distinguish at least two related items or events by sequencing them from the past to the present. | May include:<br>• Items: an image or artifact from the past to a similar item from the present (e.g., a picture of a doll from long ago, a picture of a doll from today)<br>• Events: Games or toys kids played with at recess in the past, to games or toys kids play with at recess today |
| **History:**<br>Comparison and Corroboration | **SS.K.12.** Compare life in the past to life today. | May include:<br>• Ways life was different in the past from today ("People didn't use to have cell phones, tablets, or computers. How did they take pictures?")<br>• Context clues from a source. ("Look at this picture of kids playing double dutch. Who do you think took this picture? Why might they have taken this picture?") |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- RL.K.1 and RI.K.1: With prompting and support, ask and answer questions about key details in a text.

## Iowa Connection

As a historian, Louise Noun spent her life preserving and sharing Iowa history. There are many museums and local historical societies throughout the state that preserve and share aspects of Iowa's history.

# Rules and Responsibilities

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Multiple Perspectives | **SS.K.13.** Name the rules and responsibilities students have for different groups they are members of. | May include:<br>• Rules students have in different places, such as at home, in the classroom, at recess, or in public spaces (e.g., libraries, businesses, places of worship, etc.)<br>• Responsibilities students have, such as chores at home, jobs at school, or being responsible in community spaces (at a park)<br>• Responsibilities students have as citizens, such as knowing the national anthem, following laws and voting |
| **Civics/Government:**<br>Processes, Rules, and Law | **SS.K.14.** Recognize ways people can effectively work together to make decisions to improve their classrooms or communities. | May include:<br>• Ways people work together (e.g., discuss why jobs in a classroom and school are made, and how it's decided who will do them)<br>• Ways jobs improve classrooms or communities |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.K.15.** Compare and contrast rules from different places. | May include:<br>• Signs that indicate rules (e.g., symbols seen at crosswalks, symbols for recycling, etc.)<br>• Rules displayed at different places (e.g., home, school, at a park, museums, theaters, or other public places) |
| **Civics/Government:**<br>Role and Systems of Government | **SS.K.16.** Describe roles of community helpers and leaders. | May include:<br>• Different types of helpers and leaders (e.g., custodian, firefighters, local business owners, principals, mayors, governors, presidents, etc.) |
| **Geography:**<br>Places and Regions | **SS.K.17.** Compare rules and responsibilities in Iowa with other states. | May include:<br>• Signs or images from rural and urban settings (e.g., subway station signs, horse and buggy signs, etc.)<br>• Signs or images from places in Iowa and outside of Iowa (e.g., deer crossings in Iowa and panther crossings in Florida)<br>• How and why rules are different in various places (e.g., at home versus at school, when camping, playing sports, etc.) |
| **Geography:**<br>Human-Environment Interaction | **SS.K.18.** Compare and contrast rules and responsibilities in local environments to those in other parts of the state of Iowa. | May include:<br>• Signs or images from rural and urban settings in Iowa (e.g., bike lanes, deer crossings, etc.)<br>• Maps to recognize different parts of Iowa that might have different rules and responsibilities (e.g., point out a local lake and discuss rules and responsibilities there, find a local state park and discuss rules and responsibilities there, etc.) |



**Literacy/Mathematics/ Science Standard Connection**

- Science K-LS-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Literacy RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.



## Iowa Connection

Jessie Field Shambaugh was a school superintendent and led children's groups, including one that developed into the 4-H program. As the leader of these groups, she created rules and responsibilities that students followed, both in school and when in one of the children's clubs. In Iowa, there are unique rules and responsibilities at various state parks, local museums, when on local waterways, or when visiting rural and urban settings.



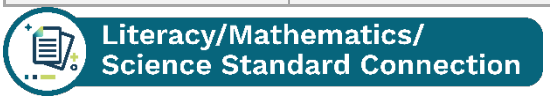
## Career Connection

- Helpers in the community, similar but not limited to custodians, firefighters, and police officers.
- Leaders in the community, similar but not limited to principals, mayor, and governor.

# Needs and Wants (Financial Literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.K.19**. Describe some needs and wants. | May include:<br>• Wants (e.g., games, toys, name-brand clothes, etc.)<br>• Needs (e.g., food, water, shelter, etc.) |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.K.20.** Explain the difference between buying and borrowing. | May include:<br>• Items people buy (e.g., groceries, clothes, shoes, etc.)<br>• Items people borrow (e.g., books from the library, skates at a skating rink, paint brushes when doing art) |
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.K.21.** Recognize ways to earn and save money. | May include:<br>• Allowance, work, gifts<br>• Example of goods and services jobs<br>• Where to save money (e.g. jar, piggy bank, bank)<br>• Saving for special items (e.g. book, toy, gift, special occasion) |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.K.22.** Identify coins and bills. | May include:<br>• Coins (penny, nickel, dime, quarter), coin values, dollar bills, symbols |




- Literacy RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.
- Mathematics K.MD.IA.B: Identify the penny and know the value is one cent. Count pennies up to 20.




Financial planners help individuals to plan for how they want to spend their money based upon their needs and wants.

# 1st Grade: Places Near and Far

The first grade standards help students acquire knowledge regarding their place in the local community as well as in Iowa. Students develop a deeper sense of being a citizen of their local community, Iowa, and the United States of America. First graders will develop a sense of critical thinking by asking questions, collecting evidence from sources, analyzing evidence, stating facts and opinions, and retelling what they have learned. First graders will explore the role of community workers and develop an understanding of what productive members in the economy do. They will analyze the reasons why people move and settle in rural and urban locations. Students will develop an understanding of the geographic features that surround them as well as local and state landmarks. They will develop an understanding of the past and present by studying different types of traditions and cultural events in the community and state. Another point of emphasis is cross-curricular integration, particularly with English Language Arts. Students could engage in shared writing projects and participate in collaborative conversations, developing literacy skills like sequencing and information recall.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Develop Questions and Plan Inquires | **SS.1.1.** Ask questions about disciplinary content and discuss ways to learn. | May include:<br>• Questions about a topic being learned (such as "Where is our school?" or "What do firefighters do?"). Students can find answers using sources such as books, maps, pictures, videos, or asking questions during a class visitor or interview. |
| **Inquiry Practice:**<br>Gather, Interpret, and Evaluate Sources | **SS.1.2.** With teacher guidance, gather information from different sources and explain what they show about a topic. | May include:<br>• Variety of sources such as books, pictures, maps, or websites to find information about a topic being learned (such as communities or rules).<br>• How information helps answer their question or supports their learning. |
| **Inquiry Practice:**<br>Claims and Evidence | **SS.1.3.** With teacher guidance, share facts and opinions about topics and support them with evidence. | May include:<br>• An opinion is a statement or idea in regards to feelings or beliefs about a topic.<br>• Evidence is the proof or facts that support the claim<br>• Students say what they believe and show evidence using sources. |
| **Inquiry Practice:**<br>Communicate Conclusions | **SS.1.4.** Construct responses to compelling questions using examples. | May include:<br>• What they found out about a topic.<br>• Sentences, drawings, charts, or oral explanations to share their ideas.<br>• Evidence from their research to explain their conclusions. |
| **Inquiry Practice:**<br>Civic Engagement and Participation | **SS.1.5.** Describe ways people can participate in their community and explain why being involved is important. | May include:<br>• People can help their community by following rules, voting, volunteering, and respecting others.<br>• Being involved helps make the community a better place.<br>• Ways they and their families participate locally. |

# Where We Live

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human-Environment Interaction | **SS.1.6.** Explain why people have different jobs in the community. | May include:<br>• People have different jobs because they have different interests and skills<br>• Jobs exist to meet the needs and wants of a community.<br>• Some jobs provide goods, and others provide services.<br>• People have jobs to be able to own a home, car, provide for their family and to give to others in need. |
| **Geography:**<br>Geographic Tools | **SS.1.7.** Locate and explain physical features on a variety of maps. | May include:<br>• Communities have common features such as schools, parks, libraries, government buildings and hospitals.<br>• Streets, roads, rivers, and neighborhoods are part of a community lay-out.<br>• A map key is an inset on a map that explains the symbols, provides a scale, and usually identifies map projection. |
| **Geography:**<br>Geographic Tools | **SS.1.8.** Construct a simple map. | May include:<br>• Simple maps can show familiar places like classrooms, schools, or neighborhoods.<br>• Globes, maps, and digital tools help us learn about direction, location, space.<br>• Landmarks help people recognize where they are or where they are going.<br>• Simple maps often include cardinal directions, physical features, symbols, and a key. |
| **Geography:**<br>Places and Regions | **SS.1.9.** Compare and contrast routes within communities using maps and other geographic models. | May include:<br>• People travel on roads and paths between home, school, and other places in the community<br>• Maps and models can show different routes and how places are connected.<br>• People make choices about the best route to take based on distance or landmarks. |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.1.10.** Describe ways people show belonging in their community. | May include:<br>• Community events such as parades, fairs, festivals, etc.<br>• Unifying symbols, phrases and songs, such as Pledge of Allegiance, National Anthem, symbols of America, school pledges, school songs, etc. |

**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



## Iowa Connection

- In Iowa, people adjust to the environment to meet their needs by farming, building roads, houses, and living in a community that meets their needs.
- In Iowa, natural resources and access to jobs, water, shelter, fertile soil, forest and minerals drive people to settle in certain areas, cities, and communities.
- Iowa Department of Natural Resources (DNR) maps can be used to show land and water across the state. These maps can be used to learn more about the area in which the students live.



## Career Connection

- Community workers include people who provide goods and services or work within a neighborhood, city or state to provide others with the things they need.
- A geographer is a person who studies the environment and how it impacts people.
- A cartographer is a person who creates maps.

# People and Places

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human Movement and Patterns | **SS.1.11.** Explain why people choose to live in various communities or regions. | May include:<br>• People live in different regions because of various reasons such as needs, opportunities, resources, schools, jobs, climate, environment etc. |
| **Geography:**<br>Geographic Tools | **SS.1.12.** Identify and locate the local community, county, and state capitol on a map. | May include:<br>• Addresses tell where something is located.<br>• Cardinal directions (north, south, east, west) help describe where places are<br>• People use directions to describe routes to familiar places like school, the store, or the park.<br>• How a county was named. |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.1.13.** Explain that members of a town, city, or community have certain rights and responsibilities. | Must include:<br>• Members of a community have both rights (like going to school) and responsibilities (like following rules).<br>• Rules and laws help keep people safe and help communities run smoothly.<br>• Members of a community make decisions by voting. |
| **Economics/Financial Literacy:**<br>Exchange and Markets | **SS.1.14.** Compare how people in different types of communities use goods from local and distant places to meet their daily needs. | May include:<br>• People settle in certain areas because of jobs, natural resources, transportation access, or family and cultural ties.<br>• Communities may form near rivers, railroads, farms, or factories, depending on their purpose or history.<br>• Regions may offer different climates, landforms, or access to resources that influence how and where people live. |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

## Iowa Connection

- In Iowa, natural resources and access to jobs, water, shelter, fertile soil, forest and minerals drive people to settle in certain areas, cities, and communities.
- In Iowa careers differ and change in rural, urban and suburban communities.

- In Iowa, the different climates affect housing, clothing, jobs and daily life.




- Community workers include people who provide goods and services or work within a neighborhood, city or state to provide others with the things they need.
- An economist is a person who studies the ways people make a living.
- A historian is a person who explains changes and how they happened in the past.
- A political scientist is a person who studies governments and how they work.

# Cultures and Traditions

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Places and Regions | **SS.1.15.** Recognize that people have different beliefs, traditions, and ways of celebrating in a community. | May include:<br>• Communities are made up of people with different cultural backgrounds.<br>• People may speak different languages, wear different clothing, or eat different foods as part of their traditions.<br>• Celebrations may be similar in purpose but different in how they are practiced. |
| **History:** Change, Continuity and Context | **SS.1.16.** Identify and describe how traditions and customs are passed from the past to the present. | May include:<br>• Some traditions are passed from parents or grandparents and celebrated every year.<br>• Historical events, immigration, and heritage influence cultural customs.<br>• Oral stories, recipes, music, and clothing are examples of traditions that are handed down. |
| **Civics/ Government:** Constitutional Principles and Civic Virtues | **SS.1.17.** Explain why respecting others' traditions is part of being a good citizen. | May include:<br>• Communities can have shared spaces, events, and schools with people of many traditions.<br>• Learning about others' traditions builds respect and inclusion.<br>• Civic values may include kindness, curiosity, fairness, and understanding differences. |
| **History:** Chronological Reasoning and Causation | **SS.1.18.** Describe the historical origins of festivals and celebrations that represent the diverse cultures of the state. | Must include:<br>• Some Iowa communities have festivals with deep historical roots<br>• Celebrations may honor heritage, agriculture, migration, or faith.<br>• Local or state traditions reflect the people who settled or shaped the area. |

## Literacy/Mathematics/ Science Standard Connection

Literacy RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

## Iowa Connection

In Iowa, different celebrations occur throughout the year, and may include:

- Meskwaki Powwows
- Pella Tulip Festival
- Latino Heritage Festival
- Iowa State Fair
- RAGBRAI
- CelebrAsian

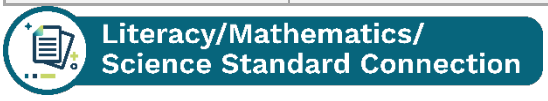



A historian is a person who researches and shares the origins and traditions of celebrations.

# People at Work and Careers (Financial Literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.1.19.** Explain how different jobs in the community help meet people's needs through goods and services. | May include:<br>• Community jobs and roles - (what people do, where they work, who they help)<br>• Setting (e.g., indoors/outdoors), uniforms, schedules, and level of training or education.<br>• How geography influences job types (e.g., fishing near oceans, mining near mountains)<br>• Goods and services<br>• Workplace, skills, tools |
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.1.20.** Identify individual skills and interests that influence education, jobs and career goals. | May include:<br>• Jobs can be chosen based on interests, skills, values, or needs.<br>• A community works best when people have different roles and contribute in helpful ways.<br>• People support members of their family by doing chores or jobs around the house, neighborhood or community.<br>• Some workers keep us safe, some educate, and others provide necessities like food, clothing, or shelter. |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.1.21** Describe spending, saving and borrowing | May include:<br>• Spending - Using money to buy something now (a need or a want)<br>• Saving - Keeping money for a later use (e.g. something important, something expensive, in case you need it for something in the future.<br>  ○ Saving includes planning and waiting<br>• Borrowing - Using something that belongs to someone else for a short time, with a plan to return it. Borrowing doesn't mean the item was free—must take care of it and give it back. (e.g. library book, classroom supplies) |
| **History:**<br>Change, Continuity, and Context | **SS.1.22.** Compare jobs from the past to the present and discuss how tools, technology, or transportation have changed how people work. | May include:<br>• Jobs from the past may have looked very different due to lack of modern tools or machines.<br>• Technology has made some jobs easier or created entirely new ones.<br>• Students may explore changes like: old-fashioned mail delivery vs. email, farming with horses vs. tractors, or store shopping vs. online orders. |




Literacy SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## Iowa Connection

In Iowa, people do many different kinds of jobs or careers driven by location, talents, interests and desire to provide for their needs and wants.

## Career Connection

- Community workers include people who provide goods and services or work within a neighborhood, city or state to provide others with the things they need.
- An economist is a person who studies the ways people make a living.
- A historian is a person who explains changes and how they happened in the past.

# 2nd Grade: Our State

Second grade standards help students acquire a deeper knowledge regarding deeper in the state of Iowa as well as in the United States. Students develop a deeper sense of being a citizen of their local community, Iowa, and the United States of America. They will explore the role that Native Americans had in shaping the history and culture of Iowa in the past to today. They will analyze family, school and community life in the past to the present to draw conclusions and help develop a sense of chronological reasoning. They will explore significant Iowa leaders and events in Iowa's history to explain the uniqueness and richness of Iowa heritage. Second grade students in Iowa will also explore the unique features of Iowa's landscape and natural resources. Students will develop an understanding of economic decision-making by exploring and examining ways people spend and save money. Second grade students will develop a sense of critical thinking by generating compelling questions, collecting evidence from primary sources, analyzing results and drawing conclusions to support facts and opinions about a topic. Another point of emphasis is cross-curricular integration, particularly with English Language Arts. Students could engage in shared writing projects and participate in collaborative conversations, developing literacy skills like sequencing and information recall.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Develop Questions and Plan Inquires | **SS.2.1.** Generate questions about a topic and plan how to learn more, using sources. | May include:<br>• Questions relevant to a topic, research evidence that answers the generated questions<br>• How to find answers (e.g., read a book, look at maps and pictures, talk to someone)<br>• Primary sources like timelines, maps, books, photos, charts, interviews, websites to guide their inquiry |
| **Inquiry Practice:**<br>Gather, Interpret, and Evaluate Sources | **SS.2.2.** Gather information from different sources and explain what they show about a topic. | May include:<br>• Information from multiple sources (textbooks, images, videos, charts)<br>• Interpreting what the source shows or tells (e.g., What does this map show? What is happening in this picture?). With guidance decide if the information helps answer their question or supports their learning. |
| **Inquiry Practice:**<br>Claims and Evidence | **SS.2.3.** Share facts and opinions about a topic and support them with evidence from sources. | May include:<br>• Evidence is the proof or facts that support the opinion (e.g., a picture of a plantation, a sentence from a book)<br>• Why sources are used, reasoning, evidence, and relevant details from learning experiences<br>• Sentences, drawings, charts, or oral explanations |
| **Inquiry Practice:**<br>Communicate Conclusions | **SS.2.4.** Construct responses to questions using reasoning, examples, and relevant details. | May include:<br>• Information learned about a topic<br>• Sentences, drawings, charts, or oral explanations<br>• Evidence from their research to explain their conclusions |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Civic Engagement and Participation | **SS.2.5.** Describe ways people engage in their community to make change or keep things the same. | May include:<br>• Why people take action (e.g., for a change, for keeping something the same, etc.)<br>• Ways people take action in their community (e.g., following rules, voting, volunteering, taking turns, sharing ideas and listening to others ideas)<br>• Ways to be involved in a community<br>• Ways students, families, and groups participate locally |

## Culture and History of Native Americans in Iowa

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human-Environment Interaction | **SS.2.6.** Explain how environmental characteristics shaped the locations and unique cultures of Native Nations in Iowa. | May include:<br>• Plains cultures (e.g., Ioway, Dakota/Sioux, Arikara, Omaha, Otoe, Pawnee, Ponca)<br>• Woodland cultures (e.g., Effigy Mounds, Ho-Chunk, Sauk, Meskwaki, Potawatomi) |
| **History:**<br>Change, Continuity and Context | **SS.2.7.** Compare life in the past to life today within different communities and cultural groups, including Native American communities. | May include:<br>• How communities function, clothing, homes, farming techniques<br>• Celebrations<br>• Meskwaki Settlement School<br>• Penny postcards published in August 1905 |
| **Geography:**<br>Human-Environment Interaction | **SS.2.8.** Analyze the movement of different groups in and out of Iowa, including the removal and return of Native American people. | May include:<br>• Native Americans migrated for various reasons (e.g., hunting lands, competition for resources, influx of European and American settlers).<br>• Informational texts that include timelines, photos, diaries, or memoirs. |
| **History:**<br>Change, Continuity, and Context | **SS.2.9.** Describe the contributions of Native American leaders in their homelands and in their communities today. | Must include:<br>• Native Americans with Iowa connections and their involvement in important events in history.<br>  ○ May include Ioway (e.g., Mahaska I, Marie Dorion), Sauk (e.g., Black Hawk, Keokuk, Jim Thorpe), Meskwaki (e.g., Poweshiek, Wapello, WWII code talkers, Jean Morgan Adeline Wanatee, Donald Wanatee), Ho-Chunk (e.g., Waukon Decorah, Winneshiek, Emma Big Bear), Potawatomi (e.g., Johnny Green), Dakota (e.g., Palaneapape, Maria Pearson) |

**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RI.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) and details contribute to and clarify a text.



## Iowa Connection

- Native people and cultures are alive and present today.
- Many Iowa place names are derived from Native words. Examples include Iowa, Des Moines, Maquoketa, Keokuk, Wapello, etc.
- Native tools, art, and contributions to farming, medicine, and environmental care.



## Career Connection

- A geographer is a person who studies the environment and how it impacts people.
- A historian is a person who explains changes and how they happened in the past.
- A political scientist is a person who studies governments and how they work.

# Iowa Communities: Past and Present

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity and Context | **SS.2.10.** Explain ways that communities within the state of Iowa have changed over time. | May include:<br>• Innovations, inventions, technology has caused changes in our jobs, modes of transportation, daily life, forms of recreation<br>• Changes in state and community buildings over time, including schools, courthouses, fire stations, etc.<br>• Changes in cultural groups<br>• The Iowa State Capitol moving from Iowa City to Des Moines<br>• Daily Life: Clothing, schools, homes, food, transportation, communication |
| **History:**<br>Comparison and Corroboration | **SS.2.11.** Compare perspectives from the past to the present. | May include:<br>• Pictures, texts, family history or community stories, historical photos to compare homes, cars, schools, jobs and family from long ago to today.<br>• Looking at two sources to see if they share similar information. |
| **History:**<br>Multiple Perspectives | **SS.2.12.** Describe the perspectives and contributions of individuals associated with the community or state in the past and present. | Must include, but is not limited to:<br>• People from Iowa's history, everyday life, and/or from literature and informational texts read or read aloud, and describe the individual's contributions.<br>• Leaders demonstrating civic virtues. |
| **History:**<br>Change, Continuity and Context | **SS.2.13.** Describe significant events in the history of the local community or state. | May include:<br>• Sources of information such as festivals and celebrations (e.g., Covered Bridges Days, Tulip Time, Harvest Festivals, county fairs, etc.). |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## Iowa Connection

- The Ioway People, Lewis and Clark, The Louisiana Purchase, Black Hawk War, Statehood in 1846, Railroad Construction, etc.
- Examples of Iowa leaders such as Herbert Hoover, Merle Hay, Kate Shelley, Peggy Whitson and Norman Borlaug, etc.
- Iowa has many resources to understand the past including:

- Ice House Museum, Cedar Falls, Iowa, Community of Buxton, Living History Farms, Pella Tulip Festival, one room school house museums, State Historical Museum of Iowa, etc.




- A geographer is a person who studies the environment and how it impacts people.
- A historian is a person who explains changes and how they happened in the past.
- A political scientist is a person who studies governments and how they work.

# Iowa: What Makes Us Unique?

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:** Role and Systems of Government | **SS.2.14.** Explain the roles of elected local and state officials. | Must include, but is not limited to:<br>• Elected officials may include the mayor, representatives, county supervisors, school board members, etc.<br>• Leaders of the community, state and nation are elected by the principles set forth in the Constitution.<br>May include:<br>• Photos of the past and present may include the governor, mayor, and other leaders in the community.<br>• Sometimes classrooms and schools elect students to represent them in student councils. |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.2.15.** Describe symbols, places, or landmarks that make Iowa unique. | May include:<br>• Iowa symbols such as goldfinch, oak tree, wild rose, geodes, Iowa motto or the Iowa flag.<br>• Freedom Rocks are located in various areas in the state. |
| **Geography:** Places and Regions | **SS.2.16.** Compare and contrast local environmental characteristics to that of other parts of the state of Iowa. | May include:<br>• Loess Hills of western Iowa, Des Moines Lobe of central Iowa, the Driftless Area of northeast Iowa, the Alluvial Plains of the Missouri and Mississippi Rivers |
| **Geography:** Human-Environment Interaction | **SS.2.17.** Describe Iowa's natural resources and the consequences of using these resources. | May include:<br>• Some natural resources found in Iowa include fertile soil, wind energy, limestone, corn, and ethanol.<br>• Consequences of converting prairie to agricultural lands, damming streams and rivers, using more wind energy, etc.<br>• Sources of information may include books, videos, class visitors, interviews, or images. |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RI.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) and details contribute to and clarify a text.

## Iowa Connection

- Iowa has a strong farming and agriculture economy. The rich fertile soil produces food that is transported to far away communities.
- Iowa's capitol is located in the central part of the State. Many people visit the landmark to learn about Iowa's history and governing bodies.

- Some of Iowa's landforms were the result of glaciers such as the Loess Hills and the Iowa Great Lakes. Other Iowa landforms (Backbone State Park, Ledges and Dolliver State Parks) also were impacted by glacier action.
- Fast changes could include tornadoes, derechos, floods, etc.




- A geographer is a person who studies the environment and how it impacts people.
- An economist is a person who studies the ways people make a living.
- A historian is a person who explains changes and how they happened in the past.
- A political scientist is a person who studies governments and how they work.

# Saving and Spending (Financial Literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.2.18.** Describe ways people can earn, spend and borrow money. | May include:<br>• People acquire money or goods by:<br>  ○ Doing jobs, selling things, creating products and services.<br>  ○ Receiving inheritances or gifts<br>• People spend/give money:<br>  ○ To buy goods and services<br>  ○ To help others or support causes (charity, community events).<br>  ○ To pay for education, utilities, insurance, etc. |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.2.19.** Explain why and how people save money. | May include:<br>• People make different decisions about money depending on what they need or want or if they want to help others.<br>• People use money to pay for things they need such as food, clothing, shelter and transportation.<br>• People may need to save money for emergencies such as loss of jobs, medical or health problems.<br>• People may save money to buy the expensive item or special events they want in the future.<br>• How to save money (e.g. piggy bank/savings jar, wallet, bank, credit union, on-line bank account |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.2.20.** Identify different ways to make amounts of money out of coins and bills. | May include:<br>• Making combinations of money<br>• Identifying different ways to make the same amount<br>• Real-world money scenarios |

## Literacy/Mathematics/ Science Standard Connection

- 2.MD.IA.C.2 Identify nickels, quarters and dollars and know their values.
- 2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately

## Iowa Connection

- Iowa has many career and educational opportunities.
- Iowa provides opportunities for careers in rural and urban areas.
- Many of the resources that are found in Iowa are transported to other communities across the country and around the world.

## Career Connection

- Community workers include people who provide goods and services or work within a neighborhood, city or state to provide others with the things they need. A community worker includes someone who works at the bank, credit union, or investment company.
- An economist is a person who studies the ways people make a living.

# 3rd Grade: America's Early Story

Third graders will ask questions and gather information from various sources to make claims supported by evidence and share their learning; they will compare Native American cultures, understand how geography and resources shaped communities and governments, explore early European exploration and colonial history—including how the Thirteen Colonies developed their own governments and worked together to solve common problems—and develop personal financial skills like setting goals, earning income, and managing money wisely.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Develop Questions and Plan Inquires | **SS.3.1.** Generate questions about a topic and plan how to learn more, using sources. | May include:<br>• Complex questions and multiple types of questions (closed, open, etc.)<br>• How to find answers (e.g., read a book, look at maps and pictures, talk to someone)<br>• Tools like timelines, photos, charts to guide their inquiry |
| **Inquiry Practice:** Gather, Interpret, and Evaluate Sources | **SS.3.2**. Gather information from different sources and explain what they show about a topic. | May include:<br>• Information from multiple sources (textbooks, images, videos, charts)<br>• Interpret what the source shows or tells (e.g., What does this map show? What is happening in this picture?)<br>• Decide if the information helps answer their question or supports their learning. |
| **Inquiry Practice:** Claims and Evidence | **SS.3.3.** Share facts and opinions about a topic and support them with evidence from sources. | May include:<br>• A claim is a statement or idea (e.g., "Farming was important in the Southern Colonies").<br>• Evidence is the proof or facts that support the claim (e.g., a picture of a plantation, a sentence from a book). Students should be able to say what they believe and show why they are using sources. |
| **Inquiry Practice:** Communicate Conclusions | **SS.3.4.** Construct responses to questions using reasoning, examples, and relevant details. | May include:<br>• Reasoning, evidence and relevant details from learning experiences. Use sentences, drawings, charts, or oral explanations to share ideas. |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.3.5.** Describe ways people engage in their community to make change or keep things the same | May include:<br>• Why do people take action (e.g., for a change, for keeping something the same, etc.)<br>• Ways people take action in their community (e.g., following rules, voting, volunteering, taking turns, sharing ideas and listening to others ideas)<br>• Ways students, families, and groups participate locally. |

# Native Americans

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.3.6.** Compare and contrast Native American cultures. | May include:<br>• National identities, religious beliefs, customs, various folklore traditions, how tribes are grouped regionally, interaction of new settlers with the already established Native Americans of the region. |
| **Geography:**<br>Places and Regions | **SS.3.7.** Explain how the unique characteristics of a place affect Native American groups. | May include:<br>• Physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). Groups can include; Iroquois, Lakota, Sioux, Hopi, Navajo, Chinook, Tlingit |
| **Civics/Government:**<br>Role and Systems of Government | **SS.3.8.** Examine different structures of Native American government. | May include:<br>• Systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments, The Seminole Tribe of Florida, Iroquois (constitution modeled on U.S. constitution) |
| **Economics/Financial Literacy:**<br>Economics Systems | **SS.3.9.** Analyze why and how Native American groups use natural resources. | May include:<br>• Natural resources in specific regions, how resources were used for trade |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## Iowa Connection

The Ioway lived near the Missouri and Mississippi Rivers in the 1600s Native Nations in Iowa before contact with Europeans included; Ioway, Otoe, Missouria, Omaha, Ponca, Pawnee, Arikara, and Dakota.

## Career Connection

- A geographer is a person who studies the environment and how it impacts people.
- A historian is a person who explains changes that happened in the past.
- A political scientist is a person who studies governments and how they work.

# Early America

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human Movement and Patterns | **SS.3.10.** Examine ways geography influences communities and settlements. | May include:<br>• Maps of Native American groups, Dutch settlements, English settlements, people from settlements where they can meet basic needs (water, food, shelter), rivers, mountains, soil, climate influences where people choose to live, early settlements often began near natural resources, over time, settlements grow into towns or cities based on needs and opportunities like farming, trading, transportation |
| **History:**<br>Chronological Reasoning and Causation | **SS.3.11.** Describe the interactions between Native Americans and Europeans. | May include:<br>• North America, the Atlantic Ocean, and Europe on a map<br>• Interaction of new settlers with the already established Native Americans of the region, need for expansion, etc. |
| **Civics/Government:**<br>Roles and Systems of Government | **SS.3.12.** Explain the purpose of the Mayflower Compact and the principle of self-government. | May include:<br>• Fair agreement, organized colony, own rules, voting |
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.3.13.** Describe the routes during the early explorations of the Americas. | May include:<br>• Routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe, maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## Iowa Connection

First recorded contact between Europeans and Native people in Iowa in 1673.

## Career Connection

- A geographer is a person who studies the environment and how it impacts people.
- A historian is a person who explains changes that happened in the past.

# Thirteen Colonies

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Human-Environment Interaction | **SS.3.14.** Analyze the regional differences of the geographic features of the Thirteen Colonies. | May include:<br>• Location of the current 50 states and the names of their capitals, traditions and settlement of certain groups of people. |
| **Economics/Financial Literacy:** Production and Consumption | **SS.3.15.** Identify how people in the Thirteen Colonies used natural resources, human resources, and physical capital to produce goods and services. | May include:<br>• Triangular Trade Route. Various resources were exchanged based on colony region (cash crops of the south, fishing, food crops, ship building, lumber, molasses |
| **Civics/Government:** Processes, Rules, and Laws | **SS.3.16.** Evaluate the process of establishing government for the Thirteen Colonies. | May include:<br>• Who was managing the colonies |
| **History:** Historical Interpretation and Argumentation | **SS.3.17.** Analyze the impact of slavery and how it shaped early American history. | May include:<br>• Different perspectives of slavery through time and the work of enslaved people. |



**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



**Iowa Connection**

An economist is a person who studies the ways people make a living.

# Budgeting (Financial Literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.3.18.** Identify personal financial goals and explore how different careers help people earn income. | • Simple financial goals (e.g., saving for a toy, trip, or future need).<br>• How people choose careers based on interests, skills, and earning potential.<br>• How saving, spending, and working (earning income) are part of reaching financial goals. |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.3.19.** Identify why and how people save and invest money to meet personal goals and prepare for the future. | • Saving and investing<br>• Why people save money (e.g., emergencies, future purchases, goals).<br>• How people make choices about how to spend money wisely.<br>• Basic understanding of investing (e.g., putting money into something to earn more over time).<br>• The value of making a plan for how to use money |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.3.20.** Describe what credit is and how it is used. | • Credit is borrowing money to buy something now and paying it back later.<br>• People use credit for things like homes, cars, or emergencies.<br>• Borrowing money means you often have to pay extra money in the form of interest.<br>• It's important to only borrow what you can afford to repay.<br>• Risk management means making good choices to protect your money and avoid debt or loss. |

# 4th Grade: Our New Nation

In fourth grade, students build on their understanding of early American settlements to explore how the United States became a new nation. Students discover the reasons for the conflict between Great Britain and the American Colonies that led to the Revolutionary War by examining the shifting beliefs, varied perspectives, and strategic actions of the Pre-Revolutionary Period. Students develop an understanding of foundational concepts from the Declaration of Independence including equality, natural rights, and the purpose of government, setting the stage for deeper study of the American story in later grades.

After this foundational learning, students examine the story of Westward Expansion to understand how the United States changed geographically and culturally with the acquisition of new land and ensuing migration of people. With the additional study of immigration to the United States, students continue adding to their understanding of how our new nation developed by analyzing the contributions of other diverse groups of people. Students examine the motives, challenges, and conflicts that occurred as individuals and groups moved to and across the land, settling into unfamiliar places and coming into contact with others.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Develop Questions and Plan Inquiries | **SS.4.1.** Develop and refine questions to actively shape and advance the investigation of the topic. | • Questions to prioritize learning, examine nuances, or expand understanding. |
| **Inquiry Practice:** Gather, Interpret and Evaluate Sources | **SS.4.2.** Interpret information about specific perspectives or beliefs from sources. | • What the source shows or tells (e.g., What does this writer reveal about prevailing beliefs or attitudes at the time of publication? What is happening in this picture?). Decide if the information helps answer their question or supports their learning. |
| **Inquiry Practice:** Claims and Evidence | **SS.4.3.** Make a claim about a topic and support it with evidence from one or more sources. | • A claim is an arguable statement or idea (e.g., "Economics was the root of the dispute between northern and southern states").<br>• Evidence is the proof or facts that support the claim (e.g., a picture of a one-room school house, a paragraph from a book). Students should be able to say what they believe and show why using sources. |
| **Inquiry Practice:** Communicate Conclusions | **SS.4.4.** Construct responses to questions using reasoning, examples, and relevant details. | • Express information learned in the student's own words while maintaining the original meaning. |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.4.5.** Identify the strategies people and/or groups use to take action to advocate for a cause, and evaluate the civic virtues reflected by those strategies. | • Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government.<br>• May include examples such as: standing up for what is right, equal treatment for all, participating in community discussions. |

# The American Revolution

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:** Chronological Reasoning and Causation | **SS.4.6.** Explain the causes of the American Revolution. | Must include but is not limited to:<br>• The impact of key events that increased tension between the American colonists and the British government, the French and Indian War, the Boston Tea Party, the Stamp Act, the Boston Massacre, and "taxation without representation" |
| **History:** Chronological Reasoning and Causation | **SS.4.7.** Evaluate the impact of the strategies used by Great Britain and the American Colonists to win the Revolutionary War. | Must include but is not limited to:<br>• Military tactics and composition, blockades, and contributions from other nations and Native groups. |
| **History:** Change, Continuity, and Context | **SS.4.8.** Evaluate whether the outcomes of the Revolutionary War solved key problems of the Pre-Revolutionary period. | Must include but is not limited to:<br>• Independence, formation of a new government, opening of new markets and trade relationships, expansion of land |
| **History:** Multiple Perspectives | **SS.4.9.** Describe the perspectives and impact of key individuals and groups during the American Revolution. | May include:<br>• Patriots, Loyalists (Tories), Sons of Liberty, Daughters of Liberty, Committee of Five, King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, Abigail Adams, Maya Ludwig Hays (Molly Pitcher), and Mercy Otis Warren, and Phillis Wheatley |
| **Geography:** Geographic Tools | **SS.4.10.** Explain how the natural environment impacted decisions made during the American Revolution using geographic representations. | May include:<br>• Contributions from other nations and Indigenous groups, blockades of trade ports, strategic advantages/ disadvantages for troops. |
| **Civics/Government:** Citizenship and Civic Rights and Responsibilities | **SS.4.11.** Summarize key principles of the Declaration of Independence. | Must include but is not limited to:<br>• The concepts of equality, natural rights, self-governance, right to alter/abolish government, and the purpose of government. |

## Literacy/Mathematics/ Science Standard Connection

- Literacy RI.4.3- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific details from the text.
- Science 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.

## Career Connection

- A historian is someone who studies and learns about the past.
- A cartographer is someone who gathers information about places, like where mountains and rivers are, and then uses that information to draw maps.

# Westward Expansion/Migration

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Places and Regions | **SS.4.12.** Explain the process by which certain areas of land were added to the United States. | Must include, but is not limited to:<br>• The areas of land that became territories and how those territories eventually became states, the Louisiana Purchase 1803, Lewis and Clark expedition, the Mexican-American War (annexation of Texas), and the War of 1812. |
| **Geography:**<br>Human-Environment Interaction | **SS.4.13.** Clarify how westward expansion changed the landscape and how the landscape affected migration. | May include:<br>• The impacts of the California Gold Rush, the Mormon Trail, the Oregon Trail, the Transcontinental Railroad, deforestation, increase of farmland, overhunting of American bison, crossing mountains and deserts. |
| **Geography:**<br>Human Movement and Patterns | **SS.4.14.** Describe how the population of Iowa has changed, from a predominantly Native population to one composed largely of European and American settlers. | Must include, but is not limited to:<br>• The impact of government policies on Indigenous groups, the exploration of the land, and new settlements.<br>May include:<br>• Native tribes who lived in Iowa beginning in prehistoric times (e.g., Ioway, Otoe, Missouria, Omaha, Ponca, Pawnee, Arikara, Santee Dakota)<br>• Native tribes that moved into Iowa after European contact in the 1700s (e.g., Meskwaki, Sauk, Yankton Dakota)<br>• Native tribes forced into Iowa on temporary reservation lands in the 1800s (e.g., Ho-Chunk)<br>• The State of Iowa's role in supporting Native residency (e.g., Potamatomi, Meskwaki). |
| **History:**<br>Change, Continuity, and Context | **SS.4.15.** Describe the effects, opportunities, and conflicts that happened when people from different groups came into contact with each other. | Must include, but is not limited to:<br>• Interactions between settlers and Indigenous people, settlers and Chinese immigrants in the West, Mexican Indigenous groups, people with differing opinions on the expansion of slavery. |
| **Civics/Government:**<br>Processes, Rules and Laws | **SS.4.16.** Analyze the effects of government policies intended to promote westward settlement on diverse groups of people. | Must include, but is not limited to:<br>• Policies that promoted exploration and settlement of new lands; the removal or restriction of Indigenous populations, including the principle of Manifest Destiny; and the expansion or restriction of slavery, including the principle of popular sovereignty.<br>May include policies such as:<br>• The Northwest Ordinance of 1787, the Indian Removal Act of 1830, the Homestead Acts, the Missouri Compromise, the Compromise of 1850, Kansas-Nebraska Act of 1854, 5th Iowa General Assemb.ly Law to "Allow Meskwaki to Purchase Land and Live in Tama, Iowa" in 1856. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.4.17.** Analyze the costs and benefits of migration and resettlement for various groups. | May include:<br>• People moving to new territories and/or participants in the California Gold Rush, the Mormon Trail, the Oregon Trail, and the Trail of Tears. |



**Literacy/Mathematics/ Science Standard Connection**

Science 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.



**Iowa Connection**

Several government policies encouraged the exploration and settlement of Iowa (e.g., Louisiana Purchase) by European and American settlers while also forcing Native Iowans to relocate (e.g., Indian Removal Act of 1830). After the Civil War, there was a marked increase in Black migration and settlement in Iowa communities (e.g., Buxton).



**Career Connection**

- An anthropologist studies how people live, work, and interact with each other, both in the past and today, to understand what makes us human. They also look at how different groups of people have changed over time.
- A historian is someone who studies and learns about the past.
- A cartographer is someone who gathers information about places, like where mountains and rivers are, and then uses that information to draw maps.

# Immigration

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Geographic Tools | **SS.4.18.** Identify patterns and trends in the locations where immigrant groups settled in the United States. | Must include but is not limited to:<br>• The use of geographic representations to analyze the settlement areas of immigrant groups in the United States. |
| **Geography:** Human Movement and Patterns | **SS.4.19.** Analyze the push and pull factors that led to new immigrant groups coming to the United States. | Must include but is not limited to:<br>• Immigrant groups who entered the United States on the west coast, through Ellis Island, and from Canada or Mexico. |
| **History:** Comparison and Corroboration | **SS.4.20.** Compare and contrast the experiences of different immigrant groups to the United States. | May include:<br>• Chinese immigrants, Japanese immigrants, Northern and European immigrants (German, British, Irish), Southern and Eastern European immigrants (Italians, Poles, Russians), and Mexican immigrants. |
| **History:** Change, Continuity, and Context | **SS.4.21.** Describe the diverse cultural makeup of Iowa's past and present in the local community, including Indigenous and agricultural communities. | Must include but is not limited to:<br>• The cultural contributions that different groups have made in Iowa. |
| **Civics/Government:** Role and Systems of Government | **SS.4.22.** Explain why the United States made policies intended to encourage, restrict, and/or document populations of people entering the nation. | May include:<br>• Ellis Island, Angel Island, Chinese Exclusion Act (1882), Immigration Act of 1864, and Homestead Acts |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.4.23.** Evaluate civic virtues displayed by immigrants and immigrant groups coming to and settling in the United States. | Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government.<br>May include:<br>• Examples such as acting responsibly, acting with honesty and integrity, advocating for fairness and other factors such as courage, honor, humility, integrity, justice, moderation, prudence, respect, and responsibility. |

## Iowa Connection

Almost every county in Iowa has an immigrant story featuring how those groups contributed to the settlement and growth of Iowa communities. Some prominent Iowa immigrant stories by region include: Northeast Iowa (e.g., the Community of True Inspiration in the Amana Colonies, Norwegians in Decorah, Czech and Slovaks in Cedar Rapids); Southeast Iowa (e.g., Dutch in Pella, Mexicans in Fort Madison); Northwest Iowa (e.g., German Catholics in Carroll County, Swedes in Madrid, Irish in Emmetsburg); Southeast Iowa (Danish in Elk Horn and Kimbalton).

## Career Connection

- A geographer is someone who studies the world around us, including land, water, people, and how they all connect.
- A sociologist studies how people interact in groups and how these groups affect people's behavior. They investigate why people do what they do and how societies change over time.
- An anthropologist studies how people live, work, and interact with each other, both in the past and today, to understand what makes us human. They also look at how different groups of people have changed over time.
- A historian is someone who studies and learns about the past.

# Spending Wisely (Financial literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** Saving, Spending and Investing | **SS.4.24.** Identify factors that can influence people's different spending and saving choices. | May include:<br>• Wants and needs, quality versus quantity, and options for saving, costs of housing, transportation needs, and personal care items or services; interest rates for savings choices, scarcity, and marketing tactics. |
| **Economics/Financial Literacy:** Financial and Career Goals | **SS.4.25.** Create a simple budget to plan how to spend and save money to meet financial goals. | May include:<br>• Balancing income and spending/savings decisions, how change of income impacts budget<br>• Budget, income, expenses, saving, needs and wants, goals, priorities, trade-offs, opportunity costs.<br>• Connect budgeting to a real-life goal<br>• Introduce spending categories (e.g. food, fun, giving, saving)<br>• Expense types - fixed (occurs every month), variable (cost that can change time to time - e.g. food, gas, clothes), unexpected (cost you didn't plan for - e.g. repairs, trip to doctor)<br>• Planning helps achieve financial goals |
| **Economics/Financial Literacy:** Credit and Risk Management | **SS.4.26.** Identify why it is important and ways to protect personal financial information. | May include:<br>• Creating strong passwords and preventing identity theft to avoid negative financial impact. |
| **Economics/Financial Literacy:** Financial and Career Goals | **SS.4.27.** Explore how people and the government work together to meet community needs. | May include:<br>• Government collects taxes to pay for roads, schools, and safety services<br>• People work in jobs that provide services to others (e.g. teachers, firefighters, police, mail carriers)<br>• Citizens help community by working, paying taxes, and voting |

**Literacy/Mathematics/ Science Standard Connection**

Mathematics 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers up to 1,000,000 using an algorithm. Algorithms may include the standard algorithm, partial sums, partial differences, counting or adding up in increments.

**Career Connection**

- A banker is someone who works at a bank, helping people manage their money.
- A budget analyst is the money planner for a business, organization, or government.
- An accountant is someone who keeps track of how businesses and people spend and earn money.

# 5th Grade: Our Changing Nation

Fifth grade standards shift their focus to examining the rights, responsibilities, and struggles that have accompanied securing the rights that Americans hold in the present day. The scope of these standards begin with examining the founding documents of the United States as well as the rights they were designed to protect and the structure and function of a federal republican form of government. The standards progress through significant points in U.S. history where protection of those rights was extended to previously excluded groups during such periods as: The Civil War, The Industrial Revolution, and the Civil Rights Movement. Finally, fifth grade students will develop basic personal finance concepts including earning, saving, borrowing, investing, setting financial goals, and the role of taxes. By asking critical questions and using various sources to find answers, fifth grade students will learn to make a claim, support it with evidence, and clearly communicate their ideas.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Develop Questions and Plan Inquires | **SS.5.1.** Develop and refine questions to actively shape and advance the investigation of the topic. | • Questions to prioritize learning, examine nuances, or expand understanding. |
| **Inquiry Practice:** Gather, Interpret, and Evaluate Sources | **SS.5.2.** Interpret information about specific perspectives or beliefs from sources. | • What the source shows or tells (e.g., What does this writer reveal about prevailing beliefs or attitudes at the time of publication? What is happening in this picture?). Decide if the information helps answer their question or supports their learning. |
| **Inquiry Practice:** Claims and Evidence | **SS.5.3.** Make a claim about a topic and support it with evidence from one or more sources. | • A claim is an arguable statement or idea (e.g., "Economics was the root of the dispute between northern and southern states").<br>• Evidence is the proof or facts that support the claim (e.g., an original source, information from a map). Students should be able to say what they believe and show why using sources. |
| **Inquiry Practice:** Communicate Conclusions | **SS.5.4.** Construct responses to questions using reasoning, examples, and relevant details | • Expressing information learned in the student's own words while maintaining the original meaning. |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.5.5.** Identify the strategies people and/or groups use to take action to advocate for a cause, and evaluate the civic virtues reflected by those strategies. | • Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government.<br>May include examples such as:<br>• Standing up for what is right, equal treatment for all, participating in community discussions |

# The Constitution and Bill of Rights

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles & Civic Virtues | **SS.5.6.** Describe the origin, purpose, and impact of the Constitution and Bill of Rights | Must include, but is not limited to:<br>• Core purposes of the Constitution and the reasons for the addition of a Bill of Rights.<br>• How the Constitution is designed to empower and limit the power of the central government and the powers granted to citizens under it.<br>May include:<br>• Reasons for the Articles of Confederation being abandoned and replaced with the Constitution.<br>• Ideas borrowed or adapted from documents such as: Mayflower Compact, Magna Carta, Cato's Letters, Common Sense, and the Federalist Papers |
| **Civics/Government:**<br>Processes, Rules & Laws | **SS.5.7.** Explain the processes by which laws are created, changed, limited, upheld, and removed | Must include, but is not limited to:<br>• Process for drafting and enacting laws within the new legislative structure of the House and Senate, following the adoption of the U.S. Constitution<br>• Role of the executive branch (led by the President) in the process of creating laws.<br>• Limits placed on laws by the role and powers of the judiciary<br>• The Nature of Rights: The Constitution and its companion document, the Bill of Rights, does not grant rights (as they are inalienable), rather they are designed to protect these inalienable natural rights of citizens. |
| **Civics/Government:**<br>Roles and Systems of Government | **SS.5.8.** Describe how the Constitution ensures federalism, including examples of how power is shared between federal and state government. | Must include, but is not limited to:<br>• Structure of a federal republican form of government that uses democratic election processes compared to a direct democracy. Structures to include:<br>• Three branches of government and their responsibilities (federal & state)<br>• Checks and balances of each branch<br>• The election of executives and representatives<br>• The powers granted to a limited central government, the states, and the citizens compared to other forms of government such as: monarchies, dictatorships, theocracies, oligarchies, and communist forms. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.5.9.** Explain the protections provided under the Bill of Rights and the responsibilities that accompany exercising these rights. | Must include, but is not limited to:<br>• Civil protections provided by the 1st, 2nd, 4th, 5th, 6th, 7th, and 8th Amendments<br>• The meaning and purpose of the 9th Amendment.<br>• The limitations on a central government and empowerment of states under the 10th Amendment.<br>• Opportunities for and the role of individuals for engaging in both formal and informal political participation (e.g. voting, volunteerism, political donations, political demonstrations)<br>• Respect for the rights of others in discussion or classroom debates and consideration of alternate views. |

## Literacy/Mathematics/ Science Standard Connection

Literacy RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s).

## Iowa Connection

While Iowa did not directly participate in the drafting of the U.S. Constitution, its own constitution, particularly its Bill of Rights, was influenced by the federal model. Iowa's Bill of Rights includes provisions on freedom of speech, religion, and the press, similar to the First Amendment of the U.S. Constitution.

## Career Connection

- A civil rights attorney is someone who represents clients in cases involving discrimination, voting rights, etc.
- A judge is someone who interprets or applies constitutional principles in court decisions.
- A politician is a person who holds or seeks public office and is involved in governing, lawmaking, and representing the public.

# Civil War

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.5.10.** Analyze the roots of the multiple economic, political, and social changes and divisions that brought about the Civil War. | Must include, but is not limited to:<br>• The rise of Abraham Lincoln as a leader and politician, and his eventual ascendancy to the presidency.<br>• Exceptional Americans' (abolitionists) leadership toward social change pre-Civil War<br>  ○ Frederick Douglass<br>  ○ Cassius Marcellus Clay<br>  ○ William Lloyd Garrison<br>  ○ Harriet Tubman<br>  ○ Sojourner Truth<br>  ○ Clara Barton<br>  ○ Dorthea Dix<br>  ○ Alexander Clark (See Iowa Connections)<br>• The progression and conclusion of the Civil War, which may include:<br>  ○ 1861 secession of 7 initial states (South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas)<br>  ○ Fort Sumter and addition of 4 additional states joining the Confederacy (Virginia, North Carolina, Arkansas, and Tennessee)<br>  ○ Introduction of new technologies and the impact on the Civil War (advances in arms, railroad transportation, telegraph communication, ironclad ships, photography, and medical technology/battlefield care)<br>  ○ Women's roles in the war (working in factories, taking over businesses, disguising themselves in order to join the military, addition of female battlefield nurses)<br>  ○ The Gettysburg Address<br>  ○ Sherman's March to the Sea<br>  ○ Surrender at Appomattox<br>May include:<br>• First Industrial Revolution's role in both furthering slavery in the south (cotton gin) as well as bringing the need for it to a close in the northern states (mechanization, steam power in factories)<br>• The 1808 banning of the importation of slaves<br>• Post-war Reconstruction efforts and push-back to include but not limited to:<br>  ○ Lincoln's assassination<br>  ○ Confederate states requirement to swear loyalty to the Union, form a new government and ratify the 13th Amendment<br>  ○ The takeover of Southern governments and installation of politicians in the wake of legislatures continuing to suppress African Americans<br>  ○ Passage of Black Codes and the practice of sharecropping<br>  ○ 16 African Americans elected to Congress |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Places and Region | **SS.5.11.** Explore the difference between the climate and geography of the Northern and Southern states. | May include:<br>• Relationship between environment and crop production.<br>• How manufacturing versus agriculture continued to separate the North and the South during and following the Civil War.<br>• Geographical layout of the division between Northern (free) and Southern (slave) states as well as those that chose to remain in the Union while continuing slavery<br>• Addition of new states during this time period.<br>• Discussion of strategies used by Union generals during the Civil War (i.e.: The Anaconda Plan and Sherman's March) |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.5.12.** Examine legislative efforts, court decisions, and social movements intended to promote peace before, during and after the Civil War. | May include:<br>• Efforts before the war<br>  ○ The Missouri Compromise of 1820's<br>  ○ The Compromise of 1850 in exchange for the admission of the New Mexico and California territories as states<br>  ○ Fugitive Slave Law of 1850<br>  ○ The Dred Scott Supreme Court decision<br>• Efforts during the war<br>  ○ Hampton Roads Peace Conference (Abe Lincoln)<br>  ○ Terms of Surrender at Appomattox<br>• Efforts after the war<br>  ○ Reconstruction Acts of 1867<br>  ○ Reconstruction Amendments<br>  ▪ 13th, 14th and 15th Amendment |

## Literacy/Mathematics/ Science Standard Connection

Literacy RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s).

## Iowa Connection

- The 60th Regiment, United States Colored Infantry (USCT), originally known as the 1st Iowa Infantry (African Descent), was formed in 1863 from companies raised in Iowa and Missouri and had a total enrollment of approximately 1,100 Black soldiers who fought for the Union during the Civil War.
- Alexander Clark, leader in expanding rights for Black Iowans during the 19th century, helped to organize the 60th Regiment Infantry during the Civil War. He sued the Muscatine School Board, leading to the integration of Iowa schools in 1868. He was instrumental in striking the word "white" from the Iowa Constitution and helping Black men gain the right to vote in Iowa. President Harrison appointed him U.S. ambassador to Liberia in 1890.

## Career Connection

- A geographer is someone who studies the environment and how it impacts people.
- An agronomist is someone who studies soil and crop production to improve farming practices.

# Industrial Revolution

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human Movement and Patterns | **SS.5.13.** Examine the impact that railroad transportation had on the movement of populations in the United States. | May include:<br>• Westward expansion<br>• Homestead Act of 1862<br>• Boomtowns and Ghost Towns<br>• Creation of railheads and stockyard towns to support cattle drives |
| **History:**<br>Change, Continuity and Context | **SS.5.14.** Analyze the impacts of significant inventions of the Industrial Revolution. | May include:<br>• Impact on labor, economic output, economic well-being, and stability of citizens<br>• Inventions and their impacts<br>• Inventions can include but not limited to:<br>  ○ Cotton gin<br>  ○ Interchangeable parts<br>  ○ Mechanized powered yarn spinning machines<br>  ○ Powered loom (flying shuttle)<br>  ○ Horse drawn reapers and improved plows<br>  ○ Steam engine and applications<br>  ○ Internal combustion engine<br>  ○ Telecommunications (telegraph) |
| **History:**<br>Historical Interpretation and Argumentation | **SS.5.15.** Identify how the Industrial Revolution changed living conditions for people in both rural areas and growing cities. | May include:<br>• Living conditions in cities after rural influx to include but not limited to: disease, economic conditions of workers, and dangerous working conditions<br>• By 1850, manufacturing, construction, and transportation overtook agriculture as the main source of income in the United States<br>• Labor conditions and the resulting child labor laws and organization of labor<br>• The rise and fall of the cowboy era of the Southwest |
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.5.16.** Explain how the Industrial Revolution caused significant population shifts and analyze the effects of these shifts on cities and rural populations, labor, and society. | May include:<br>• Population shifts from 1800 to 1900 (rural agrarian to urbanization)<br>• Rise of industrial towns<br>  ○ Baltimore (Railroads)<br>  ○ Chicago (Stockyards and Railroads)<br>  ○ Pittsburgh (Iron and Steel)<br>  ○ Cincinnati (Meat packing)<br>  ○ Massachusetts (Textiles)<br>  ○ New England (Factories)<br>  ○ New York grew to be the largest city in US<br>• Unmarried women entering the workforce (cloth production)<br>  ○ Textile mill workers (ex: Lowell “Mill Girls”)<br>  ○ Factory laborers<br>  ○ Seamstresses |

## Literacy/Mathematics/ Science Standard Connection

Literacy RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s).

## Iowa Connection

- Meatpacking cities like Ottumwa, Cedar Rapids, and Sioux City built large factories to process livestock, primarily for eastern markets. The railroads facilitated shipping meat across the country.
- As railroads expanded, Iowa factories began producing more complex goods like tractors, appliances, and other consumer items.
- The Industrial Revolution marked a shift towards "secondary manufacturing," where more complex items like farm machinery, appliances, and other manufactured goods were produced. Iowa companies like Quaker Oats, Maytag, and Sheaffer pens played a role in this transformation.

## Career Connection

- A human geographer is someone who studies how people move and interact with their environments.
- An inventor/innovator creates new products, processes, or technologies.

# Civil Rights

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.5.17.** Analyze key events, individuals, and campaigns that have been driven by a desire to create positive social change. | May include:<br>• Women's Suffrage Movement 1900-1920<br>  ○ Individual state adoption of women' s right to vote<br>  ○ Women' s war efforts in World War I<br>• Civil Rights Movement 1954 - 1968<br>  ○ Martin Luther King Jr.<br>  ○ Malcolm X<br>• Disability Rights Movement, beginning in the 1960s |
| **Civics/Government:**<br>Processes, Rules, and Laws | **SS.5.18.** Examine various laws and their impact on the equal rights of American citizens | Must include, but is not limited to:<br>• 13th, 14th, and 15th Amendments (abolishing slavery, granting citizenship, guaranteeing the right to vote to all men regardless of race)<br>• Black Codes<br>• Literacy tests<br>• 19th Amendment guaranteeing women's suffrage<br>• Jim Crow laws<br>• Civil Rights Act of 1964<br>• Voting Rights Act of 1965 |
| **History:**<br>Chronological Reasoning and Causation | **SS.5.19.** Evaluate the progression of key events of the Civil Rights Movement. | May include:<br>• Exploration of how key events sought to create change in laws and society.<br>Key events:<br>• Forced integration/national guard of southern schools<br>• Brown v. Board of Education<br>• Tinker v Des Moines<br>• Montgomery Bus Boycott<br>• March on Washington (MLK)<br>• Birmingham Campaign<br>• Voting rights protests<br>• Greensboro Sit-in<br>• Tenant Farmer's strike |
| **History:**<br>Multiple Perspectives | **SS.5.20.** Investigate how youth played a role in the Civil Rights Movement by engaging in various forms of activism in Iowa and around the nation. | May include:<br>• Ruby Bridges<br>• Katz Drug Store Sit-in (Marilyn Luper Hildreth)<br>• The Young Crusaders<br>• The Tougaloo Nine<br>• Birmingham Children's March (Audrey Faye Hicks)<br>• Susan Clark, Muscatine 1868<br>• Justice Chester Cole, 1968 |



**Literacy/Mathematics/ Science Standard Connection**

Literacy RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s).



## Iowa Connection

- Susan Clark, a 12-year-old African-American, was not allowed to attend the school in her Muscatine neighborhood because of a “whites only” rule. In 1868, the Iowa Supreme Court rendered one of its great civil rights decisions in the case Clark v. Board of Directors.
- Justice Chester Cole is the Iowa Supreme Court Justice who wrote the decision in the Clark v. Board of Directors (1868) case that desegregated schools in Iowa.
- In Tinker v Des Moines (1969), the Supreme Court majority ruled that neither students nor teachers “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This ruling protects the rights of student free-speech in public schools.
- In 1969, civil rights reform at East High School in Waterloo, Iowa, resulted in several key changes. The Waterloo school board voted for school desegregation by allowing students to attend any school in the district, regardless of their neighborhood.



## Career Connection

- A civil rights attorney is someone who represents clients in cases involving discrimination, voting rights, etc.
- A social worker may support individuals affected by inequality or discrimination.
- A human rights advocate is someone who works to promote and protect civil rights. They may work for a nonprofit organization or government agency.

# Making Smart Financial Decisions (Financial Literacy)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.5.21.** Describe reasons and considerations for financial borrowing. | Must include, but is not limited to:<br>• The concept of credit, the purpose and structure of a loan, interest, payment plans, and an individual's credit score.<br>• Understanding credit as borrowing money with the obligation to repay it.<br>May include:<br>• Lending, debt, credit, credit cards,<br>• Advertising impact on decisions<br>• Opportunity cost - spending money one thing may mean giving up something else<br>• Consideration of want versus need |
| **Economics/Financial Literacy:**<br>Saving, Spending, and Investing | **SS.5.22.** Compare different ways to save and invest money. | Must include, but is not limited to:<br>• Savings accounts, stocks, bonds, and certificates of deposit (CDs) at financial institutions. |
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.5.23.** Determine aspects of long-term financial goals. | May include:<br>• Planning for education and/or career post high school, purchase of large assets (e.g. homes, vehicles), retirement saving, and building wealth through investment. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.5.24.** Describe different types of taxes, including how they are collected and the public benefits they fund. | Must include but is not limited to:<br>• Income taxes, payroll taxes, sales taxes, and property taxes<br>May include:<br>• Federal and state individual income taxes, FICA taxes, unemployment tax, state and local portions of sales tax, capital gains tax, estate tax, and inheritance tax |

## Literacy/Mathematics/ Science Standard Connection

Mathematics

- 5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers.
- 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths

## Career Connection

- A banker is someone who works at a bank, helping people manage their money.
- A financial planner is a professional who helps individuals/families manage their finances and plan for their financial future.
- An accountant is someone who keeps track of how businesses and people spend and earn money.

# 6th Grade: Ancient/Medieval World Studies

The 6th grade standards are a study of the ancient and medieval world. These standards will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. This includes a special focus on both geography and a clear framework for students to understand the sequence and context of historical events. Appropriate primary sources have been embedded in the disciplinary content column in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.

Through the study of major civilizations - like Mesopotamia, Egypt, Israel, Greece, Rome, China and the Americas - students will gain an understanding of how geography, religion, leadership, political institutions, technological developments and conflict contributed to the growth and change of societies over time. Students will also investigate the transformation of Europe during the Middle Ages through the Renaissance, Reformation, and Age of Exploration. These time periods are explored not only as individual eras, but also as overlapping movements that influenced one another and shaped the global future. The goal is to build historically informed, globally aware learners who understand how the past has shaped the world they live in today.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Develop Questions and Plan Inquiries | **SS.6.1.** Develop or refine compelling or supporting questions about a disciplinary issue. | A compelling question is a content based question that sets the stage for inquiry.<br>• Example: Why do civilizations rise and fall?<br>A supporting question guides the learner to investigation and helps gather details to explain or support answers to a compelling question.<br>• Example: What economic, political, or environmental factors might explain the decline of a civilization? |
| **Inquiry Practice:**<br>Gather, Interpret and Evaluate Sources | **SS.6.2.** Gather relevant information from primary or secondary sources by evaluating the source's origin. | Analyzing sources:<br>• Who created this source?<br>  ○ When and where was it created?<br>  ○ Why was it created?<br>  ○ What perspective or bias might the creator have?<br>  ○ Is this source a firsthand account (primary) or an interpretation (secondary)? |
| **Inquiry Practice:**<br>Gather, Interpret and Evaluate Sources | **SS.6.3.** Evaluate the credibility of primary or secondary sources by determining their relevance and intended purpose. | Analyzing sources:<br>• How useful and relevant is this source to your question or topic?<br>• What is the purpose of this source?<br>• Is this source trustworthy and helpful for your research? |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Claims and Evidence | **SS.6.4.** Identify evidence from multiple sources and perspectives to support a claim. | • Evidence comes from multiple sources and perspectives that helps support a claim.<br>• Different types of sources—such as letters, diaries, official records, or news reports—that may show different points of view.<br>• Evidence can sometimes be incomplete or biased, meaning some important facts or perspectives might be missing. |
| **Inquiry Practice:** Communicate Conclusions | **SS.6.5.** Construct responses to a compelling or supporting question using reasoning and evidence. | • A good response includes a clear claim (main idea).<br>• Reasoning explains why the evidence matters and how it supports the claim.<br>• Evidence comes from reliable primary or secondary sources and should show different points of view when possible. |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.6.6.** Explain the opportunities and challenges people face when trying to address issues in a community. | • Opportunities: Some civilizations had strong leaders, organized governments, and shared beliefs or religions that helped people work together.<br>• Challenges: People had to deal with conflicts with neighboring groups, unfair social classes, and limits on who could help make decisions in the government.<br>• Actions: To address problems, people formed alliances, created laws, and built defenses to protect their communities |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.6-8.1Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

## Career Connection

- A researcher is someone who breaks questions into smaller ones to help find detailed answers.
- A writer is someone who shares their ideas clearly and explains why the evidence supports them.

# The Foundation & Rise of Civilizations: Mesopotamia

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.7.** Identify physical features of Mesopotamia. | May include:<br>• Rivers:<br>  ○ Tigris — flowed through the eastern part of Mesopotamia.<br>  ○ Euphrates — join with the Tigris River in Iraq before emptying into the Persian Gulf.<br>• Mountains:<br>  ○ Zagros Mountains — northeast of Mesopotamia. |
| **Geography:**<br>Places and Regions | **SS.6.8.** Identify where people lived in Mesopotamia. | May include:<br>• Location:<br>  ○ In the Middle East, part of the Fertile Crescent.<br>  ○ Modern countries: Iraq, Syria, Turkey, Iran, Kuwait.<br>• Lived near the Tigris and Euphrates Rivers.<br>• There were few natural barriers like mountains or deserts.<br>• Built walls around their cities to keep safe. |
| **Geography:**<br>Places and Regions | **SS.6.9.** Compare Iowa's geography, natural resources and climate to other regions of the world. | May include:<br>• Iowa's fertile soil was created by glacial activity that deposited nutrient-rich glacial till and created flat plains as they retreated<br>• Mesopotamia's fertile soils were created by flooding of the Tigris and Euphrates which deposited nutrient-rich river silt |
| **Geography:**<br>Human-Environment Interaction | **SS.6.10.** Explain how geography affected life in Mesopotamia. | May include:<br>• Provided water for drinking, irrigation, transportation, and trade<br>• Geography influenced farming and trade (rivers brought fertile soil, irrigation for crops, trade and moving goods) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.6.11.** Identify the meaning of time labels and abbreviations used by historians. | May include:<br>• Civilization: a society that has developed arts, sciences, and organization.<br>  ○ Social classes: organized into groups.<br>  ▪ Kings, priests, merchants, farmers, and slaves.<br>  ○ Writing: to keep records and communicate.<br>  ▪ Cuneiform (Primary source for this sub theme may include Cuneiform Tablets).<br>  ○ Religion: a system of beliefs and practices.<br>  ▪ Polytheism - belief in more than one god (Primary source for this sub theme may include the Epic of Gilgamesh).<br>  ○ Stable food supply:<br>  ▪ Made possible by irrigation systems (canals, dams, and reservoirs).<br>  ▪ Made possible by the invention of the plow<br>  ○ Government: keep order and enforce laws (Primary source for this sub theme may include Hammurabi's Code).<br>  ▪ Kings ruled city-states and made laws (like Hammurabi's Code).<br>  ○ City Life: organized community<br>  ▪ Large cities like Ur and Babylon with markets and temples.<br>  ○ Arts and Sciences: understanding the world<br>  ▪ Developed math, astronomy, and built monumental structures. |
| **History:**<br>Change, Continuity, and Context | **SS.6.13.** Summarize the lasting achievements of Mesopotamia. | May include:<br>• Mathematics: Developed basic math skills.<br>• Astronomy: Used the stars and planets to create calendars.<br>• Calendar: Invented a calendar to track time and seasons.<br>• Monumental building projects: Built large structures like ziggurats.<br>• Irrigation System: Created canals and dams to bring water to crops.<br>• Plow: Invented the plow to help farm land more efficiently.<br>• Writing: Cuneiform to record laws, trade, and stories. |

## Literacy/Mathematics/ Science Standard Connection

Literacy RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

## Iowa Connection

Mesopotamia means "land between the rivers" and is an area known as the Fertile Crescent because of the fertile soil there just as Iowa is a place between two rivers (Mississippi and Missouri) with fertile soil.

## Career Connection

- An architect or engineer is someone who designs and builds structures.

- An environmental scientist is someone who studies landforms, rivers, and the impact humans have on the environment.
- A geographer is someone who studies how land and water shapes how people and goods move from place to place.
- A historian is someone who studies past societies and social groups.

# The Ancient World: Egypt and Israel

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.14.** Identify physical features of Egypt. | May include:<br>• Bodies of Water:<br>  ○ Nile River — the longest river in the world<br>  ○ Nile Delta — a fertile, triangular area where the Nile spreads out and flows into the Mediterranean Sea<br>  ○ Mediterranean Sea<br>  ○ Red Sea<br>• Deserts:<br>  ○ Sahara Desert — the vast desert west of the Nile Valley |
| **Geography:**<br>Places and Regions | **SS.6.15.** Identify where people lived in Ancient Egypt. | May include:<br>• Location:<br>  ○ In northeastern Africa, along the Nile River valley.<br>  ○ Modern country: Egypt.<br>• Most Egyptians lived along the Nile River because the desert made other areas hard to live in.<br>• Deserts and seas acted as natural barriers against enemies |
| **Geography:**<br>Human-Environment Interaction | **SS.6.16.** Explain how geography affected life in Ancient Egypt. | May include:<br>• The Nile's yearly floods deposited fertile soil, making farming possible and successful.<br>• The river provided water, food, and a way to travel and trade.<br>• The Nile connected communities, supporting shared culture, beliefs, and government. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.17.** Identify the major eras in Egyptian history and what characterized each. | May include:<br>• Old Kingdom:<br>  ○ Built pyramids<br>  ○ Pharaohs ruled as gods<br>• Middle Kingdom:<br>  ○ Reunited Egypt<br>  ○ Expanded trade and arts<br>• New Kingdom:<br>  ○ Egypt's heightened power<br>  ○ Famous pharaohs ruled<br>  ○ Expanded territory |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History**<br>Change, Continuity, and Context | **SS.6.18.** Describe the characteristics of Ancient Egypt that make it a civilization. | May include:<br>• Civilization:<br>  ○ Social Classes: pharaoh, priests, nobles, scribes, merchants, farmers, and slaves<br>  ○ Writing: used hieroglyphics for record-keeping, laws, and religious texts (Primary source for this sub theme may include hieroglyphic inscriptions)<br>  ○ Religion: Polytheistic, believing in many gods<br>  ○ Believed pharaohs were gods on Earth<br>  ○ Stable food supply: The Nile River provided fertile soil through flooding, which allowed for successful farming.<br>  ○ Government:<br>  ▪ Ruled by a pharaoh, who was both a king and a religious leader<br>  ▪ Pharaoh ruled, made laws, collected taxes<br>  ○ City Life:<br>  ▪ Major cities like Thebes and Memphis<br>  ▪ Markets, temples, palaces, and schools for scribes<br>  ○ Arts & Sciences:<br>  ▪ Monumental architecture — pyramids, temples<br>  ▪ Medicine — surgeries and herbal remedies (Primary source for this sub theme may include The Book of the Dead) |
| **History:**<br>Change, Continuity, and Context | **SS.6.19.** Summarize the lasting achievements of Ancient Egypt. | May include:<br>• Papyrus: invented a paper-like material for writing and record keeping<br>• Monumental building projects: planned and built large structures like pyramids and temples (Primary source for this sub theme may include artifacts from King Tutankhamun's tomb)<br>• Calendar: created a system to track time |
| **History:**<br>Change, Continuity, and Context | **SS.6.20.** Analyze how key figures and migration shaped the development of the Israelites and Judaism. | Must include:<br>• Began with nomadic people led by Abraham, who made a covenant (agreement) with God<br>• The Israelites were nomads who moved from place to place before settling<br>• Moses led the Exodus, freeing the Israelites from slavery in Egypt<br>• Under Solomon, Jerusalem became a religious and political center, where he built the temple |
| **History:**<br>Change, Continuity, and Context | **SS.6.21.** Identify the central beliefs of Judaism. | Must include:<br>• Holy scriptures and laws (Primary sources for this sub theme may include the Torah and the 10 Commandments)<br>• Justice, equality, and traditions in daily life |

**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

## Career Connection

- An architect or engineer is someone who designs and builds structures.
- An environmental scientist is someone who studies landforms, rivers, and the impact humans have on the environment.
- A geographer is someone who studies how land and water shapes how people and goods move from place to place.
- A meteorologist is someone who studies the weather, tracks floods, and observes the sky to understand the changing seasons.

# The Ancient World: Greece

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.22.** Identify physical features of Greece. | May include:<br>• Mountains: Pindus Mountains — rugged range running through mainland Greece<br>• Seas: Aegean, Ionian, and Mediterranean Seas surround Greece<br>• Islands: Crete (home of the Minoans), Rhodes, and Cyprus.<br>• Peninsulas:<br>  ○ Peloponnesus (Peloponnese Peninsula) — southern mainland Greece, home to city-states like Sparta, Corinth, and Mycenae<br>  ○ Balkan Peninsula — the larger landmass that includes most of mainland Greece<br>  ○ Attica Peninsula — where Athens is located, extending into the Aegean Sea |
| **Geography:**<br>Places and Regions | **SS.6.23.** Identify where people lived in Greece. | May include:<br>• Location:<br>  ○ Located in southeastern Europe, on the Balkan Peninsula<br>  ○ Surrounded by the Aegean Sea, Ionian Sea, and Mediterranean Sea<br>• Most Greeks lived near the coast or in small valleys because mountains made travel and farming hard.<br>• City-states formed in isolated areas separated by mountains and seas. |
| **Geography:**<br>Human-Environment Interaction | **SS.6.24.** Describe how geography affected life in Greece. | May include:<br>• Farming was limited because of little flat land; Greeks grew olives and grapes.<br>• The seas provided food, trade routes, and jobs like sailors and fishermen.<br>• They built colonies in other lands to get more farmland and resources.<br>• Mountains and seas protected city-states, keeping them independent and safe.<br>• Geography shaped unique cultures but seas also connected Greeks through trade. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.25.** Compare the major eras of Greek history in order to understand the divisions created by historians. | May include:<br>• Key Periods:<br>  ○ Minoans & Mycenaeans: Early civilizations known for trade and legends<br>  ○ Greek Dark Ages: Civilization collapses, villages, oral stories<br>  ○ Archaic Period: Formation of city-states form, early democracy, rise of tyrants<br>  ○ Classical Period: Wars, arts, philosophy, democracy.<br>  ○ Hellenistic Period: Alexander the Great's empire spread Greek culture. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Role and Systems of Government | **SS.6.26.** Explain how the Greeks experimented with various forms of government. | Must include, but is not limited to:<br>• Monarchy: Rule by one king (common in early Greek city-states)<br>• Oligarchy: Rule by a few wealthy or powerful people (like Sparta)<br>• Democracy: Rule by the people; in Athens, free male citizens voted in assemblies (Primary sources for this sub theme may include speeches, laws, and writings from the period)<br>  ○ Philosophers like Plato and Aristotle later critiqued democracy in their works (Primary source for this sub theme may include selections from Plato's Republic and Aristotle's Politics)<br>• Athenian Democracy: Citizens voted, held office, served on juries; laws applied equally |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.6.27.** Define the democratic systems created in Greece. | Must include, but is not limited to:<br>• Civic Participation & Voting Rights: Citizens expected to vote, hold office, and serve on juries.<br>• Legislative Bodies: Assemblies and councils created and voted on laws.<br>• Constitution Writing: Written laws and government structures organized political life.<br>• Rule of Law: Laws applied equally to all citizens, ensuring fairness. |
| **History:**<br>Multiple Perspectives | **SS.6.28.** Compare and contrast life in Athens and Sparta. | May include:<br>• Economy:<br>  ○ Athens — based on trade with access to the sea<br>  ○ Sparta — based on farming and conquest<br>• Education:<br>  ○ Athens — focused on education, philosophy, arts, and public speaking<br>  ○ Sparta — focused on military training and discipline<br>• Military:<br>  ○ Athens — strong navy, military service was important<br>  ○ Sparta — strong land army, military service was the duty of male citizens<br>• Role of Women:<br>  ○ Athens — limited rights, managed the home and family<br>  ○ Sparta — more freedoms, managed estates during war |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.6.29.** Summarize the lasting achievements of Greece. | May include:<br>• Art & Architecture: Distinct columns, idealized sculptures, and grand temples<br>• Literature & Theater:<br>  ○ Epic poems and the start of drama and theater (Primary sources for this sub theme may include The Iliad, The Odyssey)<br>  ○ Fables (Primary source for this sub theme may include Aesop's Fables)<br>  ○ Two main types of plays:<br>  ▪ Tragedies: Serious themes about human suffering and moral lessons<br>  ▪ Comedies: Lighthearted plays that mocked politics, society, and well-known citizens.<br>• Philosophy: Socrates, Plato, and Aristotle explored ethics, politics, and knowledge |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.30.** Analyze the causes and effects of key wars on Greece. | May include:<br>• Persian Wars: United Greek city-states defeated Persia, leading to pride and Athens' rise (Primary source for this sub theme may include selections from Herodotus).<br>• Peloponnesian War: Rivalry between Athens and Sparta led to conflict; Sparta won but Greece was weakened and divided<br>• A primary source may include selections from Thucydides. |
| **History:**<br>Change, Continuity, and Context | **SS.6.31.** Explain how Alexander the Great's empire spread Greek culture and led to the creation of Hellenistic kingdoms. | May include:<br>• United Greek city-states after his father's death<br>• Created one of the largest empires by conquering Persia, Egypt, and parts of India<br>• Spread Greek culture—language, art, religion—across his empire<br>• After his death, generals divided the empire into kingdoms (Egypt, Syria, Macedonia) |



**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



**Career Connection**

- A geographer is someone who studies how land and water shapes how people and goods move from place to place.
- A historian is someone who studies past societies and social groups.
- A philosopher is someone who teaches others and explores ideas about life, ethics, and government.

- A politician is someone who helped create laws, run courts, and govern through systems like democracy.

# Ancient Rome

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.32.** Identify the physical features of Rome and Italy. | May include:<br>• Mountains:<br>  ○ The Apennine Mountains ran down the length of Italy<br>  ○ The Alps Mountains are located in northern Italy<br>• Seas: The Mediterranean Sea surrounds much of the peninsula<br>• Hills: Seven Hills of Rome within the city area<br>• Climate: Warm, dry summers and mild, wet winters |
| **Geography:**<br>Places and Regions | **SS.6.33.** Identify where people lived in Ancient Rome. | May include:<br>• Location:<br>  ○ Located in central Italy, on the Italian Peninsula<br>  ○ Near the Tiber River<br>• Most Romans lived near the Tiber River and in fertile plains for fresh water, good soil, and resources<br>• The Seven Hills provided protection from floods and attacks |
| **Geography:**<br>Human-Environment Interaction | **SS.6.34.** Describe how geography affected life in Ancient Rome. | May include:<br>• Fertile land grew grains, olives, and grapes<br>• The Mediterranean Sea allowed trade and empire growth<br>• Alps provided natural defense<br>• Hills served as lookout points and shields<br>• The location connected Rome with other cultures |
| **History:**<br>Multiple Perspectives | **SS.6.35.** Examine relationships among social classes in Ancient Rome. | May include:<br>• The division of early Romans into two classes:<br>  ○ Patricians — wealthy landowners and ruling class<br>  ○ Plebeians — common citizens |
| **Civics/Government:**<br>Roles and Systems of Government | **SS.6.36.** Define the three branches of government of the Roman Republic. | Must include, but is not limited to:<br>• The Three Branches of Government in the Roman Republic:<br>  ○ Consuls — Two leaders who ran the government and army<br>  ○ Senate — A group of wealthy, powerful men who made laws and advised the consuls<br>  ○ Assemblies — Groups of Roman citizens who voted on laws and leaders |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.6.37.** Interpret how Roman laws and government influenced Roman society. | Must include, but is not limited to:<br>• Written Laws (Primary source for this sub theme may include The Twelve Tables).<br>• Rule of Law: Laws applied equally to all citizens.<br>• Government Structure: The idea of separation of government powers into branches.<br>• Concept of Citizenship: Rights and responsibilities of citizens in a government. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.6.38.** Trace the causes and effects of Rome's transition from a republic to an empire. | May include:<br>• Key Periods:<br>  ○ Roman Republic: Development of a Republic with elected leaders, voting rights developed.<br>  ○ Julius Caesar & the End of the Republic: The rise of strong leaders and civil war.<br>  ○ Roman Empire:<br>  ▪ Augustus Caesar (Caesar's adopted son) became Rome's first emperor<br>  ▪ Pax Romana — a long period of peace and growth<br>  ▪ The Roman Empire expanded.<br>  ○ Fall of the Western Roman Empire: Invasions and internal problems cause the empire to fall. |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.6.39.** Investigate the beginning and growth of the Christian religion and its impact on the Roman Empire | May include:<br>• Founded by Jesus, spread by Paul.<br>• The Bible was the text, which included the teachings about One God, forgiveness, eternal life, and Jesus as Messiah<br>• Christianity became Rome's official religion<br>• Contrast with traditional Roman polytheism |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.40.** Determine the key internal and external factors that led to the fall of Rome. | May include:<br>• The empire was large but hard to manage<br>• Independent armies grew<br>• Government corruption weakened trust<br>• Education declined, reducing leadership.<br>• The economy relied too much on slave labor<br>• Invasions |
| **History:**<br>Change, Continuity, and Context | **SS.6.41.** Summarize the lasting achievements of Ancient Rome. | May include:<br>• Aqueducts for clean water<br>• Concrete for building roads, bridges, and structures<br>• Architecture for the Colosseum, domes, and arches |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).

## Career Connection

- An architect or engineer is someone who designs and builds structures.
- A geographer is someone who studies how land and water shapes how people and goods move from place to place.
- A historian is someone who studies past societies and social groups.

- A politician is someone who helps create laws and run the government.

# The Ancient World: China

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.42.** Identify the physical features of China. | May include:<br>• Deserts:<br>  ○ Gobi Desert — northern China and southern Mongolia.<br>  ○ Taklamakan Desert — in the far west.<br>• Plateaus/Hills:<br>  ○ Tibetan Plateau — the world's highest and largest plateau, called the "Roof of the World.<br>  ○ Loess Hills (Iowa) — one of only two places in the world (along with China's Loess Plateau) with this kind of thick loess soil formation.<br>• Mountains: Himalayan Mountain — located in the southwest, home to Mount Everest, the world's highest peak.<br>• Bodies of Water:<br>  ○ Yangtze River (Chang Jiang) — longest river in Asia, runs through central China.<br>  ○ Yellow River (Huang He) — known as the "cradle" of Chinese civilization.<br>  ○ East China Sea, South China Sea, and Yellow Sea border China to the east and southeast. |
| **Geography:**<br>Places and Regions | **SS.6.43.** Identify where people lived in China. | May include:<br>• Location:<br>  ○ Located in eastern Asia, mainly along the Yellow River and Yangtze River valleys.<br>  ○ Surrounded by mountains, deserts, and seas that helped protect the region.<br>• Most settled in river valleys and plains because of fertile soil and water.<br>• Mountains and deserts limited movement and isolated communities. |
| **Geography:**<br>Places and Regions | **SS.6.44.** Compare Iowa's geography, natural resources and climate to other regions of the world. | May include:<br>• Loess is a fine-grained, wind-deposited yellowish-brown sediment found in both the Loess Hills of western Iowa and on the Loess Plateau in China |
| **Geography:**<br>Human-Environment Interaction | **SS.6.45.** Describe how geography affected life in China. | May include:<br>• Rivers provided water for crops and transportation<br>• Deserts and mountains made trade and travel difficult<br>• Natural barriers helped defend against invasions<br>• Isolation led to unique traditions and inventions<br>• Flooding forced early engineering solutions |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Global Connections | **SS.6.46.** Identify how the Silk Road connected people through trade, ideas, or beliefs. | May include:<br>• Linked China to Central Asia, India, Persia, and Rome (Primary source for this sub theme may include a map of the Silk Road).<br>• Traded silk, jade, spices, glassware, and horses.<br>• Ideas spread, including Buddhism.<br>• Shared technologies, customs, and religious beliefs. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.47.** Explain what a dynasty is and why it helps us understand how power was passed down and how governments worked in different times and places. | May include:<br>• Key Periods:<br>  ○ Shang Dynasty — first recorded dynasty<br>  ○ Zhou Dynasty — longest-lasting dynasty<br>  ○ Qin Dynasty — united China under Shi Huangdi<br>  ○ Han Dynasty — expanded territory and trade (Silk Road) |
| **History:**<br>Multiple Perspectives | **SS.6.48.** Examine the relationships among social classes in China. | May include:<br>• Social Classes:<br>  ○ Emperor<br>  ○ Aristocrats (nobles)<br>  ○ Farmers (majority)<br>  ○ Artisans<br>  ○ Merchants (lowest status)<br>• Filial Piety emphasized respect and duty to family, especially elders.<br>• Women managed the household, status linked to family. |
| **History:**<br>Change, Continuity, and Context | **SS.6.49.** Summarize the lasting achievements of China. | May include:<br>• Key Periods:<br>  ○ Shang Dynasty was known for bronze work and early writing (Primary sources for this sub theme may include oracle bones and bronze work).<br>  ○ Zhou Dynasty introduced the Mandate of Heaven.<br>  ○ Qin Dynasty built the Great Wall and standardized systems (Primary source for this sub theme may include images of the Great Wall).<br>  ○ Han Dynasty created civil service exams. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Role and Systems of Government | **SS.6.50.** Identify the effects of major Chinese philosophies on politics and society. | May include:<br>• Confucianism:<br>○ Stressed respect, duty, and loyalty.<br>○ Led to civil service exams for government jobs (Primary source for this sub theme may include excerpts from the Civil Service exam).<br>○ Strengthened family roles and social order.<br>○ Valued education.<br>• Daoism:<br>○ Promoted peace and harmony with nature.<br>○ Believed in limited government control.<br>○ Inspired art, medicine, and poetry.<br>• Legalism:<br>○ Believed in strict laws and harsh punishments.<br>○ Gave rulers strong, absolute power.<br>○ Limited personal freedoms.<br>○ Focused on control and order. |

## Literacy/Mathematics/ Science Standard Connection

Literacy

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## Iowa Connection

Loess, a fine-grained, yellowish-brown sediment, can be found in a few places in the world. Two locations are the Loess Hills of western Iowa and the Loess Plateau along China's Yellow River.

## Career Connection

- A cartographer is someone who creates maps showing physical features and trade routes.
- A cultural anthropologist is someone who studies how ideas, beliefs, and customs spread and influence people.
- A geographer is someone who studies how land and water shapes how people and goods move from place to place.

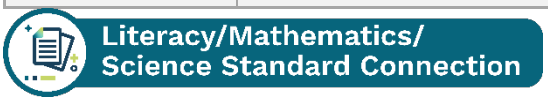
# The Early Civilizations of the Americas

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.51.** Identify the physical features of Central and South America. | May include:<br>• Bodies of Water:<br>  ○ Caribbean Sea<br>  ○ Pacific Ocean<br>  ○ Atlantic Ocean<br>  ○ Gulf of America (Gulf of Mexico)<br>• Mountains: Andes<br>• Peninsula: Yucatan |
| **Geography:**<br>Human-Environment Interactions | **SS.6.52.** Describe how geography affected life in the Maya, Aztec, and Inca civilizations. | May include:<br>• Maya:<br>  ○ Used raised fields, terraces, and slash-and-burn.<br>  ○ Traded jade, cacao, obsidian, and textiles by foot and water.<br>  ○ Dense jungles and rugged land limited invasions.<br>  ○ Built reservoirs and terraces to manage droughts and poor soil.<br>• Aztec:<br>  ○ Built chinampas (floating gardens) on the lake.<br>  ○ Traded obsidian, cacao, textiles, and feathers via lakes and mountain passes.<br>  ○ Surrounding mountains acted as natural defenses.<br>  ○ Lake setting inspired causeways, aqueducts, and artificial islands.<br>• Inca:<br>  ○ Built terraces and irrigation canals on steep slopes.<br>  ○ Used llamas and alpacas on mountain roads for trade.<br>  ○ Mountains and valleys guarded cities from invaders.<br>  ○ Engineered roads, suspension bridges, and cities like Machu Picchu to handle tough terrain and high altitudes (Possible primary source for this sub theme may include images of Machu Picchu). |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Multiple Perspectives | **SS.6.53.** Examine the relationships among social classes in the Maya, Aztec, and Inca civilizations. | May include:<br>• Maya:<br>  ○ Kings and nobles ruled.<br>  ○ Priests lead religious ceremonies.<br>  ○ Farmers and merchants made food and goods.<br>  ○ Enslaved people had the lowest status.<br>• Aztec:<br>  ○ The Emperor was the top leader.<br>  ○ Nobles and priests had some power.<br>  ○ Warriors protected the empire.<br>  ○ Common people farmed and traded.<br>  ○ Enslaved people had some rights.<br>• Inca:<br>  ○ The Emperor was seen as a god.<br>  ○ Nobles and priests helped run the empire.<br>  ○ Farmers and workers supported the empire.<br>  ○ No enslaved people like others, but people had to work for the government. |
| **History:**<br>Change, Continuity, and Context | **SS.6.54.** Describe the role of religion in the Maya, Aztec, and Inca civilizations. | May include:<br>• Maya:<br>  ○ Religion was central to daily life and government.<br>  ○ Believed in many gods connected to nature (sun, rain, corn).<br>  ○ Performed rituals including bloodletting and offerings to maintain balance with the gods (Possible primary source for this sub theme may include images of Chichén Itzá).<br>• Aztec:<br>  ○ Polytheistic religion involved many gods related to war, agriculture, and the sun.<br>  ○ Human sacrifice was a major ritual to appease gods and ensure cosmic order.<br>  ○ Priests held high status and conducted complex ceremonies.<br>• Inca:<br>  ○ Worshipped the sun god Inti as the most important deity.<br>  ○ Religion reinforced the emperor's divine status.<br>  ○ Rituals included offerings and festivals, but less emphasis on human sacrifice than the Aztec. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History**<br>Change, Continuity, and Context | **SS.6.55.** Summarize the lasting achievements of the Maya, Aztec, and the Inca civilizations. | May include:<br>• Maya:<br>  ○ Developed a complex writing system using glyphs.<br>  ○ Created an accurate calendar based on astronomy and mathematics.<br>• Aztec:<br>  ○ Skilled engineers who built causeways and chinampas (floating gardens).<br>  ○ Developed a calendar system and advanced knowledge of astronomy.<br>• Inca:<br>  ○ Built extensive road networks across mountains for communication and trade.<br>  ○ Used terrace farming to grow crops on steep slopes. |
| **History**<br>Comparison and Corroboration | **SS.6.56.** Analyze the reasons behind the decline of the Maya, Aztec, and Inca civilizations. | May include:<br>• Maya:<br>  ○ Decline in society.<br>• Aztec:<br>  ○ Spanish conquest, aided by disease and local alliances (Primary source for this sub theme may include Spanish Conquistadors' accounts).<br>• Inca:<br>  ○ Combination of civil war, disease, and Spanish conquest (Primary source for this sub theme may include Spanish Conquistadors' accounts). |




Literacy

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- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.




- An archaeologist is someone who studies artifacts and ruins to learn about ancient cultures.
- A cartographer is someone who creates maps showing physical features and trade routes.
- A cultural anthropologist is someone who studies how ideas, beliefs, and customs spread and influence people.

# Medieval Europe

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.6.57.** Identify the physical features of Europe. | May include:<br>• Mountains:<br>○ Alps across central Europe.<br>○ Apennines between Spain and France.<br>○ Pyrenees in eastern Europe.<br>• Bodies of Water:<br>○ Atlantic Ocean to the west.<br>○ Mediterranean Sea to the south.<br>○ English Channel separates England from France.<br>○ Danube River, the longest river in Europe, flows through central and eastern Europe.<br>○ Rhine River, important for trade and transportation, runs through Germany and the Netherlands.<br>○ Seine River runs through northern France, including Paris.<br>○ Thames River flows through southern England, including London. |
| **Geography:**<br>Human-Environment Interaction | **SS.6.58.** Describe how geography affected life in Medieval Europe. | May include:<br>• Mountains:<br>○ Alps isolated regions and formed natural borders.<br>○ Apennines<br>○ Pyrenees<br>• Bodies of water:<br>○ Oceans and seas allowed trade, fishing, and cultural exchange.<br>○ Rivers supported farming, trade, and transportation.<br>○ Towns often built near rivers for resources and defense. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.59.** Analyze the political, economic, and social consequences of the fall of the western Roman Empire. | May include:<br>• Political:<br>○ Collapse of centralized government led to fragmentation into smaller kingdoms.<br>○ Decline of law and order, rise of feudalism and local rule.<br>○ Charlemagne restored stability and promoted education (Primary source for this sub theme may include Einhard's biography of Charlemagne).<br>○ Conflicts like the Hundred Years' War shifted power between kings and nobles.<br>• Economic:<br>○ Disruption of trade networks caused economic decline.<br>○ Feudalism and manorialism structured economic life.<br>• Social:<br>○ Breakdown of social structures and loss of Roman cultural unity.<br>○ Increased power of the Christian church as a unifying force.<br>○ Feudalism and manorialism reinforced the social hierarchy. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.6.60.** Describe the importance of the Roman Catholic Church as a political, intellectual, and spiritual institution. | May include:<br>• Spread of Christianity:<br>  ○ Growth of the Roman Catholic Church (the Church)<br>  ○ Missionaries (like St. Patrick) helped spread Christianity across Europe.<br>  ○ Kings (like Clovis I) converted, encouraging their people to follow Christianity.<br>  ○ Monasteries were founded, becoming centers of worship and learning.<br>• Impact on Daily Life:<br>  ○ The Church's hierarchy made it a stable and powerful institution.<br>  ○ Popes and kings fought for power (e.g., Pope Gregory VII vs. Emperor Henry IV).<br>  ○ Monks and nuns cared for the sick and poor.<br>  ○ Churches and cathedrals were key places for worship and gatherings. |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.6.61.** Explain why changes in laws and government in medieval England were important and how they helped lead to ideas we use in modern democracy today. | Must include, but is not limited to:<br>• Magna Carta — a list of rules that limited the king's power and gave people certain rights, like fair trials.<br>• Parliament — a group of people who help make laws and advise the king or queen in England.<br>• Habeas corpus — a law that says a person can't be put in jail without being told why and given a fair trial.<br>• Voting<br>• Representative Democracy |
| **History:**<br>Change, Continuity, and Context | **SS.6.62.** Outline the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe. | May include:<br>• Causes of the Crusades: People fought in the Crusades for religious reasons (to take back the Holy Land), for wealth and land, and to gain power. (Possible primary source for this sub-theme may include Pope Urban II's call to Crusade)<br>• Routes of the Crusaders: Crusaders traveled from Europe to the Middle East. They passed through many cities and dangerous places on their journey.<br>• Effects of the Crusades: The Crusades increased trade between Europe and Asia. People shared ideas, goods, and inventions.<br>• Spread of the Plague: Increased trade after the Crusades helped spread the plague to Europe through trade routes. |
| **History:**<br>Change, Continuity, and Context | **SS.6.63.** Describe the significance of the 100 Years War. | May include:<br>• A long war between England and France (1337–1453).<br>• Fought over who should be king of France and control land.<br>• Joan of Arc helped lead the French to victory.<br>• New weapons like the longbow changed battles. |

**Literacy/Mathematics/ Science Standard Connection**

Literacy

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## Career Connection

- A historian is someone who studies past societies and social groups.
- A political scientist studies the development of government and legal systems over time.
- A researcher is someone who gathers information, studies sources, and draws conclusions about the material they have available.

# Renaissance, Reformation, and Age of Exploration

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.6.64.** Describe cultural and economic developments in Italy and Northern Europe that allowed for the start of the Renaissance. | May include:<br>• Rich merchants and families like the Medici supported art.<br>• Italy's location helped ideas spread.<br>• Important people: Michelangelo, Leonardo da Vinci, Boccaccio, Petrarch, Cervantes (Primary sources for this sub theme may include Mona Lisa and Sistine Chapel). |
| **History:**<br>Change, Continuity and Context | **SS.6.65.** Summarize major technological innovations of the Renaissance and their impacts on society | May include:<br>• Printing press: A machine that quickly copies books. It spread ideas, knowledge, and reading across Europe, changing education, religion, and science (Primary source for this sub theme may include In Praise of Folly).<br>• Navigation tools: Tools like the compass and astrolabe helped sailors find their way and explore new places safely, boosting trade and exploration.<br>• Ships and sails: New ship designs with better sails let ships travel farther and against the wind, leading to more exploration and trade worldwide. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.66.** Analyze the historical development of the Protestant Reformation. | May include:<br>• Problems in the Church: Corruption and leaders not following their own rules.<br>• Power Struggles: Conflicts between kings/rulers and the Church.<br>• Society: Many were unhappy and wanted change.<br>• Spread of Ideas: The printing press helped share ideas quickly.<br>• Important Individuals: Martin Luther and his 95 Theses (list of complaints about the Church). |
| **History:**<br>Change, Continuity, and Context | **SS.6.67.** Discuss the response to the Protestant Reformation among political and religious institutions. | May include:<br>• New Churches Formed — Protestant churches separate from the Catholic Church (like Lutheranism and Calvinism).<br>• Church Reforms — The Catholic Church tried to fix problems (called the Counter-Reformation).<br>• Political Changes — Some rulers started their own churches (like King Henry VIII in England).<br>• Changes in Europe — Religious divisions led to wars but also more religious freedom over time. |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.68.** Analyze why European countries were motivated to explore the world. | May include:<br>• Main Reasons:<br>  ○ Gold: Europeans wanted wealth from new lands, like gold and spices.<br>  ○ Glory: Countries wanted to become more powerful and famous.<br>  ○ God: They wanted to spread Christianity to new places. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.6.69.** Analyze the role of individual leaders and explorers in influencing the events and consequences of European exploration. | May include:<br>• Important Individuals:<br>  ○ Christopher Columbus — Sailed west to find a new route to Asia but found the Americas (Primary source for this sub theme may include selections from the journals of Columbus).<br>  ○ Vasco da Gama — Found a sea route to India around Africa.<br>  ○ Ferdinand and Isabella — Spanish rulers who sponsored Columbus's voyage.<br>  ○ Prince Henry the Navigator — Portuguese leader who supported exploration and helped improve navigation. |
| **Geography:**<br>Human Movement and Patterns | **SS.6.70.** Explain how European exploration impacted indigenous populations. | May include:<br>• European claims and colonies in the Americas<br>• Diseases and conflict<br>• Columbian Exchange — The widespread transfer of crops, livestock, people, culture, and diseases between the Old World (Europe, Africa, Asia) and the New World (the Americas) following Columbus's voyages (Primary source for this sub theme may include selections from the accounts of Bartolomé de las Casas). |
| **History:**<br>Chronological Reasoning and Causation | **SS.6.71.** Describe how major events like the Renaissance, Reformation, and Age of Exploration happened around the same time and how they influenced each other and changed the world. | May include:<br>• Renaissance - Rebirth of learning and ideas (c.1400-c.1600)<br>  ○ Last Supper<br>  ○ Mona Lisa<br>  ○ David<br>  ○ Erasmus<br>  ○ Don Quixote<br>• Protestant Reformation (1517-1648)<br>  ○ Martin Luther's 95 Theses - 1517<br>  ○ Reformation in England -<br>  ○ 30 Years' War<br>  ○ Peace of Westphalia - 1648<br>  ○ Gutenberg Bible<br>  ○ John Calvin<br>• Age of Exploration<br>  ○ Da Gama<br>  ○ Dias<br>  ○ Columbus sails to the western hemisphere -1492<br>  ○ Cortes conquers the Aztec<br>  ○ Pizarro conquers the Inca |

**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RH. 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- R.H.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

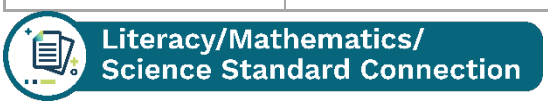



- A historian is someone who studies past societies and social groups.
- An inventor is someone who creates new tools, machines, or ideas that improve how people live, work, or communicate.
- A political scientist is someone who studies governments, laws, and power struggles between leaders and institutions.
- A navigator is someone who plans and guides ships, airplanes, or other travelers to their destination using maps, tools, and knowledge of geography.

# Financial Literacy

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.6.72.** Identify influences to a personal budget. | May include:<br>• Personal financial decisions are influenced by an individual's interpretation of needs and wants.<br>• Incomes, expenses, saving, giving, investing<br>• Various sources of income<br>• People make choices because resources (like money, time, and goods) are limited. |
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.6.73.** Identify personal strengths and interests related to career and financial planning | May include:<br>• Job specific skills (e.g. technology, math, communication)<br>• Soft skills (leadership, teamwork, punctuality)<br>• Job descriptions<br>• Personal strengths and interests<br>• Career tools (e.g. resume, application, interviews) |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.6.74.** Identify the type of economic system in the United States. | May include:<br>• The United States has a market economy.<br>• In a market economy, people and businesses decide:<br>  ○ what to make<br>  ○ what to sell<br>  ○ what to buy<br>  ○ how much things cost |
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.6.75.** Describe how jobs contribute to the community and economy. | May include:<br>• Difference between goods and services jobs<br>• Community jobs help society function (e.g. teachers, shop owners, police officers)<br>• Economy relies on many different roles working together<br>• Geography and resources shape what jobs are needed or available in different parts of the world. |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.6.76.** Explain how debit cards differ from credit cards, gift cards, and savings accounts. | May include:<br>• Debit cards take money from your bank account right away.<br>• Credit cards let you borrow money to buy things, but you have to pay it back, sometimes with extra money called interest.<br>• Gift cards have a set amount of money you can spend.<br>• A savings account is a safe place to keep your money and save for later. |




Mathematics

- 6.NS.B.2 Divide multi-digit numbers using the standard algorithm.
- 6.NS.B.3 Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. For more complex cases, use technology.

## Career Connection

- A bank teller is someone who divides money accurately when giving change or processing deposits and withdrawals.
- An accountant is someone who divides and calculates financial data to prepare reports and budgets.
- A financial analyst is someone who divides complex numbers to analyze investment returns and risk.
- A cashier is someone who quickly divides totals to calculate prices or split bills.
- A loan officer is someone who divides loan amounts over payment periods to determine monthly payments.

# 7th Grade: Modern World Studies

In 7th grade, Modern World Studies is an interdisciplinary social studies class that introduces students to key historical, civic, geographic, and economic concepts through the lens of global regions. See the Appendix for a complete list of regions and countries. Unlike 6th and 8th grade, the standards included in 7th grade are organized regionally rather than chronologically. Through the study of North America, Europe, Latin America, Asia, Africa, Oceania, Antarctica, and the Middle East, students explore how geography influences civilizations, how governments are structured and function, and how history has shaped societies today. They examine topics like democracy and communism, American rights and cultural liberty, the United States' role in global conflicts, and worldwide interconnectedness.

Throughout the year, students will learn to use maps and geographic tools, compare global governments and economies, evaluate human rights atrocities, appreciate the contributions of exemplary Americans, and analyze the effects of globalization and religion on societies. Iowa-specific connections—such as refugee resettlement, international trade, exemplary Iowans, and local history—help students relate global topics to their own state. The course also emphasizes critical thinking and inquiry by encouraging students to ask compelling questions, analyze multiple perspectives, and support claims with evidence. Career connections highlight real-world applications in geography, law, history, government, economics, and international relations. By the end of the course, students will be equipped with a foundational understanding of the modern world and how they can participate as informed global citizens.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br><br>Develop Questions and Plan Inquiries | **SS.7.1** Develop and refine compelling or supporting questions about a disciplinary issue. | • Compelling Questions:<br>  ○ An academically rigorous question that is relevant to students and sparks curiosity and drives the inquiry.<br>  ○ Argumentative, open-ended, engaging, and connected to broader themes or issues<br>• Supporting Questions:<br>  ○ Questions that help students explore specific content and aspects of the compelling question.<br>  ○ Focused and scaffolded to guide deeper investigation |
| **Inquiry Practice:**<br><br>Gather, Interpret and Evaluate Sources | **SS.7.2.** Gather relevant information from credible sources, evaluating the origin, authority, structure, context, and corroborative value of each source. | • The origin of sources (e.g., author, publication, or website) to determine reliability and relevance.<br>• The authority of sources (the credentials, expertise, or bias of the creator or organization.)<br>• The structure of sources (how information is organized and presented e.g., primary vs. secondary sources, format, or medium)<br>• The context of the source, including its purpose, audience, and historical or cultural background.<br>• Corroborative value of a source (cross-referencing information across multiple sources to verify accuracy and consistency.) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br><br>Claims and Evidence | **SS.7.3.** Identify and analyze evidence from multiple perspectives and credible sources to support claims in argumentative and informational tasks, while recognizing and addressing the limitations of the evidence used. | • Evidence that supports a claim from at least two distinct perspectives or sources.<br>• Credibility, relevance, and reliability of sources.<br>• Limitations of evidence, such as bias, incomplete information, or lack of context.<br>• Information from multiple sources to strengthen claims. |
| **Inquiry Practice:**<br><br>Claims and Evidence | **SS.7.4.** Develop clear claims and counterclaims in argumentative writing or discussions, while analyzing and articulating the strengths and limitations of both perspectives in a fair and balanced manner. | • Strengths and limitations of both the claim and counterclaim, explaining how these affect the overall argument.<br>• Use of transition words (e.g., however, on the other hand, nevertheless) to clearly distinguish between claims and counterclaims.<br>• Demonstrate fairness by presenting the counterclaim without bias and using evidence to support its validity before refuting it. |
| **Inquiry Practice:**<br><br>Communicate Conclusions | **SS.7.5.** Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations. | • Clear and coherent responses to compelling questions that demonstrate an understanding of key concepts and historical or social contexts.<br>• Logical reasoning and accurate evidence drawn from primary and secondary sources.<br>• Appropriate academic vocabulary and organize ideas in a structured format to communicate findings effectively. |
| **Inquiry Practice:**<br><br>Communicate Conclusions | **SS.7.6.** Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim. | • Evidence supports the claim, the logical reasoning to connect evidence to the argument.<br>• Structured arguments with an introduction that states the claim, body paragraphs that present evidence and reasoning, and a conclusion that reinforces the claim.<br>• Cite sources using a simplified citation format (e.g., author, title, or website) to give credit to original sources. |
| **Inquiry Practice:**<br><br>Civic Engagement and Participation | **SS.7.7.** Analyze how a specific problem can manifest itself at the local, regional, and global level over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. | Specific Problems:<br><br>• Examples may include but are not limited to: Rebellion vs reform, agrarian vs urbanization, political ideological differences, social and religious differences, and economic and ideological differences |

# North America

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.8.** Interpret and use various geographical resources to determine the physical characteristics of North America. | • Geographical Resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles<br>• Physical Characteristic Resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.<br>• North America countries in relation to other world regions:<br>  ○ Examples of how to relate North America to other world regions include: comparing landforms and geomorphology such as the Rocky Mountains to the Alps of Europe, Great Plains to the Gangetic Plains of India, Appalachian Plateau to the Ethiopian Highlands, and Death Valley to McMurdo Dry Valleys of Antarctica. |
| **Geography:**<br>Places and Regions | **SS.7.9.** Examine the physical characteristics, climate, and natural resources that influenced European settlement in North America. | • Physical characteristics:<br>  ○ Examples may include but are not limited to: river systems, Great Lakes, Gulf of America (Gulf of Mexico), farmland, ocean coasts, mountains.<br>• Climate:<br>  ○ Examples may include but are not limited to: weather systems, equator, latitude/longitude, rain patterns, temperature.<br>• Natural resources:<br>  ○ Examples may include but are not limited to: gold, lumber, oil, hunting and fishing, food, and fertile soil.<br>• Settlement patterns:<br>  ○ Examples may include but are not limited to: forced settlement, Oregon Trail, Mormon Trail, Santa Fe Trail, Great Migration, Dust Bowl. |
| **Geography:**<br>Human-Environment Interaction | **SS.7.9.** Identify and describe social features of the original and current indigenous tribes of North America. | Social features of the original indigenous tribes:<br>• Examples may include but are not limited to: the Iroquois Confederacy, First Nations, Inuit, Métis, Regional tribes in Mexico and the United States. |
| **Geography:**<br>Human-Environment Interaction | **SS.7.10.** Describe the evolving social relationships between indigenous tribes of North America and European explorers as they began settling in North America. | Evolving social relationships:<br>• Examples may include but are not limited to interracial marriage, trade, social hierarchies, war and conflict, language, religion, cultural liberty. |
| **Geography:**<br>Human Movement and Patterns | **SS.7.11.** Explain the evolving impact European settlement has on North American indigenous peoples today. | European settlement and impact on indigenous tribes:<br>• Examples include but are not limited to westward expansion, Indian Removal Act & Trail of Tears, Reservations, Boarding Schools, Conservation conflict (pipelines, oil, mining, animals), Manifest Destiny, citizenship, economic relationships (casinos, trading) as push and pull factors |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.7.12.** Define the core principles of a democratic republic in a representative government as set up in the United States government and compare the principles to other forms of government. | • Constitutional principles:<br>  ○ Examples may include but are not limited to: federalism, popular sovereignty, checks & balances, separation of powers, rule of law and limited government.<br>• Comparative types of government:<br>  ○ Examples may include but are not limited to: democracy, autocracy, colonialism, confederacy, and communism.<br>• Comparative regional governments:<br>  ○ Examples may include but are not limited to: the United States democratic compared to the French monarchy, Communist China, and the Roman Republic. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.7.13.** Examine the government systems of Canada, Mexico, and the United States and their relationship to one another. | • Systems of government:<br>  ○ Examples may include but are not limited to: the legislative, executive, judicial branches as set up in Canada, Mexico, and the United States.<br>• Factors of government relationships:<br>  ○ Examples may include but are not limited to: government structures, trade policies, and immigration policies and citizen diplomacy such as sister city/state relationships. |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.7.14.** Define how human rights guided the creation of North American governments. | Human rights:<br>• Examples may include but are not limited to: religious freedom, free speech, assembly, free press, Locke's natural rights. |
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.7.15.** Evaluate how human rights and cultural liberty have been upheld or taken away in North American governments. | Cultural liberty is defined as: the ability of individuals and groups to choose their cultural identities, express themselves, and participate in society without fear of discrimination or exclusion based on their culture.<br>• Examples of how human rights and cultural liberty have been upheld may include but are not limited to: foundational documents such as the Constitution and the Bill of Rights, Supreme Court cases, advocacy groups such as the ACLU, NAACP, etc.<br>• Examples of how human rights and cultural liberty have been taken away may include but are not limited to: slavery, treatment of indigenous peoples, Japanese-American internment camps, gender, sexual orientation, and women's rights, people with disabilities, immigration, abolition, race, workers rights. |
| | | |

**Literacy/Mathematics/ Science Standard Connection**

Mathematics 7.SP.A.1 Describe how statistics can be used to gain information about a population by examining a sample of the population, recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population. Explain that random sampling tends to produce representative samples and support valid inferences.

## Iowa Connection

- The Meskwaki Settlement differs from federal reservations.
- Iowa soil and rivers were significant in influencing indigenous and settler movement.

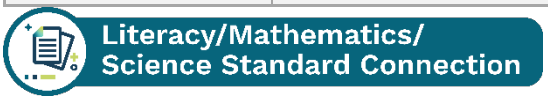
## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.
- Knowledge of the geography, history, and economy of the U.S. and other North American nations is essential for individuals in government positions.
- Careers as historians, political scientists, researchers or museum archivists require expertise in U.S. and North American history.
- The U.S. trades extensively with Canada and Mexico. Business professionals and economists require economic and political knowledge of the relationships between the three countries.

# Europe

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.16.** Interpret and use various geographical resources to determine the physical characteristics of Europe. | • Geographical resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.<br>• Europe in relation to other world regions:<br>  ○ Examples of how to relate Europe to other world regions may include but are not limited to: mountains (such as the Alps, Pyrenees, and Balkans), the Northern European Plain, the Danube, Rhine, and Volga rivers, as well as the ocean and sea coastlines (such as Atlantic Ocean, Mediterranean, Black, and Baltic seas). |
| **Civics/Government:**<br>Processes, Rules and Laws | **SS.7.17.** Explain European processes including creating laws, implementing policies, and providing services to its citizens and compare their effectiveness. | Processes and laws:<br>• Examples may include but are not limited to: the European Union and North Atlantic Treaty Organization, Warsaw Pact, and League of Nations. |
| **History:**<br>Chronological Reasoning and Causation | **SS.7.18.** Describe modern European imperialism and its global impact. | European imperialism:<br>• Examples may include but are not limited to: the modern European Scramble for Africa (Russia's Wagner Group, Turkey's trade relations), establishment of British India and the Indian Independence Movement, European global neocolonialism, and the Russo-Ukrainian War. |
| **History:**<br>Historical Interpretation and Argumentation | **SS.7.19.** Explain how revolutions in modern Europe influenced revolutions in other regions of the world. | European revolutions:<br>• Examples may include but are not limited to the French Revolution, Russian Revolution, Industrial Revolution. |




- Literacy SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Mathematics 7.SP.B.4 Use measures of center (for example, mode, median, mean) and measures of variability (for example, range, interquartile range, mean absolute deviation) for numerical data from random samples to draw informal comparative inferences about two populations.



- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.
- Europe is home to the European Union, NATO, and many U.S. allies. Understanding European politics, alliances, and history is essential to careers as foreign service officers (diplomats), U.S. State Department and USAID specialists, immigration and customs officials, risk analysts, and military officers (European affairs).
- Europe has shaped much of modern U.S. history. Careers as historians, political scientists, researchers or museum archivists require expertise in European history.
- The U.S. trades extensively with the European nations. Business professionals and economists require economic and political knowledge specific to this region.

# Latin America

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.20.** Interpret and use various geographical resources to determine the physical characteristics of Latin America. | • Geographical resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.<br>• Latin American countries in comparison to other world regions:<br>  ○ Examples may include but are not limited to: island formation of the Caribbean compared to Oceania, Asian Pacific Islands and United Kingdom; vegetation and landforms compared to other regions. |
| **Geography:**<br>Places and Regions | **SS.7.21.** Explain places and regions in Latin America, including biodiversity hotspots, and the human impact. | • Biodiversity hotspots<br>  ○ Examples may include but are not limited to: Amazon rainforest, Atlantic forests, Cerrado, Chilean Winter Rainforest, Valdivian Forests, Tropical Andes, and Tumbes-Chocó-Magdalena.<br>• Characteristics of places and regions in Latin America's impact on other countries:<br>  ○ Examples may include but are not limited to: the deforestation of the Amazon causing droughts in North America, the conservation efforts of the Valdivian Forests on North American ecosystems, and the Tumbes-Choco-Magdalena international trade of goods (coffee, cocoa, fruit) with North America. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.7.22.** Explain the evolution of Latin American governments over time, linking the reasoning for changing leadership. | Latin American countries:<br>• Examples may include but are not limited to: Mexico, Chile, Cuba, Haiti, Puerto Rico, and Argentina. |
| **History:**<br>Comparison and Contextualization | **SS.7.23.** Compare and contrast Latin American revolutions. | Latin American revolutions:<br>• Examples may include but are not limited to: Haitian, Cuban, Brazilian, and Mexican Revolutions. |

## Literacy/Mathematics/ Science Standard Connection

- Literacy RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue.
- Science 7-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

## Iowa Connection

Iowa agricultural trade with Latin America (Ex: 2019 Iowa trade mission to Colombia).

## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.
- The U.S. maintains strategic partnerships with Latin American countries, so foreign service officers (diplomats), U.S. State Department and USAID specialists, immigration and customs officials, risk analysts, and military officers (Latin American affairs) would require cultural, political, and economic understanding of Latin America.
- Latin America is a major trade partner for the U.S., especially in manufacturing, agriculture, energy, and consumer goods. Careers as an import/export manager, supply chain analyst, and trade compliance specialist would require knowledge of the Latin American region.
- Legal professionals working in immigration, asylum, or international law must understand Latin American legal systems, social conditions, and human rights challenges.

# Asia

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.24.** Interpret and use various geographical resources to determine the physical characteristics of Asia. | • Geographical resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles.<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.<br>• Asia in comparison to other world regions:<br>  ○ Examples may include but are not limited to: mountain systems like the Himalayas and Mount Everest and the Rockies or Alps, the Tibetan plateau and the Russian Putarona, the Gobi and Arabian deserts versus the Sahara, rivers like the Yangtze versus the Amazon, and proximity to saltwater environments like the Arctic, Pacific, and Indian oceans versus Europe or North America. |
| **Geography:**<br>Movement and Patterns | **SS.7.25.** Explain the migration and settlement of refugees to the United States from Asian countries. | Refugee migration and settlement:<br>• Examples may include but are not limited to: Afghanistan, China, India, Vietnam, Korea, Cambodia and Laos and the push and pull factors unique to each country |
| **History:**<br>Chronological Reasoning and Causation | **SS.7.26.** Compare and contrast population sizes in Asian countries over time. | Examples of population sizes:<br>• Examples may include but are not limited to: China (The One Child Policy), India, Japan and South Korea. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.7.27.** Describe the historic, economic, and political components of communism in Asian countries. | • Communist nations:<br>  ○ Examples may include but are not limited to: China and Russia.<br>• Historic, economic, and political components:<br>  ○ Examples may include but are not limited to: the Russian Revolution and Chinese Communist Revolution and the crimes against humanity that have occurred due to communist rule since 1917. |
| **Economics/Financial Literacy:**<br>Production and Consumption | **SS.7.28.** Identify and analyze the Asian nations leading trade and production in the world. | Asian nations leading trade and production:<br>• Examples may include but are not limited to: China, South Korea, Vietnam, Thailand, Japan and India. |

## Literacy/Mathematics/ Science Standard Connection

Mathematics

- 7.SP.A.1 Describe how statistics can be used to gain information about a population by examining a sample of the population, recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population. Explain that random sampling tends to produce representative samples and support valid inferences.
- 7.SP.B.4 Use measures of center (for example, mode, median, mean) and measures of variability (for example, range, interquartile range, mean absolute deviation) for numerical data from random samples to draw informal comparative inferences about two populations.

## Iowa Connection

- In the 1970s, Robert Ray aided in South Asian refugee resettlement from Vietnam, Cambodia, and Laos to Iowa.
- In 1983, Iowa established a sister state relationship with Hebei Province, China.
    - Current sister city partnerships: Des Moines and Shijiazhuang, Cedar Rapids and Tangshan, Davenport and Langfang, Dubuque and Handan, and Muscatine and Zhengding County.
- In 2016, former Iowa Governor Terry Branstad was appointed as Ambassador to China
- From 2012-2019, Jim Yong Kim, born and raised in Muscatine and the son of Korean refugees, was President of the World Bank
- Asian countries (ex, China and South Korea) as leading value export markets for Iowa pork.

## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.
- Asia is central to U.S. foreign relations, especially with countries like China, India, Japan, North Korea, and South Korea. Careers as a foreign service officer, CIA or defense intelligence analyst, state department or USAID advisor, political risk analyst or military strategist requires knowledge of Asian regional dynamics.
- International lawyers and policy specialists require understanding of sectarian divides, regional alliances, conflicts, immigration, and human rights issues unique to Asia.

# Africa

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.29.** Interpret and use various geographical resources to determine the physical characteristics of Africa. | • Geographical resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns. |
| **History:**<br>Chronological Reasoning and Causation | **SS.7.30.** Describe the impact of modern European imperialism on the development of African countries today. | European imperialism:<br>• Examples may include but are not limited to the Scramble for Africa, colonial revolutions, and the Atlantic slave trade. |
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.7.31.** Examine how power imbalances lead to scarcity of resources and services. | • Power imbalances:<br>  ○ Examples may include but are not limited to: tribal hierarchy of power, instability of governments, and European colonization.<br>• Scarcity of resources:<br>  ○ Examples may include but are not limited to: water, food, electricity, healthcare, and education. |
| **Economics/Financial Literacy:**<br>Production and Consumption | **SS.7.32.** Explain the causes and effects that have led to Africa's underdevelopment. | Economic underdevelopment:<br>• Examples may include but are not limited to: Côte d'Ivoire (chocolate industry), Rwanda genocide, Botswana (diamonds, oil rights in Egypt and Libya, lithium and cobalt mining in the Democratic Republic of Congo. |

## Literacy/Mathematics/ Science Standard Connection

Science 7-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

## Iowa Connection

- Iowa has a large refugee resettlement from the countries of Ethiopia, Congo, Sudan, and Somalia.
- The University of Iowa, Iowa State University and Drake University host Mandela Washington Fellows from across Africa.
- Simon Estes has led philanthropy work in Africa including combating Malaria and creating the Simon Estes Music High School.

## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.

- Africa is a focus for development initiatives involving poverty reduction, healthcare, infrastructure, education and human rights, so careers as NGO program officers, development economists, and international aid workers are in demand for the area.
- International lawyers and policy specialists require understanding of sectarian divides, regional alliances, conflicts, immigration, and human rights issues unique to Africa.

# Oceania & Antarctica

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.33.** Interpret and use various geographical resources to determine the physical characteristics of Oceania and Antarctica. | • Geographical resources:<br>  ○ Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titles<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.<br>• Oceania and Antarctica in comparison to other world regions:<br>  ○ Examples may include but are not limited to island formation of Oceania compared to the Caribbean, Asian Pacific Islands, and United Kingdom; vegetation and landforms compared to other regions; glaciers; Australian and Antarctic deserts compared to African, Asian, and South American deserts; New Zealand mountains compared to the Swiss Alps; glacier formation; volcanic activity in the Ring of Fire. |
| **Geography:**<br>Human-Environment Interaction | **SS.7.34.** Describe the environmental challenges experienced by Oceania. | Examples may include but are not limited to: microplastics, soil erosion, flooding and rising sea level, coral bleaching, hurricanes, and deforestation. |
| **Geography:**<br>Human-Environment Interaction | **SS.7.35.** Analyze how human interactions in Antarctica have impacted its environment over time. | Examples may include but are not limited to: tourism, pollution, wildlife, global warming, invasive species. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.7.36.** Explain how and why Antarctica is governed through international cooperation. | Intergovernmental cooperation:<br>• Examples may include but are not limited to: Antarctic Treaty System, territorial claims, peace and science designation, Madrid Protocol, lack of permanent citizenship |
| **History:**<br>Comparison and Corroboration | **SS.7.37.** Compare initial Antarctic exploration to the exploration of the region today. | Exploration:<br>• Examples may include but are not limited to: Roald Amundsen, Sir Robert Falcon Scott, Sir Ernest Shackleton, Ann Bancroft, Terra Nova Expedition, Commonwealth Trans-Antarctic Expedition, and Māori explorers. |
| **History:**<br>Multiple Perspectives | **SS.7.38.** Examine the cultures of various indigenous peoples living in Australia and New Zealand today and throughout history. | Indigenous peoples and cultures:<br>• Examples may include but are not limited to: Māori, Aborigines, religion, art, food, farming, fishing, interactions with European explorers |

**Literacy/Mathematics/ Science Standard Connection**

- Literacy W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Science 7-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.



## Iowa Connection

- The USS Iowa (BB-61) was a key battleship in the Pacific Theater during World War II.
- The five Sullivan Brothers of Waterloo were killed in action on the USS Juneau in the Battle of Guadalcanal, leading to major changes in military placement of family members today.



## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.
- The U.S. maintains strategic partnerships with Oceanic countries (ex, Australia and New Zealand), and foreign service officers (diplomats), U.S. State Department and USAID specialists, risk analysts, and military officers (Pacific Command/Indo-Pacific Strategy) would require cultural, political, and economic understanding of the Oceanic region.
- Import/export managers, global supply chain analysts, trade policy advisors, and business development executives require knowledge of the trade relationships the U.S. has with Oceanic countries in areas like agriculture and meat exports.

# Middle East

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.7.39.** Interpret and use various geographical resources to determine the physical characteristics of the Middle East region. | • Geographical resources:<br>  ○ Example resources may include but are not limited to different types of maps, cardinal directions, map scales, key/legend, charts, data and titles.<br>• Physical characteristic resources:<br>  ○ Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns. |
| **History:**<br>Change, Continuity and Context | **SS.7.40.** Examine the evolution of the state of Israel and its current global impact. | Evolution of Israel:<br>• Examples may include but are not limited to: Jerusalem, post-World War One partitions, Zionism, post-World War Two migration patterns, Israel's 1948 Independence, Palestinian conflict, creation of and war with Hamas. |
| **History:**<br>Change, Continuity and Context | **SS.7.41.** Analyze the creation of terrorist groups in the Middle East and their global impact. | Terrorist groups and global impact:<br>• Examples may include but are not limited to: creation of modern terrorist groups in Iraq and Iran, 9/11, and the War on Terrorism. |
| **Economics/Financial Literacy:**<br>Economic Decision Making | **SS.7.42.** Examine how power imbalances in the Middle East lead to scarcity of resources and services. | • Power imbalances:<br>  ○ Examples may include but are not limited to: war, terrorist organizations, and ideological conflict<br>• Scarcity of resources:<br>  ○ Examples may include but are not limited to: water, food, electricity, healthcare, and education. |

## Literacy/Mathematics/ Science Standard Connection

Literacy RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue.

## Iowa Connection

- The Iowa National Guard deployed to the Middle East for Operation Inherent Resolve (OIR).
- A large Jewish migration to Iowa occurred in the late 1800s- early 1900s.
- Lebanese fled Lebanon and migrated to Cedar Rapids in late 1800s - early 1900s. This is called the Lebanese Migration.
- The Mother Mosque located in Cedar Rapids, Iowa was the first mosque built in North America.

## Career Connection

- Urban planners, cartographers, GIS specialists, political geographers, geoscientists, international development analysts, anthropologists, and resource managers require geographic, political, economic, and cultural knowledge specific to this region.

- Foreign service officers (diplomats), CIA or NSA analysts, military or defense advisors, political risk analysts, or state department positions require geographic, political, economic, and cultural knowledge specific to the Middle East region.
- International lawyers and policy specialists require understanding of sectarian divides, regional alliances, conflicts, immigration, and human rights issues unique to the Middle East region.

# Globalization

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Global Connections | **SS.7.43.** Contextualize the formation of international organizations and their impact. | International organizations:<br>• Examples may include but are not limited to: the United Nations and Eleanor Roosevelt's role, World Trade Organization, World Health Organization, and World Bank. |
| **History:** Change, Continuity and Context | **SS.7.44.** Analyze the effectiveness of international treaties and laws. | International treaties and laws:<br>• Examples may include but are not limited to: the Universal Declaration of Human Rights, the Paris Climate Agreement, Laws of War, Treaty of Versailles, and the Paris Peace Treaties. |
| **History:** Multiple Perspectives | **SS.7.45.** Compare and contrast major world religions including their origins, practices, and traditions. | World religions:<br>• Examples may include but are not limited to: Abrahamic religions (Judaism, Christianity, Islam), Hinduism, Sikhism, and Buddhism. |
| **History:** Multiple Perspectives | **SS.7.46.** Examine the role of religion in history, politics, and culture. | History, politics, and culture:<br>• Examples may include but are not limited to: Israeli/Palestinian relations, War on Terrorism, 9/11 Attacks, division within religions (Sunni/Shia, Protestant/Catholic), modern theocracies (Vatican City, Iran, Saudi Arabia), Sudan Civil War, Ethiopia, the Rohingya |
| **Economics/Financial Literacy:** Exchange and Markets | **SS.7.47.** Analyze benefits and challenges of economic globalization worldwide and in Iowa. | • Benefits of a globalized economy:<br>○ Examples may include but are not limited to: lower costs, increased production, trade relations, diversity of goods and services, economic development aid, and technological advancement<br>• Challenges of a globalized economy:<br>○ Examples may include but are not limited to: overconsumption, habitat destruction, inflation, wealth inequality, human right violations, and economic conflict (tariffs, boycotts) |



**Literacy/Mathematics/ Science Standard Connection**

Mathematics

- 7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- 7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

## Iowa Connection

- Iowa's role in the World Food Prize.
- The role of international tariffs and their impact on Iowa agriculture and industry.

## Career Connection

- International business development, import/export management, global marketing and supply chain management require an understanding of global markets, international treaties and laws, world cultures, and global economic interdependence.
- Careers in government and diplomacy including foreign service, public policy consulting/advising, global security and intelligence, and immigration and customs requires knowledge of cultural diplomacy and international treaties.
- International, trade, environmental, and human rights law involve multinational agreements, global human rights standards, and transnational corporations.
- Global market analysts, international bankers, development economists, and risk analysts that require understanding of global financial systems and their interconnectedness within economics and law.

# Financial Literacy

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.7.48.** Describe the relationship between financial goals and financial achievements. | • Individuals are more likely to make financial achievements if they set financial goals<br>• Components of a personal budget plan include income, planned savings, and expenses<br>• Planning helps avoid debt and increases financial security |
| **Economics/Financial Literacy:**<br>Saving, Spending, Investing | **SS.7.49.** Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. | • Common marketing and advertising techniques used to influence consumers like limited time offers, sales, and discounts.<br>• Common advertising appeals like celebrity endorsements, bandwagon, and emotional appeal<br>• Impacts of social media, brand names, and peer pressure on spending decisions. |
| **Economics/Financial Literacy:**<br>Saving, Spending, Investing | **SS.7.50.** Compare savings and investment tools based on potential risk and return. | • Savings accounts minimize risk, but they produce less income.<br>• Low-risk - savings accounts, CD's<br>• Higher-risk - stocks, mutual funds<br>• Higher potential return often means higher risk. Investments can build long-term wealth, but they may carry more risks. |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.7.51.** Explain an individual's rights and responsibilities as a consumer. | • Basic consumer rights are safety, information, and choice.<br>• Responsibilities as a consumer include using products safely and being informed before making a purchase.<br>• Various scenarios of a consumer’s rights being respected or violated |

# 8th Grade: U.S. History and Civics

In eighth grade, using an inquiry framework, students delve into the history of the United States, with a particular emphasis on the American founding and the establishment of democratic principles. They explore key historical events, such as the drafting of the Declaration of Independence, the Revolutionary War, and the creation of the U.S. Constitution, highlighting the development of democratic ideals like individual rights and representative government. Students analyze the civic powers and responsibilities of citizens, exploring how these principles shape participation in a democratic society. Additionally, they examine the origins, functions, and structure of the U.S. government, including the separation of powers, checks and balances, and the roles of the legislative, executive, and judicial branches, fostering a deeper understanding of how these institutions operate and interact.

Students examine significant periods like Western Expansion and the Civil War, which shaped the nation's growth and identity. They explore the motivations and consequences of westward movement, including the impact on population movements, economic development, and territorial conflicts. The Civil War is studied as a pivotal event, focusing on its causes, such as slavery and sectionalism, its major battles, and its outcomes, including the abolition of slavery and the preservation of the Union. Through these studies, students gain insight into the complexities of American history, the evolution of democratic principles, and the ongoing struggle to balance individual rights with collective responsibilities within the framework of government institutions.

## Inquiry Standards

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br><br>Develop Questions and Plan Inquiries | **SS.8.1.** Construct questions that clearly demonstrate a logical and meaningful relationship to a compelling question, fostering inquiry into disciplinary issues. | • Compelling questions:<br>  ○ An academically rigorous question that is relevant to students and sparks curiosity and drives the inquiry.<br>  ○ Argumentative, open-ended, engaging, and connected to broader themes or issues<br>  ○ Example: How do Presidential decisions have lasting effects on a country?<br>• Supporting questions:<br>  ○ Questions that help students explore specific content and aspects of the compelling question.<br>  ○ Focused and scaffolded to guide deeper investigation<br>  ○ Example: How did the Louisiana Purchase expand the Constitutional powers of the executive branch? |
| **Inquiry Practice:**<br><br>Gather, Interpret and Evaluate Sources | **SS.8.2.** Gather relevant information from multiple credible sources, evaluating the origin, authority, structure, context, and corroborative value of each source to guide the selection process of evidence to cite. | • The origin of sources (e.g., author, publication, or website) to determine reliability and relevance<br>• The authority of sources (the credentials, expertise, or bias of the author or organization)<br>• The structure of sources (how information is organized and presented e.g., primary vs. secondary sources, format, or medium)<br>• The context of the source, including its purpose, audience, and historical or cultural background<br>• Corroborative value of a source (cross-referencing information across multiple sources to verify accuracy and consistency) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:** Claims and Evidence | **SS.8.3.** Identify and analyze evidence from multiple perspectives and credible sources to support claims in argumentative and informational tasks, while recognizing and addressing the limitations of the evidence used, using a variety of media. | • Evidence that supports a claim<br>• Credibility, relevance, and reliability of sources<br>• Limitations of evidence, such as bias, incomplete information, or lack of context<br>• Information from multiple sources to strengthen claims |
| **Inquiry Practice:** Claims and Evidence | **SS.8.4.** Develop clear claims and counterclaims in argumentative writing or discussions, while analyzing and articulating the strengths and limitations of both perspectives in a fair and balanced manner. | • Strengths and limitations of both the claim and counterclaim, explaining how these affect the overall argument.<br>• Use of transition words (e.g., however, on the other hand, nevertheless) to clearly distinguish between claims and counterclaims.<br>• Presenting the counterclaim without bias and using evidence to support its validity before refuting it. |
| **Inquiry Practice:** Communicate Conclusions | **SS.8.5.** Construct responses to questions supported by reasoning and evidence. | • Clear and coherent responses to compelling questions that demonstrate an understanding of key concepts and historical or social contexts.<br>• Logical reasoning and accurate evidence drawn from primary and secondary sources.<br>• Appropriate academic vocabulary and organize ideas in a structured format to communicate findings effectively. |
| **Inquiry Practice:** Communicate Conclusions | **SS.8.6.** Independently construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim. | • Evidence supports the claim, the logical reasoning to connect evidence to the argument.<br>• Structured arguments with an introduction that states the claim, body paragraphs that present evidence and reasoning, and a conclusion that reinforces the claim.<br>• Sources using a simplified citation format (e.g., author, title, or website) to give credit to original sources. |
| **Inquiry Practice:** Civic Engagement and Participation | **SS.8.7.** Analyze how a specific problem can manifest itself at the local, regional, and global level over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. | Examples include, but are not limited to: Sectionalism, states vs federal powers, rebellion vs reform, agrarian vs urbanization, political ideological differences, social indifferences. |



## Career Connection

- Intelligence analysts study historical conflicts and patterns to inform national security assessments.
- Content creators share engaging and educational historical material through blogs, videos, or social media platforms.
- Diplomats benefit from understanding historical relations and international history to navigate global affairs.

# Colonization

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Role and Systems of Government | **SS.8.8.** Analyze the political systems, governance structures, and civic participation in the American colonial regions. | Must include, but not limited to:<br>• the Mayflower Compact<br>• the establishment of town meetings<br>• the development of colonial legislatures<br>• including the development of colonial representative assemblies (House of Burgesses),<br>May include:<br>• Fundamental Orders of Connecticut, Act of Toleration |
| **Geography:**<br>Human-Environment Interaction | **SS.8.9.** Explain how the physical and human characteristics of places and regions influenced the development of culture in the colonial regions. | **New England Colonial Region**<br>Must Include, but is not limited to:<br>• Patterns of settlement and control including the impact of geography (landforms and climate) on settlement.<br>• Interactions with Native Americans<br>  ○ the trading of goods, services, and ideas among Europeans and Native Americans<br>• Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.<br>• Religious tensions in Massachusetts that led to the establishment of other colonies in New England.<br>**Middle Colonial Region**<br>Must Include, but is not limited to:<br>• Patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.<br>• Interactions with Native Americans<br>  ○ the trading of goods, services, and ideas among Europeans and Native Americans.<br>• The growth of economies in the Middle Colonies<br>  ○ The Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.<br>• Immigration patterns leading to ethnic and religious diversity in the Middle Colonies.<br>**Southern Colonial Region**<br>Must Include, but is not limited to:<br>• Patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.<br>• The establishment of early settlements may include, but not limited to St. Augustine, Roanoke, and Jamestown<br>• The development of an agricultural economy in the South<br>  ○ plantation land use and cash crops<br>• Interactions with Native Americans<br>  ○ the trading of goods, services, and ideas among Europeans and Native Americans.<br>• The development of a slavery-based economy. |

## Iowa Connection

- Native American groups in Iowa during the Colonial Period such as the Ioway, Dakota, Sauk, and Meskwaki
- 1673: French expedition led by Jolliet and Marquette, first Europeans to reach present-day northeastern Iowa
- 1682: Rene Robert Cavelier de la Salle claimed the entire Mississippi River Valley for France
- 1685: French fur trader Nicholas Perrot built a fort near Dubuque

## Career Connection

- Geographers use historical maps and data to understand how landscapes and human settlements have changed over time.
- Forensic historians investigate unresolved historical events using a mix of archival research, forensic science, and analytical reasoning.

# The Revolutionary Era

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.8.10.** Construct an argument that explains political, economic, and social factors that fueled tensions between the American colonies and Britain. | Must include, but is not limited to:<br>• The French and Indian War<br>• Proclamation of 1763<br>• The Stamp Act<br>• The Quartering Act<br>• The Townshend Acts<br>• Boycotts on British Goods<br>• The Boston Massacre<br>• The Boston Tea Party<br>• The Intolerable Acts<br>• The First Continental Congress |
| **History:**<br>Multiple Perspectives | **SS.8.11.** Evaluate the key people who influenced or played an important role in the American Revolution. | Must include, but is not limited to:<br>• George Washington<br>• Samuel Adams<br>• John Adams<br>• Benjamin Franklin<br>• Alexander Hamilton<br>• Thomas Jefferson<br>• Abigail Adams<br>• King George the III<br>• British Parliament |
| **Civics/Government:**<br>Processes, Rules, and Laws | **SS.8.12.** Examine the structure, content, and consequences of the Declaration of Independence. | Must include, but is not limited to:<br>• the sections of the Declaration of Independence along with their purpose, including the grievances listed in the document<br>• the immediate and lasting impacts of the Declaration of Independence. |
| **History:**<br>Change, Continuity, and Context | **SS.8.13.** Analyze how the outcome of the American Revolution was influenced by military strategies, geographic considerations, and aid from other nations. | Must include, but is not limited to:<br>• the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British.<br>May include:<br>• George Washington's Leaders, the French Alliance, and knowledge of the land<br>• The contributions of and impact on free and enslaved African Americans, women and Native Americans during the American Revolution. |

**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.




- Historians investigate written records and primary sources to interpret and explain past events.
- Archeologists analyze artifacts and excavation sites to uncover the historical lives of past civilizations.
- Historical game consultants ensure historical accuracy in the design and storytelling of video games set in the past.

# The U.S. Constitution

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Citizenship and Civic Rights and Responsibilities | **SS.8.14.** Describe the core responsibilities of United States citizens to promote civic engagement, uphold democratic values, and contribute to the well-being of the nation and its communities. | Must include, but is not limited to:<br>• The roles and responsibilities of citizens in a democracy such as the United States.<br>  ○ Examples may include understand and obey laws, participate in democratic processes (such as voting), pay taxes, serve on juries, defend the nation, contribute to community welfare, stay informed on public issues, uphold principles of equality and freedom<br>• How civic responsibilities are important to the function of a democracy. |
| **History:**<br>Historical Interpretation and Argumentation | **SS.8.15.** Evaluate the reasons for the development of the United States Constitution. | Must include, but is not limited to:<br>• The purpose of the Constitutional Convention, Including reference to the Articles of Confederation<br>• The ways the Great Compromise addresses regional interests and differences.<br>  ○ Including the differences between the Virginia Plan, New Jersey Plans<br>  ○ What elements of each are represented in the final compromise, and how did that get decided.<br>• The sectional debate over slavery and how the Constitution addressed slavery and freedom.<br>  ○ the three-fifths compromise, moratorium on interference on the slave trade, fugitive slave clause |
| **History:**<br>Comparison and Corroboration | **SS.8.16.** Analyze the debate over the ratification of the U.S. Constitution. | Must include, but is not limited to:<br>• The debate over passing the Constitution<br>• Federalist Papers, anti-Federalist Papers, Bill of Rights |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br><br>Role and Systems of Government | **SS.8.17.** Explain the functions and structure of government with reference to the US Constitution and Iowa Constitution and its impact on citizens. | Must include, but not limited to<br>• The principles of the United States Constitution and how they are reflected in the Iowa Constitution<br>  ○ may include: popular sovereignty, republicanism, federalism, separation of power, checks and balances, limited government, and individual rights.<br>• The structure of government set forth in the articles of the US Constitution<br>  ○ The legislative branch including Congress, roles and responsibilities<br>  ○ The executive branch including, President, Vice President, roles and responsibilities,<br>  ○ The judicial branch including the Supreme Court, roles and responsibilities, and judicial review<br>  ○ the Elastic Clause (“Necessary and Proper”)<br>  ○ the amendments including the Bill of Rights and voting amendments<br>• The structure of Iowa's state government set forth by the Iowa Constitution<br>  ○ The legislative branch including the state legislature, roles and responsibilities<br>  ○ The executive branch including the Governor and Lieutenant Governor, roles and responsibilities<br>  ○ The judicial branch including the Iowa Supreme Court, roles and responsibilities |



## Literacy/Mathematics/ Science Standard Connection

Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



## Iowa Connection

The structure of the state government of Iowa, reflects the three branches of government established by the U.S. Constitution. The Iowa General Assembly reflects the bicameral nature of the U.S. Congress.



## Career Connection

- Lawyers often study historical legal cases, precedents, and constitutional developments to build arguments and understand the evolution of the law.
- Politicians use historical knowledge to inform public policy, learn from past governance, and connect with civic traditions and national identity.
- Lobbyists may use historical precedents and data to support policy arguments and influence legislation.

# The Early Republic

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.8.18.** Analyze the historical causes and impacts of the formation of political parties in early United States history. | Must include, but is not limited to:<br>• The development of political parties in early American history.<br>  ○ May include: Federalists and Democratic-Republicans, Alexander Hamilton, Thomas Jefferson and ideological differences (e.g., federal vs. state power, economic policies).<br>• The impact of these political parties in the short and long term. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.8.19.** Examine how early presidents interpreted and developed the powers of the executive branch, and the lasting impact of their decisions. | Must include, but is not limited to:<br>• The development and impact of early foreign policy decisions on the United States<br>  ○ May include: tariffs, XYZ Affair, neutrality, Embargo Act, and the War of 1812<br>• The development and impact of early domestic policy on the United States<br>May include:<br>• The Whiskey Rebellion, the national debt, the National Bank, the Louisiana Purchase, the Indian Removal Act and the Alien and Sedition Acts |
| **History:**<br>Change, Continuity, and Context | **SS.8.20.** Analyze the causes, processes, and impacts of evolving social, cultural, and political perspectives in early American history; emphasizing their role in shaping a distinct American identity and democratic principles. | Must include, but is not limited to:<br>• Why social, cultural, and political perspectives evolved in early American History.<br>May include:<br>• States' rights, Louisiana Purchase, Marbury v. Madison, War of 1812, Pinckney Treaty, Embargo Act, Monroe Doctrine, American System, Daniel Webster, John C. Calhoun, Henry Clay, James Monroe, Thomas Jefferson, the beginning of sectionalism, John Marshall, McCulloch v. Maryland, Andrew Jackson, nullification |



**Career Connection**

Policy analysts rely on historical data, case studies, and past policy outcomes to evaluate and recommend effective public strategies.

# Westward Expansion

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Human Movement and Patterns | **SS.8.21.** Explain how push and pull factors contributed to immigration and migration patterns in early American history. | Must include, but is not limited to:<br>• What push and pull factors led to early Americans migrating West.<br>  ○ May include: Manifest Destiny, Oregon Trail, National Road, Gold Rush, Mormon Trail<br>• Push and pull factors led to immigration in early American history.<br>May include:<br>• Economic hardship, religious persecution, overpopulation and land shortages, famine and crop failures (Example Irish Potato Famine), letters from previous immigrants, American ideals and image, economic opportunities |
| **Geography:**<br>Human Movement and Patterns | **SS.8.22.** Analyze how and why social, cultural and political perspectives in Early American History shaped the American Identity. | Must include, but is not limited to:<br>• The role of expansion in evolving social, cultural and political perspectives in Early America<br>May include:<br>• Texas Independence, Manifest Destiny |
| **Geography:**<br>Human Movement and Patterns | **SS.8.23.** Describe how scientific and technological advances helped facilitate the move into Western Territories. | Must include, but is not limited to:<br>• The impact of innovation on expanding the United States in the early 1800s.<br>May include:<br>• Canal systems, railroads, steam engines, steamboats turnpikes, westward expedition |
| **History:**<br>Change, Continuity and Context | **SS.8.24.** Analyze the impact of westward expansion on Native American populations in the 19th century. | Must include, but is not limited to:<br>• displacement<br>• conflict<br>• cultural disruption<br>• changes in federal policy<br>May include:<br>• The Indian Removal Act of 1830, The Trail of Tears, Sioux Wars |
| **History:**<br>Chronological Reasoning and Causation | **SS.8.25.** Analyze the historical and political factors that contributed to Iowa's formation as a state. | Must include, but is not limited to:<br>• Historical and political factors that contributed to the geographic and human characteristics of Iowa as it became a state<br>May include:<br>• A timeline of Iowa becoming a state, including the Treaty of 1842, the creation of the Iowa Constitution, the Honey War, early territorial politics |

## Literacy/Mathematics/ Science Standard Connection

Science

- MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

## Iowa Connection

- Treaty of 1842: The Treaty of 1842, also known as the Second Treaty of Washington, resulted in the Sauk and Meskwaki tribes ceding much of their land in Iowa to the U.S. government, opening the area for American settlement.
- The Honey War: The Honey War was a nonviolent border dispute in the 1830s between Iowa (then part of the Wisconsin Territory) and Missouri over unclear boundary lines, named after Missouri tax collectors cut down beehive-filled trees as payment.
- The Mormon Trail: The Mormon Trail crossed Iowa in the mid-1800s, and Mormon refugees used the state as a key route and temporary settlement area on their way to Utah.
- The Black Hawk Wars: The Black Hawk War of 1832, though primarily fought in Illinois and Wisconsin, involved parts of eastern Iowa as Sauk leader Black Hawk and his followers retreated across the Mississippi River after resisting U.S. land cessions.
- The role of Fort Atkinson and the "Neutral Ground" located in northeast Iowa with the relocation of Native American tribes in the 1940s.

## Career Connection

- Anthropologists explore historical human behavior and cultures through both written and material evidence.
- Professors conduct original historical research and train future generations in the discipline of history.

# Antebellum Culture and the Rise of Regional Tensions

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Places and Regions | **SS.8.26.** Explain how the physical and human characteristics of place and region influenced culture in antebellum culture. | Must include, but is not limited to:<br>• Geographic differences leading to sectionalism developing between the North and South in regards to economy, society, transportation and slavery. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.8.27.** Use historical evidence to evaluate the state of regional economies throughout early American history. | Must include, but is not limited to:<br>• Differences in the economies of the North and South prior to the Civil War.<br>May include:<br>• Industry vs agriculture, slavery, tariffs and the role of cotton in both the North and South |
| **History:**<br>Change, Continuity, and Context | **SS.8.28.** Interpret the causes, effects, and challenges of the first Industrial Revolution. | Must include, but is not limited to:<br>• The beginning of the Industrial Revolution in the United States.<br>• The development of the early Industrial Revolution in America<br>• The cultural, religious, and social impact of the Industrial Revolution on America.<br>• The influence of geography on the location of factories. |
| **History:**<br>Change, Continuity, and Context | **SS.8.29.** Evaluate the impact of social and political reforms on the development of American society. | Must include, but is not limited to:<br>• Abolitionists' role in bringing attention to the impact of slavery on the nation<br>○ May include: Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe<br>• The actions of enslaved people to resist the institution of slavery<br>○ May include: Negro spirituals, Harriet Tubman, Nat Turner Rebellion, Underground Railroad<br>• Leaders of the Women's Suffrage Movement and their goals and strategies<br>○ May include: Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Sojourner Truth |
| **History:**<br>Change, Continuity, and Context | **SS.8.30.** Explain how and why prevailing social, cultural, and political perspectives changed during early American history. | Must include, but is not limited to:<br>• The impact of social and political perspectives changing as tensions rose before the Civil War<br>○ Bleeding Kansas<br>○ Uncle Tom's Cabin<br>○ The Election of Abraham Lincoln |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Processes, Rules and Laws | **SS.8.31.** Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife. | Must include, but is not limited to:<br>• The impact of legislative and judicial decisions on rising tensions between the North and South.<br>  ○ Missouri Compromise<br>  ○ Compromise of 1850<br>  ○ Fugitive Slave Act<br>  ○ Kansas Nebraska Act<br>  ○ Dred Scott Decision |



## Literacy/Mathematics/ Science Standard Connection

Literacy.W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



## Iowa Connection

- Iowa was a free state, it bordered slave states like Missouri, making it a critical route in the network of safe houses and secret paths leading north to freedom. Examples of exemplary Iowans include Josiah Grinnell, who was an abolitionist who sheltered escapees in his home. Many Quaker groups also helped coordinate escapes, and Des Moines and Muscatine served as important connection ports along the Underground Railroad.
- *The Case of Ralph* was a legal case in 1839 in Iowa Territory involving an enslaved man named Ralph who escaped from Missouri after being allowed to work in Iowa to earn his freedom. When his enslaver tried to capture and return him, local Iowans intervened, and the case went to court. The Iowa Territorial Supreme Court ruled that Ralph was free, stating that slavery could not exist in free territory, making it one of the earliest legal decisions in support of a fugitive slave's freedom.



## Career Connection

- Sociologists study historical social trends and cultural shifts to understand modern social structures.
- Humanitarian advocates draw on historical injustices and crises to inform their efforts in promoting human rights, social justice, and global equity.
- Urban planners use historical land use and demographic trends to design sustainable and functional communities.
- Genealogists trace family histories and lineages using historical records and archival sources.

# Civil War

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.8.32.** Analyze the key factors that contributed to the outcome of the Civil War. | Must include, but is not limited to:<br>• The reasons the North was able to win the Civil War<br>• Critical events and battles of the war<br>  ○ May include: The Draft Riots, The Bread Riots, adjustment in Union Military Leadership, Fort Sumter, First Bull Run, Antietam, Gettysburg, Vicksburg, and Appomattox<br>• The political and military leadership of the North and South<br>  ○ May include: Abraham Lincoln, Jefferson Davis, Gen. Ulysses S. Grant, General George B McClellan, Robert E. Lee, and Stonewall Jackson<br>• Respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.8.33.** Analyze the role and impact of Abraham Lincoln's presidency on the course and outcome of the Civil War. | Must include, but is not limited to:<br>• President Lincoln's military and political leadership<br>• The evolution of his emancipation policy (including the Emancipation Proclamation)<br>• The role of his Lincoln's significant writings and speeches, including the Gettysburg Address<br>  ○ May include: A House Divided, First Inaugural Address, Address to 166th Ohio Regiment |
| **History:**<br>Multiple Perspectives | **SS.8.34.** Describe the role of African-Americans in the Civil War. | Must include, but is not limited to<br>• The contributions of African American soldiers and regiments throughout the Civil War<br>  ○ May include: the 54th Regiment of Massachusetts, Fort Monroe Doctrine and Contraband, the 1st Iowa Regiment of African Descent, the increase in resistance of enslaved people |
| **History:**<br>Multiple Perspectives | **SS.8.35.** Construct arguments about how the war affected combatants, civilians (including the role of women and Native Americans), the physical environment, and the future of warfare, including technological developments. | Must include, but is not limited to:<br>• The impact of war on the soldiers who fought throughout the Civil War.<br>• The role of citizens (including women, Native Americans, and immigrants)<br>• Innovations that occurred in the Civil War<br>May include:<br>• Minie ball bullet, improvements in transportation and communication, medical advancements and Civil War photography |

**Literacy/Mathematics/ Science Standard Connection**

Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.



## Iowa Connection

Iowa's contributions during the Civil War including, but not limited to: enlistment, auxiliary support, women's aid societies, relief workers likes Annie Wittenmyer, Iowans contributions at the Battle of Shiloh, and the First Iowa Infantry of African Descent/60th United States Colored Troops.



## Career Connection

Historical documentary researchers or film producers gather historical evidence and visuals to create engaging documentaries.

# Reconstruction

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Multiple Perspectives | **SS.8.36.** Compare the different positions concerning the reconstruction of Southern society and the nation. | Must include, but is not limited to:<br>• The positions concerning the Reconstruction of the South looking for potential positive and negative impacts<br>  ○ May include: the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans |
| **History:**<br>Causation and Argumentation | **SS.8.37.** Describe the new role of African-Americans in local, state, and the federal government in the years after the Civil War and the national and regional resistance to this change. | Must include, but is not limited to:<br>• The new role of African Americans in local, state and federal government in the years after the Civil War.<br>  ○ May include: the growth of the Republican Party, election of African-American politicians at the local, state, and federal levels<br>• The national and regional resistance to the change in roles for African Americans.<br>  ○ May include: Black Codes, Jim Crow Laws, Ku Klux Klan, poll taxes, literacy tests, grandfather clauses |
| **History:**<br>Change, Continuity, and Context | **SS.8.38.** Analyze and trace the economic, political, and cultural changes in the post-Civil War South, and evaluate their impact on different social groups. | Must include, but is not limited to:<br>• How and why economic, political, and cultural changes occurred in the post Civil War South, and what their impact on society was.<br>  ○ May include: scalawag, carpetbagger, sharecropper, share tenancy, tenant farming, the Assassination of President Lincoln, The Election of 1876, Dred Scott, Plessy vs Ferguson, the shift from a plantation-based economy to new agricultural and industrial developments |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.8.39.** Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans. | Must include, but is not limited to:<br>• The intent and effects of the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution |

## Iowa Connection

- In 1868, Iowa was the first state to desegregate schools in Clark vs. Board of Directors and the first state outside of New England to pass a referendum granting African American men the right to vote.
- The Iowa Civil Rights Act of 1884 was a groundbreaking law that prohibited racial discrimination in public accommodations, such as hotels, restaurants, barbershops, and theaters. It made it illegal to deny service to individuals based on race or religion and positioned Iowa as one of the first states to pass a civil rights law of this kind after the Civil War.

## Career Connection

Economists study historical economic trends and policies to inform future economic planning and theory.

# Financial Literacy

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.8.40.** Create a personal budget. | May include:<br>• Income: Money you earn or receive (like from a job or allowance).<br>• Planned Saving: Money you set aside for future goals or emergencies.<br>• Expenses: Money you spend on needs (like food and rent) and wants (like entertainment). |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.8.41.** Analyze and calculate the costs associated with borrowing money to make informed financial decisions. | May include:<br>• Principal: The amount of money you borrow.<br>• Interest: Extra money you pay for borrowing. It's usually a percentage of the principal.<br>• Simple Interest: A way to calculate interest using this formula: Interest = Principal × Rate × Time<br>• (Rate is written as a decimal; Time is in years)<br>• Loan Term: How long you have to pay back the loan. To find the total cost of the loan, add the interest to the principal. |
| **Economics/Financial Literacy:**<br>Saving, Spending and Investing | **SS.8.42.** Evaluate the benefits and risks of saving, spending and investing decisions in achieving financial goals. | May include:<br>• Investing such as stocks, bonds, or savings accounts<br>• Reasons to invest such as to build wealth or reach goals – Like buying a car, going to college, or starting a business in the future. |
| **Economics/Financial Literacy:**<br>Credit and Risk Management | **SS.8.43.** Identify ways insurance can minimize personal financial risk. | May Include:<br>• Insurance helps you pay for big, unexpected costs so you don't lose all your money.<br>• It can protect you from things like:<br>  ○ Car accidents – Car insurance helps pay for repairs or medical bills.<br>  ○ Getting sick or hurt – Health insurance helps cover doctor or hospital costs.<br>  ○ House damage – Home insurance helps fix or replace things after a fire or storm.<br>  ○ Why it matters: Insurance doesn't stop bad things from happening, but it helps you avoid paying the full cost yourself — which can save you a lot of money. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Financial and Career Goals | **SS.8.44.** Explore multiple career and financial pathways to create long-term goals. | May include:<br>• Level of education/training, skills, and experience needed for different jobs<br>• Employment types such as part-time, full-time, self-employment, apprenticeships, internships, seasonal, hourly, commission-based, contracted, remote and gig work, including pros and cons for long-term planning<br>• Job search strategies and acquisition skills (writing cover letters, resumes, and interview techniques)<br>• Saving, investing options for education |

**Career Connection**

Accountants manage and analyze financial records for businesses or individuals.

# 9-12 Grade Standards

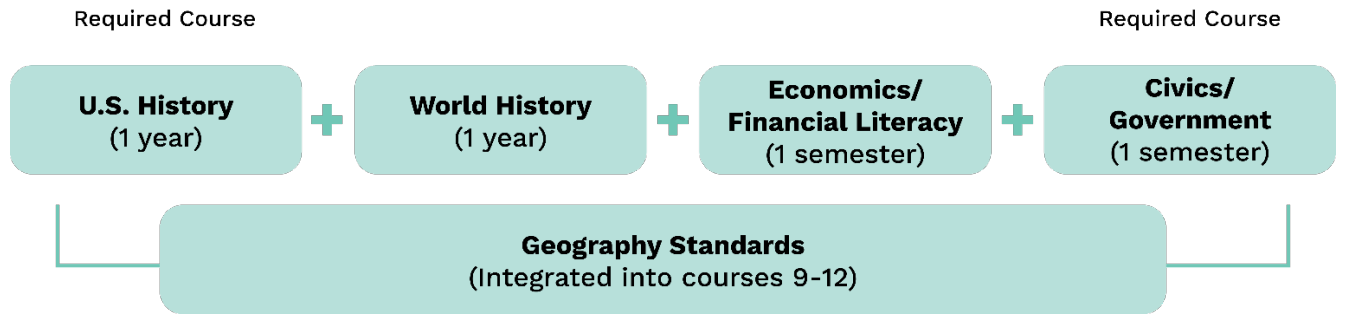
The expectations outlined in the high school standards are intended for the end of the high school grade band. Students are likely to encounter the content only once during their high school experience, however, the high school inquiry standards should be engaged throughout high school to ensure students have robust access to the necessary skills and practices essential to high quality social studies instruction.

## Pathways

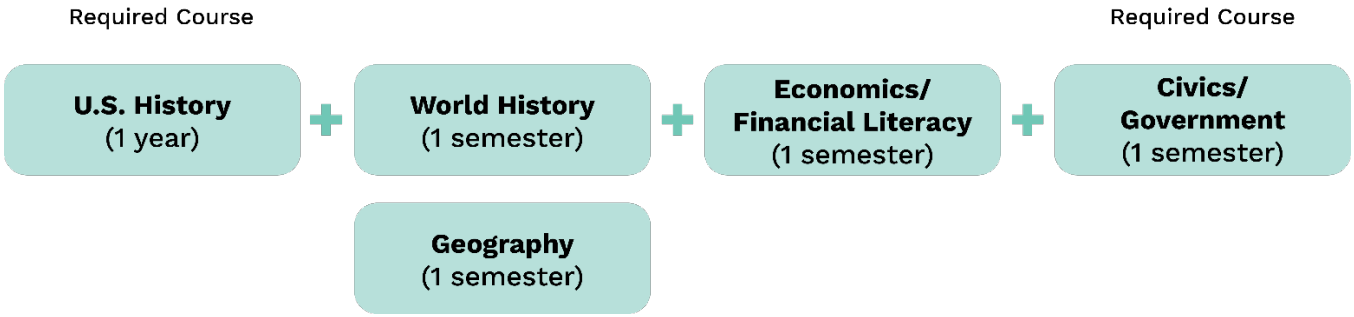
At the high school level, there are two required social studies courses- a year of U.S. history (1 unit) and a semester of civics/government (.5 unit), however, 3 years (units) are required for graduation. In addition, all standards are required for all students. Below are example course pathways to accomplish this.

The following examples of high school course sequences are examples of how all of the standards could be placed in a three-course sequence guaranteeing that all students engage with all of the required standards. In addition, districts could engage with several options for elective courses in order to offer a wide variety of options to students and/or support advanced courses for students. Districts should choose a sequence that ensures that all students engage with all of the social studies standards in a way that fits with their district goals and logistics.

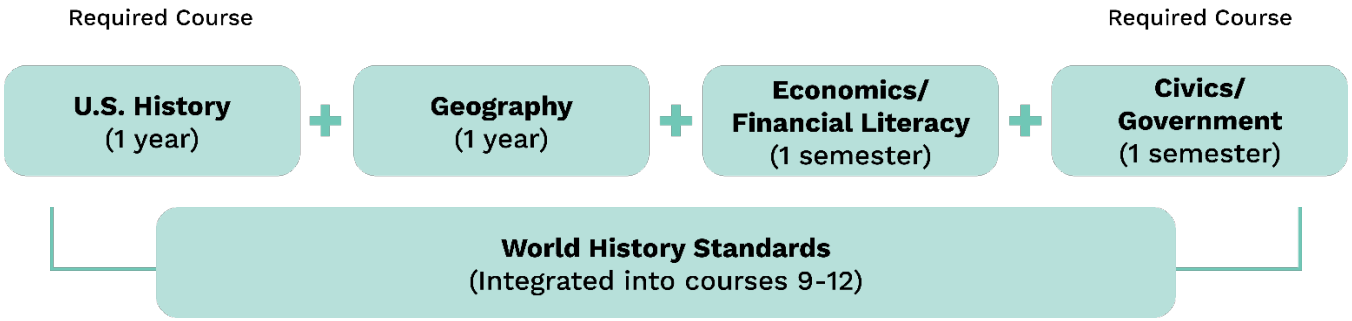
### Example 1




### Example 2




### Example 3



# Inquiry Standards

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br><br>Develop Questions and Plan Inquiries | **SS.9-12.1.** Develop or critique compelling questions to guide inquiry and promote disciplinary thinking. | • Compelling questions drive investigation and help us explore big ideas, not just facts.<br>• Compelling questions are open-ended and thought provoking.<br>• Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations.<br>• Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience. |
| **Inquiry Practice:**<br><br>Develop Questions and Plan Inquiries | **SS.9-12.2.** Develop supporting questions that help break down a compelling question and guide inquiry. | • Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question<br>• Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response. |
| **Inquiry Practice:**<br><br>Gather, Interpret and Evaluate Sources | **SS.9-12.3.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. | • Students are asked to work with the sources that they gather and/or are provided for them, both online and printed.<br>• Students learn strategies to filter out sources that are not relevant to their inquiry.<br>• Relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.<br>• Multiple source types:<br>  ○ Provide a wide range of sources: primary/secondary, text, audio, video, data sets, maps, political cartoons, etc.<br>  ○ Include diverse perspectives, time periods, and viewpoints to help students compare and contrast.<br>• How to locate sources:<br>  ○ Show how to use research databases, trusted websites, and digital archives.<br>  ○ Keyword searches, Boolean operators, and using filters to narrow results. Exercise “click restraint” when reviewing search results. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Gather, Interpret and Evaluate Sources | **SS.9-12.4.** Evaluate the purpose and credibility of sources by examining how experts view the source. | Evaluate the credibility of a source:<br>• Purpose of information: to inform (news), to persuade (opinion), to amuse (entertainment), to sell/make money (advertising), to document (raw information) and to provoke (propaganda).<br>• Sources are further evaluated based on their origin (date, author, publisher), structure, context, and how well they support or refute other sources.<br>• Research the source (author, website, publisher) rather than just reading the content (a.k.a. “lateral reading”).<br>Digital media and algorithms:<br>• Search results and social media feeds are personalized by algorithms.<br>• Filter bubbles and confirmation bias affect what they see online. |
| **Inquiry Practice:**<br>Claims and Evidence | **SS.9-12.4.** Refine claims and counterclaims that are supported with relevant, credible evidence gathered through research and investigation. | A claim is:<br>• Clear, defensible statement that answers the compelling question.<br>• Based on evidence, not opinion alone from a set of credible sources.<br>A counterclaim is:<br>• An argument used to support the opposing position on a topic.<br>• Based on evidence, not opinion alone from a set of credible sources. |
| **Inquiry Practice:**<br>Communicate Conclusions | **SS.9-12.5.** Construct responses to questions using logical reasoning, accurate sequence, and relevant examples and details. | Emphasize the importance of sequence:<br>• Help students organize their ideas in a clear order:<br>  ○ Chronological (what happened first, next, last)<br>  ○ Cause and effect<br>  ○ Problem and solution<br>What makes examples relevant:<br>• Details that directly support their point.<br>• Vague evidence weakens an argument and specific examples strengthen it.<br>• Use of data, direct quotes, case studies, or real-life examples when applicable.<br>• Avoid the use of logical fallacies |
| **Inquiry Practice:**<br>Communicate Conclusions | **SS.9-12.6.** Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim. | • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.<br>• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Inquiry Practice:**<br>Civic Engagement and Participation | **SS.9-12.7.** Apply a range of deliberative and democratic strategies and procedures to make decisions and engage in their classrooms, schools, and communities. | • Civic responsibility is the duty of citizens to stay informed, make thoughtful decisions, and contribute to a healthy democracy.<br>• Discuss examples including but not limited to voting, fact-checking, respectful dialogue, advocacy, community involvement.<br>• Actively design a healthy news diet composed of multiple credible sources and perspectives.<br>• Sharing and producing credible information<br>• Discuss the impact of misinformation.<br>• Discourse includes good-faith dialogue, intellectual humility, and valuing diverse perspectives.<br>• Practice civil disagreement and how to listen actively<br>Connect civic engagement to real-world participation:<br>• Engage with community or school issues (e.g., dress code, recycling, equity initiatives) in ways that may include, but not limited to communicating with decision-makers: email a local official, present to school leadership, join a youth council or forum. |

# 9th-12th Grade Civics/Government

The United States Civics/Government standards were created to help students understand how the American government functions, the ideas and circumstances that shaped it, and its form today. Key elements of the course include the study of the Constitution and founding documents, the three branches of government, the role of linkage institutions, and key principles of our system, such as federalism. Mastering the knowledge and skills in this course enables students to better understand the issues being deliberated by today's state and national governments and to comprehend their role as responsible citizens.

## Foundations of American Government

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.9-12.Gov.1.** Analyze the origins of government with attention to the purpose(s) of government, and alternative models from other nations and groups. | Must include, but is not limited to:<br>• Multiple systems of government<br>  ○ Democracy, Communism, Socialism, Totalitarian, and Autocratic systems vs Democratic<br>• Crimes against humanity committed by communist regimes since 1917.<br>May include:<br>• Theories of government origin<br>  ○ Force Theory, Evolutionary Theory, Divine Right Theory, Social Contract Theory |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.9-12.Gov.2.** Analyze the Enlightenment principles that informed the structure and principles of the United States government and its institutions. | May include:<br>• Leviathan (Thomas Hobbes, 1651), Two Treatises of Government (John Locke, 1689), The Spirit of the Laws (Montesquieu, 1748), The Social Contract (Jean-Jacques Rousseau, 1762), and Treatise on Tolerance (Voltaire, 1763).<br>• Federalist Papers #10, #51, #70, #78 and Anti-Federalist Papers, monarchy v. democracy v. republic |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.9-12.Gov.3.** Analyze important founding and historical documents to the United States and the State of Iowa. | Must include, but is not limited to:<br>• The Magna Carta, Mayflower Compact, and the Federalist Papers<br>• The Declaration of Independence<br>• The United States Constitution<br>• The Bill of Rights and subsequent amendments<br>• The Iowa Constitution<br>May include:<br>• The Articles of Confederation, and the Anti-Federalist papers |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.9-12.Gov.4.** Analyze the underlying principles established by the United States Constitution. | Must include, but is not limited to:<br>• The rule of law, constitutional principles of checks and balances, federalism, limited government, popular sovereignty, republicanism, separation of powers, the supremacy clause, and the ability to amend the Constitution. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.Gov.5.** Analyze the role of the government in maintaining order. | May include:<br>• Safety laws: such as those addressing seat belts and driving ages.<br>• Morality laws: such as those addressing gambling and prostitution.<br>• Health laws: such as those addressing vaccinations, drug prescription, and illegal drug use.<br>• Public safety laws: such as those addressing general safety. |
| | | |



**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective.



**Iowa Connection**

The Iowa Constitution was drafted by constitutional conventions, established three branches of government, separation of powers, and included a Bill of Rights, like the U.S. Constitution.



**Career Connection**

Political scientists explore the origins and purposes of government, the theories and effectiveness of government models, the powers and responsibilities of local, state, tribal, national, and international civic and political institutions and the role of government, and the Declaration of Independence and US Constitution and the underlying principles that created the American Republic.

# Branches of Government: Legislative, Executive, and Judicial

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Role and Systems of Government | **SS.9-12.Gov.6.** Analyze the function, duties, and authority of the legislative branch, including the process of lawmaking and the power of the purse. | Must include, but is not limited to:<br>• The leadership roles within Congress<br>  ○ Examples may include the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips.<br>• The process by which a bill becomes a law<br>  ○ Examples may include introduction, committee review, floor debate, lobbyist actions, voting in both chambers, and presidential action.<br>• Legislative practices and norms<br>  ○ Examples may include the necessary and proper clause, quorum, filibuster, and senatorial courtesy.<br>• The role of congressional committees and their role in policy-making. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.9-12.Gov.7.** Analyze the function, duties, and authority of the executive branch, including the scope of presidential powers, executive orders, executive agreements, and the president's role in foreign and domestic policy. | Must include, but is not limited to:<br>• How the president of the United States utilizes formal powers to achieve policy goals<br>  ○ Examples may include the veto power, the ability to address the nation in the State of the Union Address, and the authority to pardon.<br>• How the president of the United States uses informal powers to shape public opinion<br>  ○ Examples may include interaction with media and the public, head of party, and symbolic powers of the Oval Office.<br>• The role of the Cabinet and White House staff in the process of presidential decision-making.<br>• The structures of the federal bureaucracy<br>  ○ Examples may include cabinet departments, independent regulatory commissions, government corporations, and independent executive agencies.<br>• The function, makeup, purpose, and authority of the Electoral College. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.9-12.Gov.8.** Analyze the function, duties, and authority of the judicial branch, including the power of judicial review and interpretation of laws. | Must include, but is not limited to:<br>• The structure, jurisdiction, and processes of civil and criminal courts in the United States<br>  ○ Examples may include explanations of original and appellate jurisdiction.<br>• The process of appointing Supreme Court Justices and other federal judges.<br>• Strict and loose constructionist views of the Constitution of the United States.<br>• Landmark United States Supreme Court cases that have shaped the constitutional interpretation and expansion of civil liberties and civil rights such as:<br>  ○ *Gideon v. Wainwright, Miranda v. Arizona* |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Role and Systems of Government | **SS.9-12.Gov.9.** Assess how the United States federal system divides powers between national and state governments. | Must include, but is not limited to:<br>• Specific functions, organizations, and purposes of local and state governments.<br>• The role of the national government in regulating and facilitating relations among states in the United States. |
| **Civics/Government:**<br>Role and Systems of Government | **SS.9-12.Gov.10.** Analyze the basic requirements and responsibilities to serve in public office | Must include, but is not limited to:<br>• Age requirements, method of election, terms, districts, residency, and citizenship requirements. |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

## Iowa Connection

- Iowa's Electoral College votes
- Iowa's two United States Senators
- Iowa's Congressional Districts and Representatives
- Iowa's place in the Federal court systems

## Career Connection

Political scientists and those in related professions, such as those working in elected positions, study the division of power established by federalism, the separation of powers, and checks and balances as they attempt to accomplish their agendas and serve the American people. Elected officials must know the intended purposes of each branch and the specific roles dictated by the founding documents at the federal, state, and local levels.

# Political Participation, Key Institutions, and Elections

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Processes, Rules, and Laws | **SS.9-12.Gov.11.** Analyze the historical, contemporary, and emerging patterns of political action and activism. | Must include, but is not limited to:<br>• Shifts in political participation which may include<br>  ○ voting blocs<br>  ○ political party coalitions<br>  ○ campaigns<br>  ○ voter turnout<br>  ○ voter access<br>  ○ expansion of suffrage |
| **Civics/Government:**<br>Processes, Rules, and Laws | **SS.9-12.Gov.12.** Critique the influence of intermediary institutions on government and policy. | Must include, but is not limited to:<br>• Shifts in political participation which may include<br>• Special interest groups<br>  ○ Examples may include their development, function, campaign contributions, and influence in elections<br>• Political parties<br>  ○ Examples may include party conventions, primaries and caucuses, party leadership, third parties, and polarization<br>• Media<br>  ○ Examples may include types of media (free vs. paid vs. digital), their role in politics, and how they shape public opinion<br>• Campaigns and Elections<br>  ○ Examples may include campaign finance (*Citizens United v. Federal Election Commission*) and related laws and policies, the role of the Federal Elections Commission and the Iowa Ethics Board, Supreme Court cases such as Citizens United, strategies and tactics, polling, public opinion, coalitions, and voter turnout<br>• Political Socialization<br>  ○ Examples may include family, school, and communities, both religious and secular |
| **Civics/Government:**<br>Processes, Rules, and Laws | **SS.9-12.Gov.13.** Analyze the electoral process and election systems in the United States, specifically Iowa election law including registration requirements, paper ballots, and absentee voting | Must include, but is not limited to:<br>• The Electoral College<br>• Iowa voting statutes and procedures<br>• Iowa voter registration requirements<br>• Types of voting<br>• The use of paper ballots in the election process<br>• Acquiring and casting an absentee ballot.<br>• The Iowa Caucuses<br>May include:<br>• Reapportionment<br>• Redistricting and gerrymandering |



**Literacy/Mathematics/ Science Standard Connection**

Literacy

- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

Mathematics

- A1.S-ID.C.9 Distinguish between correlation and causation.
- ST.S-IC.B.6 Evaluate reports based on data.




- Iowa voting laws, including absentee voting
- Iowa Caucuses




Lobbyists, interest groups, the media, political parties, campaigns, and candidates all study the impact of political socialization, the intended and unintended consequences of government decisions, and the best way to target actions to achieve agendas. Political scientists and these groups and individuals take polls, target voters, look at statistical analyses of voting patterns, write talking points, conduct fundraising activities, run get-out-the-vote campaigns, and study new technologies. These activities often have to be trained in all areas of social studies, along with connections to statistical analyses, communications studies, and technical knowledge.

# Citizenship and Civic Responsibilities

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:** Citizenship and Civic Rights and Responsibilities | **SS.9-12.Gov.14.** Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of that definition over time. | Must include, but not limited to:<br>• U.S. Citizenship law<br>• The 14th Amendment<br>• Landmark United States Supreme Court decisions |
| **Civics/Government:** Citizenship and Civic Rights and Responsibilities | **SS.9-12.Gov.15**. Assess the contributions of exemplary Iowans and Americans who have played a role in promoting civic virtues and democratic principles. | May include:<br>• Figures important to the founding era such as George Washington, Abigail Adams, James Madison or Thomas Jefferson.<br>• Figures important in 19th and early-20th-century America such as Abraham Lincoln, Harriet Tubman, and Susan B. Anthony.<br>• Figures important during the Civil Rights Era.<br>May include examples from Iowa:<br>• Territorial and state leaders such as Ansel Briggs.<br>• Civil Rights leaders such as James Jordan, Alexander Clark and Edna Griffin.<br>• Humanitarians such as Governor Robert Ray. |
| **Civics/Government:** Citizenship and Civic Rights and Responsibilities | **SS.9-12.Gov.16.** Analyze the concept of civic virtue and its importance to a well-functioning democracy. | May include:<br>• Integrity<br>• Rights vs. responsibilities<br>• Conviction vs. compromise<br>• State interests vs. individual interests<br>• Majority rule vs. minority rights |
| **Civics/Government:** Citizenship and Civic Rights and Responsibilities | **SS.9-12.Gov.17.** Analyze the rights, liberties, duties, and responsibilities of citizens of the United States and the state of Iowa. | Must include, but not limited to:<br>• Inalienable (natural) rights as referenced in the Declaration of Independence<br>• Rights granted by the U.S. Constitution<br>• Liberties granted by the U.S. Constitution<br>• The right to vote<br>• The duty to register for the Selective Service<br>May include:<br>• Duties such as jury duty<br>• Responsibilities such as participating in the democratic process<br>• The process of contacting a government official about an issue. |

**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas



## Iowa Connection

Contributions of exemplary Iowans demonstrating civic virtue such as Alexander Clark, Carrie Chapman Catt, Sue M. Brown, James B. Morris, Herbert Hoover, the Sullivan Brothers, Henry Wallace, Robert Ray, Edna Griffin, Mary Beth and John Tinker, Adeline Wanatee, Donald Wanatee, Maria Pearson, and Juan Cadena.



## Career Connection

Political scientists, elected officials, and interest groups debate and influence the definition of citizenship and its changes over time. They also address the civic values and virtues associated with a well-functioning republic and study the role of people in the process and emerging patterns

# State and Local Government of Iowa

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:** Role and Systems of Government | **SS.9-12.Gov.18.** Identify the function, duties, and authority of the government of the state of Iowa. | May include:<br>• The government of the State of Iowa and its history<br>• The Governor and statewide elected officials<br>• The Iowa Legislature<br>• The Iowa Court System |
| **Civics/Government:** Role and Systems of Government | **SS.9-12.Gov.19.** Identify the function, duties, and authority of the sovereign Meskwaki Nation tribal government. | May include:<br>• Designation as a settlement on purchased private land, not a federal reservation<br>• The Meskwaki Tribal Constitution<br>• The Meskwaki Tribal Council<br>• The Meskwaki Tribal Court |
| **Civics/Government:** Role and Systems of Government | **SS.9-12.Gov.20.** Identify the functions and organizational structures of Iowa's local governments. | May include<br>• Local elected officials such as mayors, city councilmembers, auditors, and sheriffs, and their duties<br>• Counties and city governments<br>• School boards |

## Iowa Connection

- The Meskwaki Nation is the first tribe in the country to purchase their land privately from the federal government, giving them sovereignty and the ability to govern themselves independent from the state government of Iowa
- The makeup, powers, and responsibilities of the three branches of the government of Iowa
- The importance of counties in Iowa
- The importance of cities, villages, and municipalities
- The importance of local school boards

## Career Connection

Individuals are elected and serve many vital roles in local government at the county, city, and school levels. These include but are not limited to mayor, city council, sheriff, auditor, treasurer, recorder, and school boards. In addition, many roles are filled as bureaucratic employees that require many backgrounds and skills, including but not limited to city clerks, administrative assistants, deputies, and superintendents.

# 9th-12th Grade Economics

The economics standards promote the concepts and tools necessary for economic decision making in order to help understand the interaction between buyers and sellers in markets, the workings of the national economy, and interactions within the global marketplace. Students will be exposed to key economists such as John Maynard Keynes, Friedrich Hayek, Adam Smith, Karl Marx, Milton Friedman, John Kenneth Galbraith, Thomas Sowell, John Stuart Mill, among others

## Economic Decision Making

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** Economic Systems | **SS.9-12.Econ.1.** Describe common economic terms and concepts. | • Scarcity is a basic condition of economics and decision-making needed to allocate limited resources.<br>• Factors of production |
| **Economics/Financial Literacy:** Economic Systems | **SS.9-12.Econ.2.** Engage in economic reasoning to make choices. | • Rational choices involve the consideration of trade-offs and opportunity costs.<br>• Behavioral economic theory.<br>• Examples of specialization and exchange. |
| **Economics/Financial Literacy:** Economic Systems | **SS.9-12.Econ.3.** Compare the methods that various economic systems use to allocate goods and services. | • Different economic systems and types answer the basic economic questions of what to produce, how to produce, and for whom to produce.<br>• Examination of birth and death rates using tools such as a population pyramid chart, including the economic impact of declining birth rates in the United States. |



**Iowa Connection**

Specialization in agricultural feedstock, biosciences, and manufacturing. Iowa examples of factors of production specifically around land, labor and entrepreneurship



**Career Connection**

Careers related include working in marketing and as a market research analyst to promote products and trends in consumer behavior.

# Microeconomics: Supply, Demand & Pricing

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** Exchange and Markets | **SS.9-12.Econ.4.** Compare and contrast types of business ownership. | Types of ownership including: Sole proprietorships, partnerships, and corporations. |
| **Economics/Financial Literacy:** Exchange and Markets | **SS.9-12.Econ.5.** Illustrate and explain how supply, demand, and price interact in a market economy. | • Incentives in a market economy and how factors other than price cause changes in supply and demand.<br>• How supply and demand determine equilibrium price and quantity, and how price movements eliminate shortages and surpluses.<br>• How the supply and demand of labor influence wage and non-wage benefits |
| **Economics/Financial Literacy:** Exchange and Markets | **SS.9-12.Econ.6.** Compare levels of competition that exist in market and mixed economic systems. | • Levels of competition that exist in markets and mixed economic systems, including pure competition, monopoly, monopolistic competition, and oligopoly<br>• Price and non-price competition, providing real-world examples (and Iowa)<br>• Market failures include, but are not limited to, shortage, surplus, externalities, public goods, etc. |



## Iowa Connection

Iowa and the agricultural industry greatly benefit from the government instituting price floors to protect farmers and their crop prices. An Iowa corn farmer typically operates in a perfectly competitive market since Iowa farmers produce essentially the same corn, making it difficult for any single farmer to influence the price. Many of Iowa's agribusiness firms, on the other hand, have characteristics of oligopolies or monopolies. Iowa has all these different types of ownership within our communities.

# Macroeconomics and Government in Economics

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** National Economy | **SS.9-12.Econ.7.** Explain how economic measurements are used to assess the overall economic health of the country. | Inflation/purchasing power (as measured by the CPI, for example), economic growth (as measured by GDP, for example), and labor and unemployment figures. |
| **Economics/Financial Literacy:** National Economy | **SS.9-12.Econ.8.** Analyze the role of government in a market economy. | The government influences the economy, including promoting and securing competition, protecting private property rights, distributing resources, providing public goods and services, resolving externalities and other perceived market failures, and stabilizing the economy. |
| **Economics/Financial Literacy:** National Economy | **SS.9-12.Econ.9.** Explain how fiscal and monetary policy influence the American economy and society. | • Economic, social, and political goals of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, price levels and distribution of wealth.<br>• May include key economists such as John Maynard Keynes, Friedrich Hayek, Adam Smith, Karl Marx, Milton Friedman, John Kenneth Galbraith, Thomas Sowell, John Stuart Mill<br>• Aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve) |



**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Iowa Connection**

Iowa farmers receive large subsidy payments from the federal government annually.



**Career Connection**

Legislative and/or government roles impacting economic decisions.

## Globalization

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** Global Economy | **SS.9-12.Econ.10.** Identify the factors that determine and shape a country's standard of living. | Investments in education, equipment, factories, healthcare, new technology, and training promote economic growth and enhance living standards. |
| **Economics/Financial Literacy:** Global Economy | **SS.9-12.Econ.11.** Analyze how national and global economic issues and systems impact Iowa's economy. | • Exports of agricultural products (top exporter of corn, soybeans, and pork)<br>• Trade agreements (USMCA preserves export markets for agricultural products)<br>• Tariffs (grain embargo on the Soviet Union, US-China trade wars) |

**Iowa Connection**

- Farm Subsidies for corn production and ethanol output impact Iowa farmers and their production capacity.
- National and global immigration policies impact Iowan industries, such as the meatpacking industry in Storm Lake, Marshalltown, and Waterloo.

## Trade

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:** Global Economy | **SS.9-12.Econ.12.** Explain why individuals, businesses, and governments trade goods and services and how trade affects global economies. | • Countries sometimes impose trade barriers (e.g., tariffs, subsidies, regulations, etc.) and sometimes engage in free trade.<br>• Absolute and comparative advantage. |

**Iowa Connection**

- John Deere and other Iowa-based businesses compete in markets around the world.
- Iowa farmers export their agricultural products around the world. China, for example, is one of Iowa's largest agricultural customers.

# 9th-12th Grade Financial Literacy

The financial literacy standards promote the goal of financial capability by equipping students with essential knowledge and skills to make informed and responsible financial decisions. These standards build a strong foundation in personal finance through key areas such as setting financial goals, budgeting, saving, spending, using credit wisely, managing debt, understanding investment strategies and measuring risk. Students learn to build habits that support financial well-being, independence, and responsible citizenship.

## Careers & Earning Income

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Financial and Career Goals | **SS.9-12.FL.1.** Compare career choices based on preparation, salary, benefits, and growth potential. | Must include:<br>• Income, and career decisions, including career choices that fit personality styles and occupational goals, job search strategies, cover letters, resumes, interview techniques<br>May include:<br>• Preparation, such as the level of education, skills, and experience<br>• Employment types such as part-time, full-time, self-employment, apprenticeships, internships, seasonal, hourly, commission-based, contracted, remote and gig work, including pros and cons for long-term planning. |
| **Financial Literacy:**<br>Financial and Career Goals | **SS.9-12.FL.2.** Identify different sources of income and factors that impact earning potential. | May include:<br>• Common sources of income (e.g., wages, bonuses, commission, entrepreneurship (earned income), interest, investments, gifts, allowances (unearned income).<br>• Employment trade-offs (e.g., benefits vs. wages, location, stability)<br>• The influence of the level of education, skills, and experience affecting income |
| **Financial Literacy:**<br>Financial and Career Goals | **SS.9-12.FL3.** Create a post-high school plan including career preparation and financial goals. | Must include:<br>• College planning, public and private educational savings accounts, and uniform gifts and transfers to minors.<br>May include:<br>• Goals for apprenticeship, trade-school, volunteer or military enrollment. |

**Career Connection**

- Career counselor/Coaches helps students and adults explore career pathways.
- Human resources personnel help manage hiring, compensation, and employee benefits.

# Saving & Spending

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Saving, Spending, and Investing | **SS.9-12.FL.4.** Create and evaluate a budget based on financial goals, income, and expenses. | Must include:<br>• Consumer awareness of the power of marketing on buying decisions<br>• Financial responsibility and money management, including creating and living on a written budget and balancing a checkbook; basic rules of successful negotiating and techniques; and personality or other traits regarding money<br>• Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages<br>May include:<br>• Basic budget framework using categories for needs, wants, and savings, and prioritizing expenses<br>• Account balancing (Checking account, digital apps/software)<br>• Spending categories (fixed, variable, discretionary, and periodic expenses)<br>• Influence of personal values and marketing and how they shape budget priorities and purchasing decisions.<br>• Consequences of overspending or undersaving on a budget |
| **Financial Literacy:**<br>Saving, Spending, and Investing | **SS.9-12.FL.5.** Explain how saving supports financial security, resilience, and decision-making. | Must include:<br>• Savings, including emergency fund, purchases, and wealth building<br>May include:<br>• Reasons for saving (safety for emergencies, reduces reliance on debt)<br>• The connection between saving and achieving financial independence or wealth building<br>• Consequences of insufficient savings in unexpected events (job loss, medical emergencies, etc.) |

# Investing

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Saving, Spending, and Investing | **SS.9-12.FL.6.** Compare investment tools to meet financial goals. | Must include:<br>• Understanding investments, including compound and simple interest, liquidity, diversification, risk return ratio, certificates of deposit, money market accounts, single stocks, bonds, mutual funds, rental real estate, annuities, commodities, and futures.<br>• Wealth building including long-term and short-term investing using tax-favored plans, individual retirement accounts and payments from such accounts, employer-sponsored retirement plans and investments<br>May include:<br>• Risk, reward, and liquidity characteristics of common savings & investment options (Savings Account, CD, Bonds, Stocks, Mutual Funds, Real Estate, retirement accounts, and Educational Savings Accounts - 529 plans, etc)<br>• Risk tolerance factors and their influence on investment strategy (age, financial goals, risk tolerance level, diversification)<br>• Interest accumulation in creating wealth over time (compound and simple interest models)<br>• Healthy financial communication practices in shared investment decisions. |

## Iowa Connection

- Iowa has the 529 College Savings Plan, known as College Savings Iowa, which allows families to invest tax-advantaged funds for future education expenses. Managed by the State Treasurer's Office and administered by a 3rd party vendor, it's a practical, real-world example of long-term investing and compound interest for Iowa students and families.
- Iowa is home to Principal Financial Group, headquartered in Des Moines, which offers investment services worldwide. This provides students with exposure to career pathways in wealth management, financial planning, and investment analysis—reinforcing the relevance of investing as both a personal finance strategy and a key part of Iowa's economy.

## Career Connection

- Financial Services & Advising (Financial Advisor, Wealth Manager, Private Banker, Investment Consultant, Broker)
- Banking & Asset Management (Financial Planner, Investment Analyst)

# Taxes

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Saving, Spending, and Investing | **SS.9-12.FL.7.** Identify the impact of taxes on personal income and spending power. | Must include:<br>• Payroll taxes and other income withholdings, and revenue sources for federal, state, and local governments.<br>May include, but is not limited to:<br>• Pay stubs components such as gross income, net income, Social Security, Medicare, and mandatory deductions.<br>• Types of taxes (federal, state, and local taxes) and how they fund public goods and services.<br>• The impact of tax withholdings reduces available income for spending. |



**Iowa Connection**

Iowa's local and state taxes.



**Career Connection**

- Accounting and tax preparation such as CPAs, accountants, and bookkeepers.
- IRS agent, tax compliance officer, and legislative analysts.
- Finance and wealth advisers such as tax advisors, financial planners and tax analysts.

# Managing Credit

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Credit and Risk Management | **SS.9-12.FL.8.** Describe how credit works and how it is used. | Must include:<br>• How to read a credit report and correct inaccuracies; how to build a credit score; how to develop a plan to deal with creditors and avoid bankruptcy; and the federal Fair Debt Collection Practices Act.<br>May include:<br>• Appropriate use of credit compared to saving or paying with cash<br>• Cost factors in credit use (interest rates, grace periods, and fees)<br>Types of credit and debt:<br>• Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, student loans, predatory lending, and the marketing of debt, especially to young people.<br>• Fair Debt Collection Practices Act<br>• Credit reports and credit scores, why they matter, and factors that influence credit scores. |
| **Financial Literacy:**<br>Credit and Risk Management | **SS.9-12.FL.9.** Analyze the costs and benefits of different types of credit. | Must include:<br>• Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, and the marketing of debt, especially to young people.<br>May include:<br>• Types of property ownership:<br>• Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable-rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages.<br>True cost of credit using the interest rate and repayment terms:<br>• Interest compounds when balances are unpaid.<br>• Identify the long-term consequences of poor credit use (e.g., higher interest, limited access to housing or jobs, bankruptcy). |

# Insurance

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Credit and Risk Management | **SS.9-12.FL.10.** Explain how insurance operates as a tool for risk management. | Must include:<br>• Different types of insurance coverage including renters, homeowners, automobile, health, disability, long-term care, identity theft, and life insurance; term life, cash value and whole life insurance; and insurance terms such as deductible, stop loss, elimination period, replacement coverage, liability, and out-of-pocket.<br>May include:<br>• Various types of insurance and understanding use (Renters, Homeowners, auto, identity theft, life insurance)<br>• Insurance-related terms: deductible, liability, elimination period, coverage, stop loss, and out-of-pocket. |




Iowa is a national hub for the insurance industry, with Des Moines often referred to as the “Insurance Capital of the U.S.” The state is home to major insurance companies such as Principal Financial Group, EMC Insurance, and Nationwide. This strong presence provides career opportunities in underwriting, claims, risk management, actuarial science, and compliance—making insurance not just a personal finance topic, but a key part of Iowa’s economy and workforce development.




- Insurance and financial services careers such as an insurance agent, claims adjuster, actuary, or underwriter.
- Corporate risk manager, employee benefits specialist, or compliance officer.

# Identity Protection

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Financial Literacy:**<br>Credit and Risk Management | **SS.9-12.FL.11.** Identify strategies for the protection of personal identity and other forms of fraud. | • Ways to protect personal information from identity theft.<br>• Credit reports can help identify suspicious activity related to your finances.<br>• Risks involved with sharing finances<br>• What to do if your information has been compromised |

# 9th-12th Grade Geography

The Geography standards explore the relationships between people, places, and environments through key topics such as geographic skills, population and migration, political and cultural geography, agriculture, urban development, and economic growth. An emphasis is put on the development of spatial thinking and analytical skills to understand how human and physical systems shape the world and influence global patterns and processes.

## Geographic Skills & Concepts

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Geographic Tools | **SS.9-12.Geo.1.** Recognize and label basic human and environmental characteristics on maps to build awareness of local and global patterns. | May include, but not limited to:<br>• Thematic and reference maps<br>• 5 Themes of Geography<br>• Scales of analysis- regional, national, and local<br>• Types of regions- formal, functional, and vernacular |
| **Geography:**<br>Geographic Tools | **SS.9-12.Geo.2.** Analyze geographic tools and spatial data to develop evidence-based claims about a location. | May include, but not limited to:<br>• GPS, GIS, Remote sensing<br>• Census and demographic data<br>• Satellite imagery<br>• Land use patterns |

### Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.11- 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Mathematics

- G.G-GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. For example, use the distance formula to calculate the distance between the two points.

### Iowa Connection

The Iowa Geographic Map Server from Iowa State University and the State of Iowa Geospatial Data Clearinghouse have open-source data, tools, maps, and geographic resources for public use.

### Career Connection

GIS analysts and urban planners analyze spatial data to develop models and policies for a location

# Population and Migration

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Places and Regions | **SS.9-12.Geo.3.** Explain the human characteristics of a location using demographic data. | May include, but not limited to:<br>• Demographic Transition Model<br>• Crude birth rate, crude death rate, natural increase rate<br>• Stages of development<br>• Population pyramids |
| **Geography:** Human Movement and Patterns | **SS.9-12.Geo.4.** Describe the characteristics and distribution of human populations on the Earth's surface. | May include, but not limited to:<br>• Current population distribution<br>• Demographic data explaining characteristics of a location<br>• Historical population trends and patterns<br>• Arithmetic and physiological densities |
| **Geography:** Human Movement and Patterns | **SS.9-12.Geo.5.** Analyze the processes, patterns, and functions of human migration and settlement. | May include, but not limited to<br>• Identify push and pull factors behind migration<br>• Impact of migration on locations around the world<br>• Factors that impact human migration patterns<br>• Predicting migration patterns<br>• Cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.<br>• Historical, environmental, economic, political, and technological factors |



## Literacy/Mathematics/ Science Standard Connection

- Science HS-ESS3-1-Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate changes and trends have influenced human civilizations.
- Mathematics G.G-MG.A.2 Apply concepts of density based on area and volume in modeling situations. For example, persons per square mile, BTUs per cubic foot.



## Iowa Connection

Migration of people (Native Americans, European and American settlers, immigrants, and refugees) in and out of Iowa have shaped the state's culture, politics, and economy.



## Career Connection

A population analyst analyzes and interprets demographic data to provide insights on population trends and projections for policy planning and decision-making.

# Political Geography

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Global Connections | **SS.9-12.Geo.6**. Explain how political forces of cooperation and conflict influence the division and control of land. | May include, but not limited to:<br>• Participating in supranational organizations<br>• Impacts of globalization<br>• How political decisions have influenced places and regions<br>• Influences of sovereignty and self determination<br>• Centripetal and centrifugal forces (forces that pull people apart and bring them together) |
| **Geography:**<br>Place and Regions | **SS.9-12.Geo.7.** Analyze how geographic characteristics of places and regions influence political decisions. | May include, but not limited to:<br>• Demographic characteristics<br>• Ethnic characteristics- nation states vs multinational state<br>• Environmental, cultural, and economic influences<br>• Availability of resources- natural, human, economic<br>• Physical, cultural, and geometric boundaries<br>• Shapes of states- elongated, compact, fragmented and prorupted |



## Iowa Connection

Members of the Meskwaki Nation live on a sovereign settlement in Iowa, not a reservation. The Meskwaki Nation is independent from the state government of Iowa. They are governed by their own constitution, codified laws and an elected seven-member Tribal Council that oversees the tribal school, tribal courts, and other services on the settlement.



## Career Connection

Diplomats, politicians, and political analysts evaluate, and interpret political trends, policies, and events to provide recommendations for government, organizations, or the public.

# Cultural Geography

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Places and Regions | **SS.9-12.Geo.8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. | May include, but not limited to:<br>• Characteristics of folk culture<br>• Ways people depend on the environment<br>• Relationship between culture and people's perceptions of places and regions<br>• People create regions to interpret Earth's complexity |
| **Geography:** Human-Environment Interaction | **SS.9-12.Geo.9.** Explain how culture influences the way people modify and adapt to their environments. | May include, but not limited to:<br>• Cultural landscape<br>• Impact of human activities on the environment.<br>• Ways humans have utilized and adapted to their physical environment.<br>• Ways that the environment has limited opportunities for humans |
| **Geography:** Global Connections | **SS.9-12.Geo.10.** Evaluate the impact of cultural diffusion on places and regions. | May include, but not limited to:<br>• Types of diffusion- contagious, hierarchical, relocation, stimulus<br>• Sustainability of cultural practices<br>• Impact on the environment |




Iowa's culture is shaped by its Native American roots, European settlers, and diverse immigrant and refugee communities with different traditions and practices. Prehistoric Woodland cultures in Iowa built burial mounds like those found at Effigy Mounds National Monument. Various cultural groups in Iowa have modified the landscape in ways that still reflect their culture (e.g., contemporary buildings in traditional Dutch styles in Pella, Mother Mosque and Muslim National Cemetery in Cedar Rapids, Czech Village in Cedar Rapids, the Amana Colonies).




A museum curator is responsible for preserving and showcasing cultural artifacts and exhibitions, while also developing educational programs that promote understanding and appreciation of diverse cultural histories.

# Agriculture and Rural Land Use

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:** Human-Environment Interaction | **SS.9-12.Geo.11.** Describe how cultural changes and technological advances have impacted the way people grow and consume food in Iowa and around the world. | May include, but not limited to:<br>• Sustainability of agriculture<br>• Agricultural revolutions<br>• Challenges of contemporary agriculture<br>• Environmental effects of agricultural land use including pollution, land cover change, desertification, soil salinization, and conservation efforts |
| **Geography:** Global Connections | **SS.9-12.Geo.12.** Explain how economic systems influence agricultural production and distribution in various places around the world. | May include, but not limited to:<br>• Agricultural revolutions<br>• Political influences on the economy<br>• Subsistence agricultural practices<br>• Commercial agricultural practices<br>• Challenges of feeding a global population<br>• Interconnectedness of global agriculture |



**Literacy/Mathematics/ Science Standard Connection**

Science HS-LS2-7 Design, evaluate, and refine a solution for increasing environmental sustainability and biodiversity.



**Iowa Connection**

Iowa's economy, cultural identity and history are deeply connected to agriculture. As one of the top producers of corn, soybeans, and livestock, Iowa contributes significantly to the national and international food supply. Norman Borlaug developed a hybrid wheat variety



**Career Connection**

Agricultural engineers design and develop technologies and systems to improve agricultural production, including machinery, irrigation systems, and sustainable farming practices, to enhance efficiency and reduce environmental impact.

# Cities and Urban Land Use

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Places and Regions | **SS.9-12.Geo.13.** Identify how the conditions and connections of urban settlements in various regions can create sustainability challenges at various scales. | May include, but not limited to:<br>• Characteristics of urban areas<br>• Forms and functions of urban areas<br>• Economic, environmental, political, and social conditions<br>• Spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns |
| **Geography:**<br>Global Connections | **SS.9-12.Geo.14.** Evaluate how connections between urban regions impacts globalization. | May include, but not limited to:<br>• Relationships with rural areas- food production and consumption<br>• Core-Periphery relationships between countries<br>• Development levels and services provided by countries<br>• Demographic and economic data |

**Literacy/Mathematics/ Science Standard Connection**

Science HS-LS2-7 Design, evaluate, and refine a solution for increasing environmental sustainability and biodiversity.

**Iowa Connection**

Iowa's cities, like Des Moines, Cedar Rapids, and Davenport, serve as economic hubs, driving growth in sectors such as finance, healthcare, and technology.

**Career Connection**

An urban planner designs and develops plans for land use, infrastructure, and community development to create sustainable and functional urban environments.

# Industrial and Economic Development

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Geography:**<br>Places and Regions | **SS.9-12.Geo.15.** Explain the conditions of economic development across places and regions. | May include, but not limited to:<br>• Sectors of jobs in various locations<br>• Site and situation factors of manufacturing<br>• Types and availability for modes of transportation<br>• Impacts of the Core-Periphery relationship<br>• Central Place Theory<br>• Regional trends of economic development |
| **Geography:**<br>Global Connections | **SS.9-12.Geo.16.** Evaluate the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems. | May include, but not limited to:<br>• Globalization and its effects<br>• Spatial orga-nization of the economic, transportation, and communication systems<br>• Connections with support networks of trade in raw materials, manufactured goods, capital (human and monetary), ideas, and services<br>• Impacts of changes, distribution, and importance of resources |

## Iowa Connection

Iowa's industrial and economic development is directly tied to agriculture, biosciences, machinery, and renewable energies. Iowa’s unique geographic position on the Mississippi River contributes to its economic development and connection with global trade networks.

# 9th-12th Grade U.S. History

The United States History standards promote a comprehensive understanding of American economic, social, and political systems through the use of historical skills, including chronological reasoning, causation, comparison, and change over time beginning with review of the founding of the country, Civil War, and Reconstruction with a deeper dive into American history from Western Expansion through present day. Inquiry skills, along with interpretation and argumentation, provide for college and career success in addition to civic engagement through the democratic process.

## Founding of the Country

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:** Change, Continuity, and Context | **SS.9-12.US.1.** Analyze change, continuity, and context of American citizenship from 1776 to 1870. | May include:<br>• Expansion of popular democracy<br>• Citizenship qualifications in 1870<br>• Individual rights through amendments by 1870 |
| **History:** Multiple Perspectives | **SS.9-12.US.2.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions. | May include:<br>• Founding documents - e.g., Declaration of Independence, Constitution of the United States, Amendments: 1-12 |
| **Civics/Government:** Constitutional Principles and Civic Virtues | **SS.9-12.US.3.** Assess the impact of exemplary Americans who displayed civic virtues in the creation of the United States of America. | Must include, but not limited to:<br>• Framers of the U.S. Constitution |

### Literacy/Mathematics/ Science Standard Connection

Literacy RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### Iowa Connection

- Iowa territorial and state laws, such as the 1839 and 1851 miscegenation laws
- Creation of the State of Iowa in 1846, the Iowa Constitution of 1857
- Legal requirements for suffrage in documents such as the 1857 Iowa Constitution (white males at least age 21) and the 1868 referendum that struck “white” from the Iowa Constitution (suffrage for all males)
- Iowa Supreme Court rulings such as *In Re the Case of Ralph* (1839), *Clark v. Board of Directors* (1868), *Coger v. North Western Union Packet Co.* (1873)
- Iowans who sought to establish a legal process for Meskwaki land ownership in Iowa, such as the Meskwaki chief’s council, Poweshiek, and Marion County citizens, petitioned the government.

### Career Connection

Students interested in becoming a Park Service Ranger could benefit from this because they will gain more in-depth knowledge of how our history has shaped the foundations of America. Additionally, this is vital for students to become American citizens and will help them develop a deeper understanding of the foundations of our country.

# Civil War & Reconstruction

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.4.** Evaluate the multiple causes and effects of the Civil War. | May include:<br>• Institution of slavery<br>• Sectionalism<br>  ○ Missouri Compromise<br>  ○ South Carolina Nullification Crisis<br>  ○ Mexican-American War<br>  ○ Compromise of 1850<br>  ○ Kansas-Nebraska Act<br>• The Supreme Court decision in Dred Scott v. Sandford<br>• The Lincoln-Douglas debates<br>• John Brown's raid on Harpers Ferry<br>• The election of 1860 |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.5.** Analyze the consequences of the Civil War and Reconstruction. | May include:<br>• The physical and economic destruction of the South and the loss of life of both Southern and Northern troops<br>• The increased role of the federal government<br>• The impeachment of President Johnson<br>• The 13th,14th, and 15th Amendments<br>• The expansion of the industrial capacity of the northern U.S.<br>• The role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union<br>• The accomplishments and failures of Radical Reconstruction, the presidential election of 1876, and the end of Reconstruction |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.6.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Civil War and Reconstruction. | Must include but not limited to:<br>• Emancipation Proclamation<br>May include:<br>• Alexander Stephens' Cornerstone Speech<br>• Reconstruction Amendments<br>• Gettysburg Address, Reconstruction Acts, Black Codes, Lincoln's Second Inaugural Address |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.7.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues in the Civil War and Reconstruction. | Must include, but not limited to:<br>• National examples: Harriet Tubman, Frederick Douglass, Abraham Lincoln, Ulysses S. Grant.<br>Exemplary Iowans may include:<br>• Josiah Grinnell, James C. Jordan, Alexander Clark, Susan Clark, Justice Chester Cole, General Grenville Dodge, Samuel H.M. Byers, 1st Colored Regiment of Iowa/U.S. 60th of African Descent, The Graybeards/37th Iowa Infantry Regiment, Annie Turner Wittenmyer |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Iowa Connection

- Iowa's contributions, including but not limited to: enlistment, auxiliary support, and Iowans' contributions at the Battle of Shiloh
- Emancipation celebration events led by Alexander Clark of Muscatine
- Iowa Civil Rights Act (1884)
- Iowans who sought to expand civil rights for Black Iowans, such as Alexander Clark, Susan Clark, and Justice Chester Cole

## Career Connection

A career connection would be a professor; a student with a lot of passion for the Civil War may consider a career as a professor who teaches this subject. Another job is that of a curator of a museum focusing on the Civil War, who would provide more context and information to inform their museum's content.

# Westward & Industrial Expansion

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.8.** Evaluate the impact of inventions and technological innovations on American society and culture. | May include:<br>• Innovations and technological advancements such as the railroad, steel production, and electricity, telegraph, farm equipment. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.9.** Analyze how labor and government actions during westward expansion influenced American economic systems, urbanization, and cultural development. | May include:<br>• Economic practices such as corporations, monopolies, and trusts<br>• Government philosophy of laissez-faire economics and protectionism.<br>• Consequences of industrialization on the labor force and the environment. |
| **Geography:**<br>Human Movement and Patterns | **SS.9-12.US.10.** Explain the patterns of immigration and migration during the westward expansion and the influence on American economic, social, and political systems. | May include:<br>• Immigration from Southern and Eastern Europe<br>• Immigration from Asia<br>• American reaction to immigration patterns through nativism |
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.11.** Evaluate the causes and effects of Native American displacement and changing settlement patterns in the West during the period of westward expansion (1870–1900). | May include:<br>• Causes include the Homestead Act, the building of the US railroad system, and increased immigration<br>• Effects including the warfare between Native American tribes and the United States of America, the expansion of farming and ranching industries, the Dawes Act, and the Carlisle Schools |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.12.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during western and industrial expansion. | May include:<br>• Homestead Act<br>• Dawes Act<br>• Chinese Exclusion Act<br>• *Gospel of Wealth* by Andrew Carnegie<br>• Political Cartoons (e.g. Thomas Nast) |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.13.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues during the expansion westward and the building of an industrial America. | May include:<br>• National examples: Sitting Bull, Chief Joseph, Cornelius Vanderbilt, Andrew Carnegie, John Rockefeller, JP Morgan<br>• Iowans: John Froelich, Arabella Mansfield, Julia C. Addington, Ada E. North, Mamiwanige, Pushetonequa, Leander Clark |

**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## Iowa Connection

- Agricultural innovations from Iowa inventors like John Froelich.
- Examples of transportation innovation such as the 1881 railroad map of Iowa.
- Chain migration from European countries to Iowa from countries such as Germany, Ireland, Great Britain, Norway, Sweden, Denmark, and the Netherlands and the formation of cohesive migrant communities in Iowa such as New Sweden, Pella, and the Amana Colonies.
- The resistance of the Meskwaki Nation to the U.S. Indian Service's enrollment policy and allotment.
- The Iowa General Assembly ceded all jurisdiction over the Meskwaki Settlement to the federal government in 1896.
- The creation of the Indian Industrial School (Meskwaki Boarding School) at Toledo as a tool of assimilation.
- Iowans who advocated for the Meskwaki Nation's sovereignty.
- Iowans who expanded women's rights through the Iowa Woman Suffrage Association and the Iowa Association of Colored Women's Clubs.

## Career Connection

Investigative journalists research and report on complex issues such as corruption, corporate misconduct, and social injustice. They often work for newspapers, magazines, and TV outlets. Their work can lead to policy changes, legal action, or increased public awareness. Lobbyists work on behalf of businesses, unions, nonprofits, or interest groups to influence lawmakers and government officials. Their goal is to shape laws, regulations, and public policy in a manner that benefits their clients.

# The Progressive Era

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.14.** Analyze how labor and government actions during the Progressive Era influenced American economic systems, urbanization, and cultural development. | May include:<br>• Government policies and laws such as the Anti-Trust Bills, the Pure Food and Drug Act, the Keating Owen Act, the passage of amendments, and the Federal Reserve Act<br>• Labor movements such as the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World<br>• Goals and impact of the Populist Movement<br>• Conservation policies (Antiquities Act) |
| **Civics/Government**<br>Citizenship, Civic Rights, and Responsibilities | **SS.9-12.US.15.** Assess the impact of social movements, including reactionary movements, in creating reform in the United States. | May include:<br>• Black Progressives addressed concerns such as:<br>  ○ Jim Crow laws<br>  ○ Lynching<br>  ○ Access to jobs, and education through organizations such as the NAACP<br>• Suffragettes advocating for the right to vote<br>  ○ Moral reformers such as:<br>  ○ Social Gospel Movement<br>  ○ Prohibition<br>  ○ Settlement House Movement<br>• Muckrakers and the use of media to inform and influence change |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.US.16.** Assess the goals of the Progressive Era through the changes and continuities of the period to determine the influence of reformers. | May include:<br>• Prompt social welfare<br>• Economic reform and regulation<br>• Efficacy in government and industry<br>• Expand democracy |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.17.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Progressive Era. | May include:<br>• 16th,17th,18th,19th Amendments<br>• Atlanta Compromise<br>• Niagara Movement Speech |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.18.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues in the Progressive Era. | May include:<br>• National examples: Teddy Roosevelt, William Howard Taft, Woodrow Wilson, Alice Paul, Booker T. Washington, W.E.B Dubois, Jane Addams, Carrie Nation, John Muir<br>• Iowans: Carrie Chapman Catt, Sue M. Wilson Brown, Louis Pammel, Ada Hayden, George Washington Carver |

**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



## Iowa Connection

- Louis Pammel and the formation of Iowa state parks.
- The University of Iowa is one of the first state universities to admit men and women.
- Carrie Chapman Catt, a leading national suffragist and president of the National American Woman Suffrage Association.
- The Iowa Grange, founded in the 1870s, pushed for cooperative purchasing, grain elevators, and legislative reforms.
- George Washington Carver, attended school at Simpson College and Iowa State University, contributed to agriculture research.
- Settlement houses in Des Moines (e.g., Roadside Settlement House, Willkie House)



## Career Connection

Analysts collect, organize, and interpret data to help organizations make decisions. This includes roles like policy analysts, economic analysts, public health analysts, and data analysts. Government agencies (like the U.S. Census Bureau and new regulatory commissions) began using data to create reforms in housing, labor, food safety, and more. Information managers organize, store, and maintain data systems—often using technology to ensure information is accessible, secure, and valuable for decision-making. They work in fields like healthcare, education, business, and government. The rise of government regulation and public health initiatives created a need for better information management, particularly in areas such as food safety (the Pure Food and Drug Act), labor statistics, and urban planning.

# Imperialism and World War I

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.19.** Evaluate the multiple causes and effects of the Spanish-American War, the Philippine–American War, and World War I. | Must include, but is not limited to:<br>• Global interaction:<br>  ○ Panama Canal<br>  ○ Hawaii<br>  ○ Spanish-American War<br>  ▪ Cuba<br>  ▪ Philippians<br>  ○ American entry Into WWI<br>  ▪ Sinking of the Lusitania<br>  ▪ Unrestricted Submarine Warfare<br>  ▪ Zimmermann Telegram<br>• Policies:<br>  ○ Monroe Doctrine<br>  ○ Roosevelt Corollary<br>  ○ Open Door Policy<br>  ○ Dollar Diplomacy<br>  ○ Wilson's 14 Points<br>  ○ League of Nations<br>• Yellow Journalism |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.20.** Analyze how labor and government actions during imperialism and World War I influenced American economic systems, urbanization, and cultural development. | Must include, but not limited to:<br>• Nationalism, such as 100% Americanism, the Committee on Public Information, and propaganda.<br>• Repression of individual rights, such as the Schenck v. US case<br>• Home Front efforts, such as:<br>  ○ War production<br>  ○ Rationing policies<br>  ○ Selective Service and American Mobilization<br>  ○ The Red Cross<br>  ○ Spanish Flu Pandemic<br>• Great Migration of African Americans to northern cities |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.21.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions. | Must include, but is not limited to:<br>• Monroe Doctrine<br>• Roosevelt Corollary<br>• Fourteen Points<br>• Treaty of Versailles<br>• Espionage Act of 1917<br>• Sedition Act of 1918 |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.22.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues during the expansion of the United States' global role. | May include:<br>• National examples: William McKinley, Theodore Roosevelt & the "Rough Riders," William Howard Taft, Woodrow Wilson, General John Pershing, Buffalo Soldiers, Mark Twain, Henry Johnson & "Harlem Hellfighters"<br>• Iowans: Governor William Harding, Albert Cummins, 168th Infantry Regiment, Smith Brookhart, James B. Morris |



## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.



## Iowa Connection

- The "Babel Proclamation" by Iowa Governor William Harding in 1918 banned the use of foreign languages in public, with a particular target being German.
- Camp Dodge, near Des Moines, became a major military training center—thousands of soldiers were prepared for war there.
- Fort Des Moines became the first and only training camp for Black officers during World War I. James B. Morris trained there.
- The 168th Infantry Regiment (Iowa National Guard) played a significant role in World War I.
- Albert Cummins, Governor of Iowa and later U.S. Senator, was a key voice in debates over U.S. expansion and global involvement.



## Career Connection

Librarians manage, curate, and provide access to information. They help people find reliable sources, teach research skills, and support lifelong learning. A librarian today might help students and researchers sift through primary sources from this period, like speeches, newspapers, and government records, to understand the arguments and biases of the time. Web designers create user-friendly, visually appealing websites to communicate ideas, share information, and shape public understanding. A modern web designer might create an educational website exploring U.S. involvement in the Philippines, or a digital archive on the Anti-Imperialist League.

# The Roaring 20s and the Great Depression

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.23.** Evaluate the impact of social changes on the development of modern American culture. | May include:<br>• Culture Wars - Fundamentalism v. Modernism, Harlem Renaissance, Prohibition, Scopes Trial<br>• Popular Culture - sports, film, music, radio |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.24.** Evaluate the impact of inventions and technological innovations on American society and culture. | May include:<br>• Consumer innovation and technological advancement, such as: radio, cars, credit, films, transatlantic flights, penicillin. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.25.** Analyze how labor and government actions during the 1920s and the Great Depression influenced American economic systems, urbanization, and cultural development. | May include:<br>• Economic policies - stock market, tariffs, poverty, labor response<br>• Re-energized labor movement during the Great Depression with the emergence of industrial unionism.<br>• Government responses - Bonus Army, New Deal, Volunteerism<br>• Dust Bowl (IA) |
| **Geography:**<br>Human Movement and Patterns | **SS.9-12.US.26.** Explain the patterns of immigration and migration during the 1920s and the Great Depression and the influence on American economic, social, and political systems. | May include:<br>• Immigration patterns and responses, such as:<br>  ○ Red Scare<br>  ○ Resurgence of the KKK<br>  ○ Great Migration<br>  ○ Race Riots<br>  ○ Immigration Quotas |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.27.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions in the 1920s and the Great Depression. | May include:<br>• Immigration Act of 1924<br>• Scopes Trial<br>• 18th & 21st Amendments - Prohibition<br>• 19th Amendment - Women's Suffrage<br>• First Inaugural Address of FDR<br>• Fireside chats<br>• Media advertising<br>• Various New Deal Acts<br>  ○ Civilian Conservation Corps (CCC)<br>  ○ Social Security Act<br>  ○ Works Progress Administration (WPA)<br>  ○ Tennessee Valley Authority (TVA)<br>  ○ National Labor Relations Act (NLRA) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.28.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues in the 1920s and the Great Depression. | May include:<br>• National examples: Franklin Delano Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Babe Ruth, Charles Lindbergh, Amelia Earhart, John L. Lewis (CIO)<br>• Iowans: Herbert Hoover, Karl L. King, Henry C. Wallace, J.N. "Ding" Darling, Grant Wood, Milo Reno, Ola Babcock Miller, Robert Patten, Gertrude Rush |

## Literacy/Mathematics/ Science Standard Connection

Literacy RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Iowa Connection

- Herbert Hoover, born in West Branch, IA, was the president at the beginning of the Great Depression.
- While the worst effects of the Dust Bowl were in the southern Plains, western Iowa experienced droughts and soil erosion, exacerbating conditions for farmers already in debt.
- In 1932, Iowa farmers formed the Farmers' Holiday Association, urging farmers to withhold crops from the market to drive prices up.
- Programs such as the Agricultural Adjustment Act (AAA) and the Civilian Conservation Corps (CCC) were implemented in Iowa to provide employment opportunities and support.

## Career Connection

Archivists preserve, organize, and provide access to valuable historical documents, photographs, films, and records. They work in museums, libraries, universities, and government institutions. Without archivists, we would lose key evidence of how Americans navigated prohibition, the Dust Bowl, New Deal programs, and the rise of new social movements. Archaeologists study human history by excavating and analyzing physical remains, like buildings, tools, and everyday objects. They often work in academia, museums, or historical preservation. Archaeologists today may study urban development and migration from this era, such as the growth of cities in the 1920s or the mass migrations during the Dust Bowl.

# World War II

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.29.** Evaluate the multiple causes and effects of World War II. | Must include, but not limited to:<br>• Foreign policy - isolationism (America First) vs. internationalism<br>• Japanese imperialism<br>• Rise of fascism in Italy & Germany<br>• Appeasement<br>• Pearl Harbor<br>• European Theater<br>  ○ Invasion of Normandy (D-Day)<br>  ○ Battle of the Bulge<br>• Pacific Theater<br>  ○ Battle of Midway<br>  ○ Invasions of Okinawa and Iwo Jima<br>• Dropping of atomic bombs on Hiroshima & Nagasaki |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.US.30.** Evaluate the American response to the Holocaust. | Must include, but not limited to:<br>• Liberation of concentration camps (Dachau)<br>• Immigration policies before and after WWII (specifically related to people of Jewish ancestry)<br>• The Allied response to the persecution of the Jews by the Nazis before, during, and after the war. |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.31.** Analyze how labor and government actions during World War II influenced American economic systems, urbanization, and cultural development. | Must include, but not limited to:<br>• Home front:<br>  ○ War production<br>  ○ Propaganda<br>  ○ Contribution of civilians<br>  ○ Bracero Program<br>• Migration of African Americans<br>• Women in the workforce (Rosie the Riveter)<br>• Individual rights: POW camps (IA), Japanese-American internment, *Korematsu v. United States* |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.32**. Evaluate the impact of inventions and technological innovations on American society and culture. | Must include, but is not limited to:<br>• Nuclear weapons<br>• Airplanes & ships<br>• Code breaking (Navajo Code Breakers)<br>• Scientific/Technological developments: e.g., fire bombing, atomic bomb |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.33.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during World War II. | Must include, but is not limited to:<br>• Propaganda & rationing<br>• Political cartoons<br>• Roosevelt's Declaration of War<br>• Executive Order 9066<br>• Atlantic Charter |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.34.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues in World War II. | May include:<br>• National examples: Franklin Delano Roosevelt, Winston Churchill, Dwight Eisenhower, Harry S. Truman, George Marshall, Tuskegee Airmen, Douglas MacArthur<br>• Iowans: Henry A. Wallace, Paul Tibbets, Sullivan Brothers, Harry Hopkins, Luther H. Smith, Meskwaki code talkers |



## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.



## Iowa Connection

- The Des Moines Ordnance Plant helped with ammunition production.
- Fort Des Moines was home to a branch of the Women's Army Auxiliary Corps (WAACs).
- The Sullivan Brothers were five siblings from Waterloo, Iowa, who all served in the Pacific Theater and were killed in the naval battle of Guadalcanal.
- Iowa Prisoner of War Camps in areas such as Algona and Clarinda.
- Ames Laboratory (connected to Iowa State University) played a secret role in the Manhattan Project, helping purify uranium.
- John Deere factories in Waterloo and other cities transitioned to producing military equipment, including tractors and ammunition carts.
- Iowa played an important role in the "Food Will Win the War" campaign by producing food and livestock and innovating hybrid corn varieties.
- Twenty-seven members of Meskwaki Nation, 16% of the tribe's population at the time, served in the U.S. Army. Eight became code talkers in North Africa and were awarded with the Congressional Gold Medal for their service: Edward Benson, Dewey Roberts, Frank Sanache, Willard Sanache, Mike Twin, Judy Wayne Wabaunasee, Wayne Wabaunasee, and Dewey Youngbear.



## Career Connection

- Teachers today help students explore topics such as the causes of World War II, the Holocaust, the home front, and the legacy of war. Following World War II, there was a renewed focus on civic education, democracy, and global citizenship to prevent future conflicts.
- Park rangers protect and interpret America's natural and historic sites. At historical parks, they give tours, lead programs, and preserve monuments, documents, and landscapes tied to U.S. heritage. Rangers help visitors understand the causes, impact, and memory of WWII, often through storytelling, primary sources, and guided reflection.

# Cold War

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Comparison and Corroboration | **SS.9-12.US.35.** Compare and corroborate interpretations of the multiple causes and effects of the Korean War to the Vietnam War. | Must include, but is not limited to:<br>• Containment policies & Domino Theory<br>• Korea<br>  ○ United Nations involvement<br>  ○ Truman vs MacArthur<br>  ○ Armistice established at the 38th Parallel<br>• Vietnam<br>  ○ French involvement in Vietnam<br>  ○ Gulf of Tonkin incident<br>  ○ War Powers Resolution<br>  ○ War Hawks and Doves<br>  ○ Impact of the conflict on American society |
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.36.** Analyze the roots of domestic communism and anti-communism during the Cold War | Must include, but is not limited to:<br>• The origins, consequences, and opposition to McCarthyism<br>• The American Communist Party, the House Committee on Un-American Activities<br>May include:<br>• Researching and reporting on people and institutions such as involved with McCarthyism:<br>  ○ Whittaker Chambers<br>  ○ Alger Hiss<br>  ○ FBI Director - J. Edgar Hoover<br>  ○ Senators Joseph McCarthy and Margaret Chase Smith<br>  ○ Julius and Ethel Rosenberg<br>• The congressional investigations into the Lavender Scare |
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.US.37.** Analyze the American policy of containment as a response to the threat of Communism during the Cold War | Must include, but not limited to:<br>• NATO and Warsaw Pact<br>• “Loss of China” - Chinese Revolution of 1949<br>• Berlin Blockade<br>• Berlin Wall<br>• Cuban Missile Crisis<br>May include:<br>• NSC 68 - Arms buildup and assertive foreign policy<br>• Suez Crisis<br>• Role of the United Nations<br>• Interventions in Latin America |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.38.** Evaluate the impact of inventions and technological innovations on American society and culture. | May include:<br>• Hydrogen bomb<br>• Rise of Television<br>• NASA & Space Race<br>• Household inventions (Vacuum, dishwasher, etc.) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.39.** Analyze how labor and government actions during the Cold War influenced American economic systems, urbanization, and cultural development. | May include:<br>• Economic growth and declining poverty<br>• G.I. Education Bill<br>• Decline in women's employment<br>• Climb in the birthrate<br>• Growth of suburbs and home ownership,<br>• Increase in education levels<br>• Rise of Consumerism<br>• Government Domestic policies of Presidents Truman and Eisenhower<br>  ○ Truman's Fair Deal<br>  ○ Taft-Hartley Act of 1947<br>  ○ Federal-Aid Highway Act of 1956<br>  ○ Social Security Disability Insurance Act of 1956 |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.40.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Cold War Era. | May include:<br>• Marshall Plan - America helps rebuild Europe<br>• Truman Doctrine<br>• JFK Inaugural Address<br>• Iron Curtain Speech<br>• Eisenhower Farewell Speech<br>• Gulf of Tonkin Resolution |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.41.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues during the Cold War. | May include:<br>• National examples: Harry S Truman, Dwight Eisenhower, George Marshall, John F. Kennedy, Lyndon Johnson, Richard Nixon<br>• Iowans: Norman Borlaug, Governor Robert Ray, Roswell Garst |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Iowa Connection

- Iowa also hosted missile sites and radar stations as part of the nation's early warning systems against Soviet attacks.
- Iowa's universities, such as Iowa State University and the University of Iowa, participated in scientific research funded by the federal government, including projects connected to defense and technology.
- Many Iowans served during the Korean and Vietnam War.
- Norman Borlaug was awarded the Nobel Peace Prize in 1970 for his global work as an agricultural scientist, credited with helping to feed starving people worldwide.
- Governor Robert Ray, who invited refugees from the Tai Dam to resettle in the state, is considered a model for public service.

## Career Connection

During the Cold War, journalists played a critical role in shaping public understanding of global conflicts, nuclear threats, espionage, and political ideology. Journalists investigate and report current events, analyze complex international issues, and inform the public through newspapers, television, radio, and digital platforms. Researchers study problems, collect data, and generate insights across a wide range of fields, such as science, public policy, international relations, and history. Researchers also studied public opinion, civil defense strategies, and Cold War education programs to shape national policy. American Citizen, Archivist, Librarian, Curator, Archeologist, Museum Technician, Anthropologist, Historian, Teacher, Park Service Ranger, Journalist, Editor, Records Manager, Lobbyist, Analyst, Consultant, Researcher, Web Designer, Information Manager, Professor

# Civil Rights

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.42**. Assess the impact of social movements, including reactionary movements, in creating reform in the United States. | May include:<br>• The Civil Rights Movement<br>  ○ Resurgence of the KKK<br>• Chicano Movement<br>• Native American Movement (Tribal Sovereignty and Self-determination)<br>• Women's Rights Movement (Pregnancy Discrimination Act and Equal Pay Act of 1963)<br>• Counter Culture Movement<br>• Disability Rights Movement (Individuals with Disabilities Education Act) |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.US.43.** Analyze how government actions impact American opinion of the U.S. political system. | May include:<br>• The Great Society<br>• Environmental Protection Agency (EPA)<br>• Watergate<br>• Pentagon Papers<br>• Emphasis on “law and order” |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.44.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Civil Right Era. | May include:<br>• Civil Rights Act of 1964<br>• Voting Rights Act of 1965<br>• Brown v. Board of Education<br>• Letter From Birmingham Jail<br>• Equal Rights Amendment |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.45.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues. | May include:<br>• National examples: Martin Luther King Jr. and Rosa Parks<br>• Iowans: Edna Griffin, Charles Swanson, Mary Beth and John Tinker, Harold Hughes, Juan and Marta Cadena, Sister Irene Muñoz, Adeline Wanatee |

## Literacy/Mathematics/ Science Standard Connection

Literacy

- RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

## Iowa Connection

- Edna Griffin challenged racial discrimination at a lunch counter in Katz Drug Store in Des Moines, winning a landmark case that helped end segregation in Iowa’s public places.

- Mary Beth and John Tinker won the Tinker v. Des Moines case, protecting the rights of student free-speech in public schools.
- Juan Cadena, Marta Cadena, and Sister Irene Muñoz mobilized support for Iowa's Latino community in the 1970s. Juan Cadena served on Governor Ray's Spanish Speaking Task Force.
- Adeline Wanatee was the first woman elected to the Meskwaki Tribal Council and advocated for Native American and women's rights.




Professors teach at colleges and universities, conduct research, and mentor students. They explore complex social, political, and historical issues, encouraging critical thinking.

# Rise of Conservatism

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.46.** Assess the impact of social movements, including reactionary movements, in creating reform in the United States. | May include:<br>• Moral Majority<br>• Rise of Evangelicalism<br>• 1980s AIDS crisis<br>• Reagan's War on Drugs<br>• Immigration debates<br>• Neo-conservatism |
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.47.** Explain how American policies towards globalization impacted various economic growth, labor markets, the environment, and income distribution. | May include:<br>• Stagflation & recession<br>  ○ Oil shocks<br>  ○ Ending the gold standard and floating the US dollar.<br>• Decline of organized labor<br>  ○ Replacement of striking air traffic controllers with non-union personnel<br>  ○ Outsourcing manufacturing to non-union states and foreign countries<br>• Rise of n-deregulation, smaller government, fewer taxes<br>• Globalization - growth of corporate conglomerates<br>• The growing economic gap between the top and the bottom<br>• Trickle Down Economics - Tax cuts |
| **History:**<br>Comparison and Corroboration | **SS.9-12.US.48.** Evaluate the Rise of Conservatism's influence on American foreign policy, including its role in ending the Cold War, promoting military intervention, and shaping international relations | May include:<br>• Open Door to China<br>• *Détente* - Warming relationship between U.S. & Soviet Union<br>• Carter's focus on Human Rights<br>• Reagan doctrine<br>  ○ Strategic Defense Initiative (SDI)<br>  ○ Renewed Arms Build-up<br>• Collapse of the Berlin Wall & the Soviet Union<br>• Latin America<br>  ○ Iran-Contra<br>  ○ Panama<br>  ○ Grenada<br>• Middle East<br>  ○ Lebanon and Beirut Bombing<br>  ○ Iran-Hostage Crisis<br>  ○ Operation Desert Storm<br>• Tiananmen Square |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.49.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions from the late 60s through 1990. | May include:<br>• Ronald Reagan Speeches<br>  ○ First Inaugural Address<br>  ○ "Star Wars"<br>  ○ "Tear Down this Wall"<br>• Jimmy Carter's "Crisis of Confidence" Speech<br>• Richard Nixon's "Silent Majority" Speech |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.50.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues. | May include:<br>• National Examples: Jimmy Carter, Ronald Regan, Sally Ride<br>• Iowans: Dr. Ruth Anderson, Ambassador Kenneth Quinn |



## Literacy/Mathematics/ Science Standard Connection

Literacy: RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



## Iowa Connection

- Terry Branstad: Led the state during the farming crisis while creating political connections with China, and is considered a new conservative republican, leading the state for a significant period from 1983 - 1999 and again from 2011 - 2017. Branstad is credited for transforming the office of governor, using public funds to attract corporate development, specifically in the meatpacking industry.
- Charles Grassley: The longest-serving U.S. senator in Iowa's history, who led during the farming crisis, and influenced the development of the conservative movement in Iowa, as well as the wind energy and alternative fuels industries in the state.
- Tom Harkin: Democratic senator who served from 1980 through the 2010s, who is considered a civil rights leader for championing the Americans with Disabilities Act, and also was a leader during the farming crisis.



## Career Connection

Anthropologists study human cultures, behaviors, and societies—both past and present—to understand how people live, think, and organize their worlds. Understanding these cultural shifts helps explain the motivations and beliefs behind political conservatism. Museum technicians care for artifacts, set up exhibits, and support educational programs to help the public learn about history and culture. Technicians help preserve objects from this era, like political campaign materials, pop culture items, or documents related to social movements.

# A Global Superpower Facing Change

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.51.** Assess the impact of social movements, including reactionary movements, in creating reform in the United States. | May include:<br>• African American rights<br>  ○ Rodney King & LA Riots of 1992<br>  ○ Black Lives Matter movement<br>• Women's rights<br>  ○ # MeToo movement<br>  ○ *Roe v. Wade, Dobbs v. Jackson*<br>• Women in combat<br>• LGBTQ rights<br>  ○ *Obergefell v. Hodges*<br>• New waves of immigration<br>• Social media & the Internet |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.US.52.** Evaluate American foreign policy after the Cold War | Must include, but not limited to:<br>• First World Trade Center Bombing 1993<br>• Embassy Bombings in Kenya and Tanzania 1998<br>• War on Terror - Afghanistan<br>• War in Iraq<br>May include:<br>• Wars in Bosnia and Kosovo<br>• Somalia, Battle of Mogadishu<br>• Rwandan genocide and treatment of the Uyghur people<br>• New isolationism |
| **History:**<br>Comparison and Corroboration | **SS.9-12.US.53.** Assess government responses to domestic challenges. | Must include, but not limited to:<br>• September 11, 2001 attacks<br>May include:<br>• Oklahoma City Bombing<br>• Columbine School Shooting<br>• Waco massacre<br>• Hurricane Katrina<br>• Boston Marathon Bombing<br>• COVID-19<br>• January 6th, 2021 |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **Economics/Financial Literacy:**<br>Economic Systems | **SS.9-12.US.54.** Explain how American policies towards globalization impacted various economic growth, labor markets, the environment, and income distribution. | May include:<br>• North American Free Trade Agreement (NAFTA)<br>• Welfare Reform<br>• De-industrialization & globalism<br>  ○ Use of the undocumented labor force<br>• Rise and fall of Big Box stores, e.g. Walmart<br>• Internet commerce<br>• Great Recession of 2008<br>• Shrinking middle class<br>• Affordable Care Act<br>• Bitcoin<br>• Corporate tax cuts |
| **History:**<br>Multiple Perspectives | **SS.9-12.US.55.** Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions from 1990 to the present. | Must include, but not limited to:<br>• George W. Bush's address to Congress post 9/11<br>• USA PATRIOT ACT<br>May include:<br>• *Citizens United v. FEC*<br>• *Bush v. Gore*<br>• Affirmative action cases |
| **Civics/Government:**<br>Constitutional Principles and Civic Virtues | **SS.9-12.US.56.** Assess the impact of exemplary Americans and Iowans who displayed civic virtues. | May include:<br>• National Examples: Antonin Scalia, Ruth Bader Ginsburg, Condoleezza Rice<br>• Iowans: Salvatore Giunta, Jim Yong Kim, Peggy Whitson |

## Literacy/Mathematics/ Science Standard Connection

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## Iowa Connection

- The floods of 1993 and 2008 that devastated the state.
- Salvatore Giunta was awarded the Medal of Honor for saving the lives of his squad in 2007.
- The 2008 immigration raid in Postville was one of the largest ICE raids in American history.
- The 2020 derecho hit much of Iowa, causing widespread damage.
- Iowa becomes a leader in alternative energy.
- In 2014, Joni Ernst became the first woman to serve in the US Senate.
- In 2017, Kim Reynolds became the first female governor of Iowa.
- In 2018, Abby Finkenauer and Cindy Axne were first Iowa women to serve in US House of Representatives.

## Career Connection

Librarians organize and provide access to a vast range of information, helping people find credible resources and supporting research across many topics. As global power dynamics shifted after the Cold War, librarians

played a key role in preserving and organizing documents, news reports, government records, and international treaties. Historians study and interpret past events to understand how they influence the present and shape the future. They analyze documents, interview witnesses, and publish findings. Historians examine the end of the Cold War, shifts in U.S. foreign policy, conflicts such as the Gulf War, and challenges to American dominance.

# 9th-12th Grade World History

The study of world history provides students with essential knowledge and skills for understanding our interconnected global society. Through examining the experiences of diverse civilizations, cultures, and peoples across time and geography, students develop critical thinking abilities, cultural awareness, and historical perspective that are fundamental to informed citizenship. World history education helps students recognize patterns of human behavior, understand the roots of contemporary global issues, and appreciate both the diversity and commonality of human experience. By analyzing primary sources, evaluating historical evidence, and constructing historical arguments, students learn to think like historians while developing the analytical and communication skills essential for success in higher education and civic participation.

Furthermore, world history study cultivates empathy and global consciousness by exposing students to multiple perspectives and narratives that have shaped human civilization. Students learn to understand cause and effect relationships across cultures and time periods, recognize the complexity of historical events, and appreciate how past decisions continue to influence present circumstances. This comprehensive approach to historical education prepares students to engage thoughtfully with diverse viewpoints, make informed decisions as citizens, and contribute meaningfully to an increasingly interconnected world where understanding of global perspectives and historical context is more crucial than ever.

## Growing Global Connections (1450 - 1750)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.1.** Construct a model of the events showing the growing global connection from 1450 - 1750. | Examples of models may include, but are not limited to, timelines, chronologies, or maps.<br>• Elements of a timeline typically include a title, equal increments, and a date range.<br>Major events must include the voyages of Christopher Columbus. Other examples may include but are not limited to:<br>• Voyages of Vasco da Gama<br>• Significant turning points in trade systems (e.g. establishment of Manila in the silver trade, Emperor Charles V's ban on the enslavement of indigenous Americans, or founding of the Dutch East India Company). |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.2.** Compare and contrast the causes and effects of two or more Early Modern trade systems from 1450 to 1750. | Early Modern trade systems may include, but are not limited to,<br>• Trans-Atlantic slave trade<br>• Atlantic sugar trade<br>• Silver trade (China, Americas, Europe)<br>• Indian Ocean spice trade<br>• North American fur trade<br>Causes may include, but are not limited to,<br>• Growth of the Ottoman Empire and changing control of Mediterranean trade<br>• European voyages of exploration<br>• Ming dynasty changes to currency and taxation<br>• The rise of mercantilism<br>Groups of people affected by the Early Modern trade systems may include, but are not limited to:<br>• European merchants, sailors, and/or trading companies like the Dutch East India Company<br>• African peoples including rulers and traders, as well as those transported to the Americas<br>• Peoples of the Americas, including rulers/leaders, fur trappers, silver miners, and/or farmers/laborers<br>• Asian empires and their rulers, government officials, and subjects (Ming China, Mughal India, Safavid Persia, Ottoman Empire)<br>• Consumers of the various trade goods |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.3.** Evaluate the impacts of the Columbian Exchange on global populations and environments. | Impacts of the Columbian Exchange may include but are not limited to:<br>• Population changes:<br>  ○ Population declines in the Americas due to the introduction of Afro-Eurasian diseases (e.g. smallpox, measles, cholera)<br>  ○ Population increases in Eurasia due to the introduction of new food crops<br>• Environmental changes:<br>  ○ Introduction of new cash crops<br>  ○ Intensification of land use<br>  ○ Introduction of domesticated animals in the Americas (cows, horses, pigs, sheep, goats) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.4.** Analyze the interactions between Europeans and peoples of other regions around the world, considering multiple perspectives from 1450 - 1750. | Interactions between Europeans and other peoples could focus on, but are not limited to,<br>• Economic interactions as part of the trade systems (e.g. Ming China or Tokugawa Japan regulations on trade with foreigners, European governments' protection and/or support of trading companies, and/or trade negotiations between European traders and local leaders)<br>• Cultural interactions (e.g. missionary activity in the Americas, China, and/or Japan; demand for luxury goods like blue-and-white porcelain, cotton cloth, and/or spices)<br>• Political interactions (e.g. meeting of Christopher Columbus and the Taino, meeting of Hernán Cortés and Moctezuma; Jesuit missionaries at the Ming China imperial court; Portuguese traders and the Mughal court)<br>Multiple perspectives may include, but are not limited to:<br>• European powers and peoples of other regions (e.g., the Americas, Africa, Asia) from the 15th to the 19th centuries<br>• Specific groups of people like European colonizers, American indigenous populations and empires, African leaders and traders, and Asian polities and merchants<br>Analysis of perspectives may include, but is not limited to the motivations for the interactions, methods used in the interaction, and the consequences of the encounters. |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.5.** Interpret growing global connections from 1450-1750 through analysis of primary sources. | Examples of primary sources must include Christopher Columbus' report on his first voyage and may include, but are not limited to,<br>• Descriptions of the meeting of Hernán Cortés and Moctezuma (both Spanish and Aztec)<br>• Excerpts from Bartolomé de las Casas' *A Short Account of the Destruction of the Indies*<br>• Letter from King Nzinga Mbemba (aka Afonso) of Kongo to the King of Portugal<br>• Founding charter of the Dutch East India Company<br>• Material objects, like Chinese blue and white porcelain, spices, sugar refineries on Caribbean plantations<br>• Maps and illustrations created during the period |

**Literacy/Mathematics/ Science Standard Connection**

Literacy RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**Iowa Connection**

Marquette and Joliet led a French expedition to explore the Mississippi River and made contact with the Illinois tribe living in present-day eastern Iowa in 1673. In 1682, Rene Robert Cavelier de la Salle claimed the entire Mississippi River Valley for France, naming it "Louisiana" in honor of King Louis XIV of France.




Historians investigate written records and primary sources to interpret and explain past events.

# Expanding Empires (1450 - 1750)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.6.** Explain how and why land-based and maritime empires expanded from 1450 - 1750. | Examples of land-based empires may include but are not limited to the Ottoman, Mughal, Qing, and Russian Empires.<br>Examples of maritime empires may include but are not limited to: the Portuguese, Spanish, Dutch, and British Empires.<br>Method of expansion may include, but are not limited to:<br>• Political tools,<br>  ○ gunpowder weapons,<br>  ○ centralized bureaucracies,<br>  ○ methods of legitimation (e.g., divine right, monumental architecture).<br>• Economic systems,<br>  ○ joint-stock companies (European countries),<br>  ○ tax farming,<br>  ○ state-controlled trade to fund expansion.<br>• Social hierarchies that organized labor and maintained control,<br>  ○ Devshirme (Ottoman Empire),<br>  ○ Caste/Casta (Mughal and Spanish Empires),<br>  ○ Serfdom (Russian Empire).<br>• Technological innovations,<br>  ○ maritime tools (caravel, compass, astrolabe),<br>  ○ the printing press. |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.7.** Compare how empires used social hierarchies to establish and maintain stability and order in different empires from 1450 to 1750. | Empires for comparison may include but are not limited to:<br>Mughal, Qing, Spanish, and British Empires.<br>Comparative analysis may include, but are not limited to,<br>• How different empires structured society to establish legitimacy,<br>• How the empires enforce control and prevent resistance,<br>• How these systems varied in their effectiveness and long-term impacts.<br>Examples of social hierarchies used to maintain control may include, but are not limited to,<br>• Religious divisions,<br>  ○ Ottoman millet system,<br>  ○ Mughal tolerance.<br>• Class/Caste and/or racial systems,<br>  ○ Spanish casta system,<br>  ○ South Asian caste structures.<br>• Administrative and military elites,<br>  ○ Zamindars (Mughal Empire)<br>  ○ Samurai (Tokugawa Japan),<br>  ○ Boyars (Russian Empire).<br>• Labor systems,<br>  ○ Russian serfdom,<br>  ○ the encomienda (Spanish colonies),<br>  ○ enslaved labor. |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| History:<br><br>Change, Continuity, and Context | **SS.9-12.WH.8.** Map the development and expansion of land-based and maritime empires from 1450 to 1750. | Elements of a map may include a title, a layered map/timeline showing the growth and expansion of empires over time.<br><br>Land-based empires examples may include, but are not limited to,<br><br>• Chinese (Ming and Qing dynasties),<br>• Mughal,<br>• Ottoman,<br>• Songhai,<br>• Russian.<br><br>Maritime empires may include both colonial and trade-based examples.<br><br>• Colonial empire examples may include, but are not limited to,<br>  ○ Spanish Empire in North and South America,<br>  ○ French Empire in North America,<br>  ○ English/British Empire in North America.<br>• Trade-based empires examples may include, but are not limited to,<br>  ○ Portuguese Empire in the Indian Ocean,<br>  ○ Dutch Empire in Southeast Asia,<br>  ○ English/British Empire in South and East Asia. |
| **History:**<br><br>Multiple Perspectives | **SS.9-12.WH.9.** Assess how the artistic accomplishments of an empire reflected and reinforced their values and beliefs from 1450 to 1750. | Examples of artistic accomplishments may include but are not limited to:<br><br>• Monumental architecture,<br>  ○ Taj Mahal (Mughal),<br>  ○ Süleymaniye Mosque (Ottoman).<br>• Court art and portraitures,<br>  ○ Qing imperial paintings,<br>  ○ Mughal and Ottoman miniatures.<br>• Religious art,<br>  ○ Catholic Baroque works in colonial Latin America.<br>• Literature, inscriptions, and ceremonial art. |
| **History:**<br><br>Historical Interpretation and Argumentation | **SS.9-12.WH.10.** Evaluate the long-term impacts of expanding empires from 1450 to 1750 in world history. | Examples may include:<br><br>• Impacts on the political systems,<br>  ○ spread of centralized bureaucracies,<br>  ○ decline of Indigenous governance.<br>• Impacts on economic systems,<br>  ○ the rise of global trade networks,<br>  ○ plantation economies,<br>  ○ dependence on coerced labor.<br>• Impacts on social systems,<br>  ○ hierarchies based on race, class, and religion,<br>  ○ religious conversion,<br>  ○ linguistic shifts,<br>  ○ blending or erasure of Indigenous traditions. |
| | | |



**Career Connection**

A museum technician would care and maintain the collection of artistic achievements. Another job is museum curator, who would provide more context and information to inform their museum's content. Military careers that require knowledge of the rise and fall of empires.

# Change and Disruption (1450 - 1750)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.11.** Explain how the Renaissance changed European societies from 1450 to 1750. | Examples may include, but are not limited to,<br>• Interplay of trade and banking in the Italian city-states that generated the wealth that funded the Renaissance<br>• Political variations of the Italian city-states and evolving political thought (e.g. Niccolò Machiavelli, the Medici)<br>• Evolving elements and standards for painting, sculpture, and literature<br>• Intellectual changes from the influence of classical learning and the diffusion of ideas via trade routes<br>• Development of ideas of individualism and humanism |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.12.** Compare how the interactions of different groups and their belief systems changed or reinforced religious traditions from 1450 to 1750. | Examples may include, but are not limited to,<br>• Syncretism of beliefs<br>  ○ Catholicism and indigenous American religions in the Spanish colonies<br>  ○ African religions and Christianity as a result of the Trans-Atlantic slave trade<br>  ○ African religions and Islam along the Saharan trade routes<br>  ○ Emperor Akbar (Mughal) and his religious policy<br>• Reform and/or revival of belief<br>  ○ Jesuits and Counter-Reformation<br>  ○ Islamic revival, like Wahhabism<br>  ○ Neo-Confucianism |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.13.** Analyze how the Scientific Revolution and the Enlightenment created new ways of thinking and challenged traditional authority. | Analysis must include the development of secularism from the Scientific Revolution and the Enlightenment. Other ideas may include but are not limited to:<br>• Ideas of the Scientific Revolution<br>  ○ Geocentrism vs. Heliocentrism<br>  ○ Empiricism and scientific reasoning<br>• Enlightenment thought<br>  ○ Natural rights<br>  ○ Social contract theory |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.14.** Describe the ways in which various groups supported and/or resisted the Reformation. | Groups may include, but are not limited to:<br>• Protestant denominations<br>  ○ Lutherans<br>  ○ Anabaptistists<br>  ○ Calvinists<br>• Catholic orders<br>  ○ Dominicans<br>  ○ Jesuits<br>  ○ Catholic leadership<br>• Political leadership |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.15.** Analyze the role of printing and the printing press in the development of new intellectual and belief systems. | The invention of the printing press by Johannes Gutenberg may include, but not limited to,<br>• The invention and spread of the printing press in the 15th century increased access to knowledge in Europe<br>• Major intellectual or religious movements were influenced by the availability of printed texts (e.g., the Renaissance, the Protestant Reformation, and the Scientific Revolution.)<br>• Key figures (e.g., Martin Luther, Erasmus, Galileo) whose ideas gained influence through print. |



**Career Connection**

Religious theology study, art curating, or costume designer. The tourism industry requires knowledge of global history and cultures

# Age of Revolutions (1750 - 1826)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.16.** Explain the causes of political revolutions in the period of 1750 to 1826. | The causes of the U.S. revolution must be included. Other revolutions that may be included, but not limited to, are<br>• French Revolution (1789-1799)<br>• Haitian Revolution (1791-1805)<br>• Latin American Revolutions (1810-1826)<br>• Other revolutionary efforts in Europe, South America, and/or West Africa<br>Causes may include, but are not limited to, long-term or structural causes, short-term causes, and triggering events. Specific causes may include, but are not limited to,<br>• Political reasons<br>  ○ Management of colonial relationships (U.S., Haiti, Latin America)<br>  ○ Traditional privileges and/or responsibilities based on class or aristocratic status<br>• Enlightenment ideas like social contract, limited government, popular sovereignty, and individual rights<br>• Economic factors<br>  ○ Taxation<br>  ○ Debt<br>  ○ Mercantilist economic policies |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.17.** Compare and contrast two or more revolutions, including the course of events and their periodizations in the period from 1750-1826. | Some historians have divided revolutions into stages based on the events and accomplishments of that period and are often labeled according to how radical, violent, and/or conservative the revolution was during that period.<br>The U.S. revolution must be included. Other revolutions that may be included, but not limited to, are<br>• French Revolution (1789-1799)<br>• Haitian Revolution (1791-1805)<br>• Latin American Revolutions (1810-1826) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.18.** Explain the intellectual context that shaped and spread revolutions in the Atlantic world from 1750 to 1826. | The intellectual context of this time period was shaped extensively by the Enlightenment. Central Enlightenment ideas must include separation of power and popular sovereignty. Other ideas may include but are not limited to,<br>• natural rights,<br>• social contract theory,<br>• critiques of absolutism,<br>• freedom of speech,<br>• religious freedom.<br>Examples of intellectual figures whose writings influenced revolutions of this time period may include, but are not limited to,<br>• John Locke<br>• Jean-Jacques Rousseau<br>• Montesquieu<br>• Thomas Paine<br>• Voltaire |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.19.** Analyze how revolutions from 1750 to 1826 impacted various groups of people. | The impacts on these groups may include, but are not limited to, the roles of these groups in the start and course of the revolutions, as well as the immediate and long-term effects on those groups.<br>Examples of groups may include, but are not limited to:<br>• Women<br>• Enslaved people<br>• Religious minorities<br>• Native Americans or other indigenous peoples<br>• Loyalists, Royalists, or other groups who opposed the revolutions<br>• Other marginalized groups traditionally excluded from government in the political and social revolutions of the 18th and 19th centuries. |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.20.** Assess to what extent the revolutions changed political, economic, and/or social systems from 1750-1826. | The definition of revolution includes components like sudden, radical or complete change.<br>An assessment of the revolutions must include the extent of change as a result of the U.S. revolution and may, but are not limited to, include the extent of changes as a result of the French, Haitian, and/or Latin American revolutions. |
| | | |

**Career Connection**

Historical researcher whose role is to investigate and interpret the past by analyzing primary and secondary sources to understand events, people, and ideas, could also include political roles due to the popular sovereignty piece etc. Careers in international law and diplomacy require knowledge of political theories and political change.

# Industrialization (1750 - 1900)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.21.** Explain the factors that led to the start of the Industrial Revolution in Britain in 1750. | An explanation of these factors may include, but are not limited to,<br>• available natural resources like coal or iron<br>• access to transportation via ports and rivers<br>• available wealth for investment<br>• protection of intellectual property<br>• political support for infrastructure and knowledge<br>• respect and support for entrepreneurs and merchants<br>• innovation and new technology<br>• availability of labor<br>• agricultural revolutions |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.22.** Compare and contrast the industrialization of two or more countries in the 19th century. | Countries which industrialized in the 19th century and which may be used, but not limited to,<br>• Britain<br>• Germany<br>• Russia<br>• the United States<br>• Japan<br>• Belgium<br>Comparisons may include, but are not limited to,<br>• which sectors of the economy industrialized first<br>• governments' responses to the effects of industrialization<br>• the experience of workers in factories and industrialized workplaces<br>• women's role in the home and work place |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.23.** Analyze how the Industrial Revolution changed societies from 1750 to 1900. | Changes may include, but are not limited to,<br>• Economic:<br>  ○ Means and modes of production: shift from cottage industries to mass production and factory systems<br>  ○ steam power<br>  ○ patent laws<br>  ○ capital investment<br>  ○ decline of artisan and agrarian labor systems<br>  ○ creation of labor unions<br>• Social:<br>  ○ Growth of working and middle classes<br>  ○ Urbanization |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.24.** Compare ideological responses to industrialization and the Industrial Revolution. | Ideological responses may include, but are not limited to,<br>• Luddites<br>• Free trade and laissez-faire policies<br>• Socialism and economic rights<br>• Marxism and communism<br>• Labor unions and workers' rights |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.25.** Evaluate the impact of innovations and new technologies on industry and people's lives. | Examples of technology must include John Froelich and his gasoline-powered engine. Other examples may include, but are not limited to,<br>• Use of coke to smelt iron and steel<br>• Watt's steam engine<br>• communication technologies like the telegraph and telephone<br>• modes of transportation like railroads and steamships<br>• Engineering of bridges, buildings and roads |



**Iowa Connection**

John Froelich, inventor of the first successful gasoline-powered engine that could be driven forwards and backwards, an important development in the history of the modern tractor.



**Career Connection**

Economists need to understand complex interactions between local, regional, and global resources, politics, and industry.

# Imperialism and the Modern World (1800 - 1914)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.26.** Describe the economic, political and cultural factors that contributed to a new wave of European imperialism in the 19th century. | Examples of factors that may be used, but not limited to:<br>• industrialization's need for raw materials and markets for finished goods<br>• nationalism and growing competition among European powers for colonies<br>• cultural ideas of religious beliefs and ideas of Social Darwinism<br>• increasing ability to project power with new military technology |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.27**. Compare and contrast the different imperialist systems created by European and other imperialist nations. | Some of the characteristics that may be compared and contrasted are, but not limited to:<br>• methods of establishing and maintaining control of colonial populations (e.g. military force, building of railroads, creation of social hierarchy, systems of taxation to coerce labor)<br>• trade policies implemented to benefit the imperialist nations<br>• imposition of Western cultural models (e.g. education, clothing, religion, gender roles)<br>The different systems may include, but are not limited to:<br>• Direct colonization (e.g. Nigeria, French West Africa, India)<br>• In-direct imperialism (e.g. China, Japan, Latin America, Ottoman Empire)<br>• Settler colonialism (e.g. South Africa, Australia, Kenya, Tanganyika, Algeria) |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.28.** Analyze how industrialization and imperialism influenced the movement of people around the world between 1800 and 1914. | Migrations may include, but are not limited to:<br>• European migration out of Europe<br>• Migration as a result of indentured labor contracts to replace formerly enslaved laborers. (e.g. Chinese and Indians to sugar colonies in the Indian Ocean and the Caribbean) |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.29.** Compare the responses of resistance and adaptation to Western imperialism in the 19th century. | Forms of resistance and adaptation may include, but are not limited to:<br>• Armed resistance<br>  ○ Indian Rebellion (1857)<br>  ○ Vietnamese resistance against French colonization (Phan Dinh Phung 1885 -1895)<br>  ○ Philippine Revolution (1896-1902)<br>  ○ Boxer Rebellion (1899-1901)<br>  ○ the Ashanti uprising (1900)<br>  ○ the Herero and Namaqua revolts (1904-07)<br>• Diplomatic negotiation and alliance-building<br>  ○ Ethiopia under Menelik II (1896)<br>  ○ Siam (Thailand) under King Chulalongkorn (1868-1910)<br>  ○ Meiji restoration (Japan) from 1868-1912<br>• Economic adaptation and reform<br>  ○ Meiji Japan<br>  ○ China's self-strengthening movement<br>  ○ Muhammad Ali's Egypt<br>• Pan-nationalism:<br>  ○ Tagore and Gandhi<br>  ○ José Martí<br>  ○ W.E.B Du Bois<br>  ○ Edward Wilmot Blyden<br>  ○ Nahda (Arab Awakening) |
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.30.** Explain how 19th-century political, social, and economic changes influenced the conceptual development of modernity. | Explanations of the concept of modernity may include, but are not limited to,<br>• The effects of industrialization on technology, business, and transportation<br>• Urbanization and changing urban geographies<br>• Changing social hierarchies and class relations<br>• Liberal democratic ideas, including constitutional systems, natural rights, self-government, and voting rights<br>• Nationalism<br>• Progressive view of history and the possibility for infinite improvement |

## Iowa Connection

- Foreign-born migrants from western and northern Europe began arriving in Iowa in the 1830s, driven by political instability, religious persecution, and economic hardships.
- 51st Iowa Volunteer Infantry Regiment involvement in the Spanish-American and Philippine-American War.

## Career Connection

Geographers look at migration patterns and city planners and census workers rely on data looking at migration to know where people are moving and how to properly plan housing and schools.

# Global Conflicts (1900 - 1945)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.31.** Analyze the causes that led to the outbreak of World War I and World War II. | Causes of these conflicts included long-term, structural causes; short-term, immediate causes; and triggering events.<br>Major causes of World War I may, include but are not limited to,<br>• the system of alliances<br>• militarism<br>• imperialism<br>• nationalism<br>• significance of the assassination of Archduke Franz Ferdinand<br>• diplomatic breakdowns<br>Major causes of World War II may include but are not limited to,<br>• the Great Depression<br>• he Treaty of Versailles<br>• the political and economic conditions in Europe and Asia<br>• the rise of fascism and militarism in the 1920s and 1930s.<br>• Germany's invasion of Poland and the actions of Axis powers. |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.32.** Compare and contrast the rise of dictators including their methods of repression and persecution. | Dictators must include Joseph Stalin and may also include, but are not limited to,<br>• Adolf Hitler<br>• Benito Mussolini<br>• Francisco Franco<br>Must include:<br>• Hitler's persecution of the Jews, including the Holocaust,<br>• Stalin's collectivization policies, including the Holodomor<br>Other explanations may include but are not limited to,<br>• National and international conditions that led to the emergence of totalitarian regimes in Germany, Italy, and the Soviet Union<br>• Ideologies and methods used to gain and maintain power<br>• Propaganda, censorship, secret police, and violence to suppress opposition and enforce loyalty<br>• Policies and actions taken by each regime against minority populations and political dissidents<br>• Impact of dictatorship on civil liberties, human rights, and international relations in the 20th century.<br>• Armenian genocide |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.33.** Assess the political and economic consequences and cultural developments after World War I and World War II. | Consequences of and developments after World War I may include, but are not limited to:<br>• Political:<br>  ○ the collapse of empires (Austro-Hungarian, Ottoman, Russian, German)<br>  ○ Creation of the first communist government<br>  ○ Creation of new nations based on the principle of self-determination<br>  ○ creation of mandates to govern former colonies.<br>  ○ increased colonial tensions<br>• Cultural:<br>  ○ New styles of art and literature in response to the losses in WWI<br>  ○ Diffusion of new styles of dress (e.g. flappers) and music (e.g. dance)<br>  ○ Diffusion of new technologies and entertainment (e.g. radio, movies)<br>• Economic:<br>  ○ demographic losses due to war deaths and the 1918 Influenza Pandemic<br>  ○ restoring peacetime economies<br>  ○ war time debt (repayment of loans or reparations)<br>Consequences of and developments after World War II may include, but are not limited to:<br>• Political:<br>  ○ Establishment of the United Nations<br>  ○ Division of Germany and Korea<br>  ○ Renewed Western emphasis on liberal democratic principles (individual rights, constitutional governments, self-rule)<br>  ○ Unresolved questions about Eastern Europe<br>  ○ Liberation movements in Asia and Africa and the Civil Rights Movement in the United States<br>• Cultural:<br>  ○ Consumer culture<br>  ○ Television<br>• Economic:<br>  ○ The Marshall Plan<br>  ○ Formation of international institutions like the World Bank and International Monetary Fund<br>  ○ spread of communism in Eastern Europe, Asia, and Cuba |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.34.** Analyze how new technology contributed to the major turning points in World War I and World War II. | Examples of major turning points may include, but are not limited to:<br>• World War I<br>  ○ Battle of Gallipoli<br>  ○ Battle of Ypres<br>  ○ Battle of the Somme<br>• World War II<br>  ○ Battle of Britain<br>  ○ Battle of Midway<br>  ○ Battle of Stalingrad<br>  ○ Battle of the Bulge<br>  ○ Area bombing of German and Japanese cities<br>Examples of new technology may include, but are not limited to,<br>• World War I<br>• Tanks<br>  ○ Rapid-firing machine guns<br>  ○ Chemical weapons<br>  ○ U-boats<br>  ○ Airplanes<br>• World War II<br>  ○ Radar/sonar<br>  ○ Atomic weapons<br>  ○ Computers<br>  ○ Aircraft carriers<br>  ○ Incendiary bombs like napalm |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.35.** Compare the experiences and perspectives of individuals affected by total war during World War I and World War II. | Both World War I and World War II are considered examples of total war because of the use of tactics and weapons that resulted in massive casualties for combatants and civilian populations. They also required the mobilization of the home front in support of the war.<br>Experiences on the battlefield and home front may include, but are not limited to,<br>• soldiers<br>• civilians<br>• marginalized groups<br>• political and/or military leaders |

**Literacy/Mathematics/ Science Standard Connection**

Science HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

**Iowa Connection**

Dr. Harley Wilhelm and Dr. Frank Spedding at Iowa State University, and the Ames Project section of the Manhattan Project.

# Cold War and Decolonization (1945 - 1991)

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.36.** Map how communism and decolonization changed the global order from 1945 to 1991. | Map activities may include, but are not limited to,<br>• layered political maps showing colonial holdings before and after independence and/or the alignment of countries<br>• maps tracing the formation of new nations<br>• comparative maps highlighting continuity and change in territorial control over time<br>Territorial changes after 1945 may include, but are not limited to,<br>• the end of European colonial rule in Africa, Asia, and the Caribbean,<br>• the partition of former colonies (India and Pakistan, Israel and Palestine)<br>• the redrawing of borders influenced by Cold War alliances (North and South Korea)<br>• the breakup of former empires such as the Soviet Union and Yugoslavia. |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.37.** Compare and contrast the methods of control used by various forms of government during the Cold War. | Forms of government during the Cold War must include democracy and communism.<br>Other examples may include, but are not limited to:<br>• authoritarianism<br>• military dictatorship<br>• theocracies<br>• monarchies<br>Comparisons may include, but are not limited to:<br>• the role of individual rights and state control,<br>• methods of maintaining power (e.g., propaganda, censorship, red guards)<br>• the influence of ideology on domestic and foreign policy. |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.38.** Analyze the causes of decolonization within the context of the Cold War. | Causes may include, but not limited to:<br>• Internal and external factors that enabled colonies in Africa, Asia, the Middle East, and the Caribbean to achieve independence<br>• Ideological conflicts between capitalism and communism<br>• Armed insurgencies, revolutions, and military dictatorships |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.39.** Explain how various groups promoted their interests and goals within the context of the Cold War. | Examples may include, but are not limited to:<br>• Liberation movements<br>• international organizations (e.g., the UN, Non-Aligned Movement)<br>• Newly independent nations and their governments |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>**Historical Interpretation and Argumentation** | **SS.9-12.WH.40.** Analyze the impact of mass atrocities committed during the Cold War. | Mass atrocities during the Cold War must include those committed by communist regimes.<br>Examples may include, but are not limited to:<br>• Stalin's Great Purge and forced famines in the Soviet Union,<br>• Mao's Great Leap Forward and Cultural Revolution in China,<br>• the Khmer Rouge genocide in Cambodia.<br>Impacts may include, but are not limited to:<br>• loss of life and displacement,<br>• economic and agricultural collapse,<br>• suppression of dissent and intellectual life,<br>• long-term effects on political stability, historical memory,<br>• international responses to human rights violations. |
| | | |

**Iowa Connection**

Norman Borlaug is known as the "Father of the Green Revolution" for his work in developing high-yield, disease-resistant wheat varieties that significantly increased food production in the mid-20th century. September 23, 1959, the day that Soviet Premier Nikita S. Khrushchev came to Iowa to visit his friend, seed corn salesman Roswell Garst.

# World in Transition–Global Change Since 1991

Students who demonstrate understanding can:

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Chronological Reasoning and Causation | **SS.9-12.WH.41.** Evaluate the effects of globalization since the 1990s. | Effects of globalization may include, but are not limited to:<br>• Technological advancements<br>• Global trade networks and agreements<br>• Multinational corporations<br>• Migration<br>• Consumer culture<br>• Global governance<br>• Environmental issues<br>• Health issues |
| **History:**<br>Comparison and Corroboration | **SS.9-12.WH.42.** Compare and contrast how different regions have adapted and adopted popular culture since the 1990s. | Comparisons may include, but not limited to,<br>• Arts<br>• Entertainment<br>  ○ Music: Reggae, Kpop<br>  ○ Movies: Bollywood, Nollywood<br>  ○ Sports: World Cup/Olympics<br>• Consumer cultures<br>  ○ Social media: Facebook, Twitter<br>  ○ Clothing brands: Nike, Uniqlo<br>  ○ Online E commerce: Ebay, Alibaba<br>  ○ Global Brands: Toyota, Coca-Cola, McDonald's, Kentucky Fried Chicken |
| **History:**<br>Change, Continuity, and Context | **SS.9-12.WH.43.** Explain how global institutions have influenced political and economic relationships since the 1900s. | Major global institutions may include, but are not limited to:<br>• World Trade Organization<br>• International Monetary Fund<br>• United Nations<br>• World Health Organization<br>• African Union<br>• Association of Southeast Asian Nations (ASEAN)<br>• European Union<br>• Organization of American States |
| **History:**<br>Multiple Perspectives | **SS.9-12.WH.44.** Explain various responses to increasing globalization since the 1990s | May include, but not limited to:<br>• Fair trade organizations and initiatives<br>• Nationalist/protectionist movements<br>  ○ Brexit<br>  ○ Anti-immigration policies<br>• Cultural preservation initiatives<br>• Indigenous rights such as the EZLN in Mexico<br>• Food sovereignty<br>• Transnational solidarity activism<br>• The rise of multinational corporations<br>• Americanization |

| Anchor | Standard | Disciplinary Content or Practice Clarification |
|---|---|---|
| **History:**<br>Historical Interpretation and Argumentation | **SS.9-12.WH.45.** Analyze the development of terrorist organizations and the efforts to combat them. | Examples of terrorist organizations may include, but are not limited to:<br>• Al-Qaeda, including their offshoots in East Africa, the Sahel, and Yemen<br>• ISIS<br>• Irish Republican Army (IRA)<br>• Basque Separatists<br>• Maoists in Nepal<br>• Abu Sayyaf Group (ASG)<br>• FARC (Colombia)<br>Efforts to combat terrorism must include the War on Terror and may include, but is not limited to,<br>• Easter Accords<br>• Peace deal between the Colombian government and FARC |



**Literacy/Mathematics/ Science Standard Connection**

Science HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.



**Iowa Connection**

Iowa's agricultural and manufacturing industries increased their global reach during this period. Iowa seed companies like Pioneer Hybrid and feed companies like Kemin Industries and Kent Worldwide now do international business. Maytag washing machines, originally headquartered in Newton, Iowa, now sell in international markets and have production facilities in Mexico.



**Career Connection**

Careers in diplomacy, international development, and international and immigration law require knowledge of global changes in governments, economies, and societies.

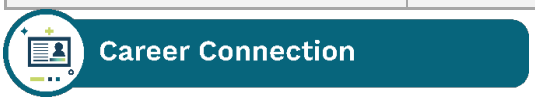
# Elective: Psychology

Psychology standards are now elective standards, meaning they are not required to be taught, but highly recommended for those teaching psychology courses. These high school psychology standards, informed by the American Psychological Association (APA), offer students a broad introduction to the study of human thought and behavior. Through this framework, students explore how people think, feel, learn, and grow—gaining insight into both individual development and social interaction. By examining key psychological concepts, theories, and research methods, students build a strong foundation for understanding themselves and others, while developing critical thinking skills that extend beyond the classroom.

## Scientific Inquiry and Research Methods

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.1.** Analyze the components of a psychological investigation. | • The definition of psychology<br>• Scientific approaches to psychological knowledge<br>• Basic and applied psychological research<br>• Key psychological research methods (e.g., quantitative, qualitative, validity, reliability, replication)<br>• Ethical considerations in psychological research (human and non-human animal) |
| **SS.9-12.Psy.2.** Analyze and interpret quantitative (e.g., measures of central tendency, correlation) and qualitative data to draw evidence-based conclusions. | • Basic concepts of data analysis<br>• Descriptive statistics<br>• Drawing appropriate conclusions from correlational and experimental designs<br>• Interpreting visual representations of data |




Clinical psychologists use various research methods to conduct experiments and research various disorders, treatments, etc.

## Biological Bases of Behavior

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.3.** Explain how neural transmission and brain structures influence behavior. | • The major divisions, subdivisions, and functions of the human nervous system<br>• Parts of the neuron and neural transmission<br>• The structure and function of the central nervous system<br>• The importance of plasticity<br>• The function of the endocrine glands<br>• Methods and tools for studying the nervous system |
| **SS.9-12.Psy.4.** Evaluate the role of genetics and environment in behavior. | • Concepts in behavioral genetics and epigenetics<br>• The interactive effects of heredity and environment<br>• General principles of evolutionary psychology |

**Career Connection**

Many health professions study and use information about the biological bases of behavior in their careers.

## Sensation and Perception

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.5.** Investigate how the human sensory systems receive, transduce, and process information. | • The process of sensory transduction<br>• Basic concepts of psychophysics, including threshold and adaptation<br>• Stimuli and human sensory receptors<br>• Sensory abilities and the implications of receptor presence<br>• Visual, auditory, chemical, and tactile sensory systems |
| **SS.9-12.Psy.6.** Analyze how perception can be shaped by biological, psychological, and cultural factors. | • Principles of perception<br>• Bottom-up and top-down processing<br>• Gestalt principles of perception<br>• Binocular and monocular depth cues<br>• Perceptual constancies<br>• Nature of attention<br>• Influence of diverse experiences and expectations on perception |

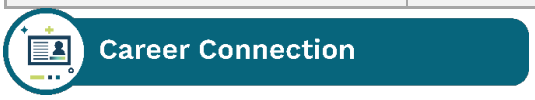
**Career Connection**

Audiologists, optometrists, and speech-language pathologists rely on concepts relating to sensation and perception to understand human experiences and help patients.

# Consciousness

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.7.** Analyze the different states and levels of consciousness | • Various states of consciousness<br>• Explicit vs. implicit processing<br>• The effects of meditation, mindfulness, and relaxation<br>• The characteristics and current conceptions of hypnosis |
| **SS.9-12.Psy.8.** Describe the stages of the sleep cycle and explain different theories about why we dream | • Circadian rhythm and its relation to sleep<br>• Sleep cycle stages and patterns<br>• Theories about functions of sleep<br>• Theories about functions of dreaming |
| **SS.9-12.Psy.9.** Identify common sleep disorders and discuss their effects on health and daily life | • Various sleep disorders which may include:<br>  ○ Insomnia<br>  ○ Sleep apnea<br>  ○ Narcolepsy<br>  ○ Night terrors |
| **SS.9-12.Psy.10.** Evaluate the physiological and psychological effects of psychoactive drugs on consciousness and behavior | • Major categories of psychoactive drugs and their effects<br>• Psychoactive drug mechanisms in the brain<br>• Physiological effects of psychoactive drugs<br>• Psychological effects of psychoactive drugs |




Many professionals, including psychiatrists, substance abuse counselors, and pharmacists must understand human consciousness.

## Cognition, Intelligence, Language

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.11.** Analyze fundamental cognitive processes involved in thinking and problem-solving. | • Cognitive processes related to concept formation<br>• Processes involved in problem solving and decision making<br>• Obstacles to effective information processing and decision making<br>• Convergent and divergent thinking in problem solving and decision making |
| **SS.9-12.Psy.12.** Analyze the psychological theories, assessment methods, and societal implications of intelligence. | • Intelligence as a construct<br>• Various conceptualizations of intelligence<br>• The effects of differences in intelligence in everyday functioning |
| **SS.9-12.Psy.13**. Describe the components of language and the brain systems that enable its production and comprehension. | • The components of language<br>• Brain systems for language production and comprehension |

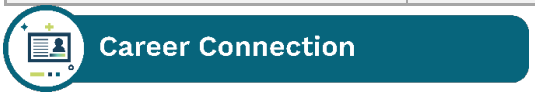



Many jobs including teachers, writers, and translators work to understand how people think and communicate at various levels.

## Memory

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.14.** Demonstrate how the structures and stages of memory show how information is acquired, stored, and retrieved. | • The processes of encoding, storage, and retrieval<br>• Systems of memory, including sensory, working, and long-term memory<br>• Types of memory, including implicit and explicit |
| **SS.9-12.Psy.15.** Evaluate the reconstructive nature of memory and factors that enhance or impair its function. | • Strategies for improving memory: encoding, storage, and retrieval (e.g., mnemonics, chunking, repetition, rehearsal, visual imagery)<br>• Kinds of forgetting or memory failures (e.g., encoding failure, storage decay, retrieval failure, amnesia, motivated forgetting, misattribution)<br>• Disorders that impact memory function (e.g., Alzheimer's Disease, dementia, amnesia, post-traumatic stress disorder) |




Many health professionals use concepts of memory to help others.

## Learning

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.16.** Analyze the principles of classical conditioning on human behavior. | • Principles of classical conditioning, including neutral, unconditioned, and conditioned stimulus/response, discrimination, extinction, and spontaneous recovery<br>• Pavlov's research and experiment on classical conditioning<br>• The case of Little Albert and classical conditioning<br>• Real-world applications of classical conditioning |
| **SS.9-12.Psy.17.** Analyze how consequences shape behavior through operant conditioning. | • Principles of operant conditioning, including reinforcements and punishments<br>• Schedules of reinforcement<br>• Contributions of psychologists such as B.F. Skinner, Edward Thorndike, Edward Tolman, and Martin Seligman<br>• Real-world applications of operant conditioning |
| **SS.9-12.Psy.18.** Describe how observational learning and social learning theory shape human behavior. | • Observational learning and social learning theory<br>• The role of mental processes in learning |

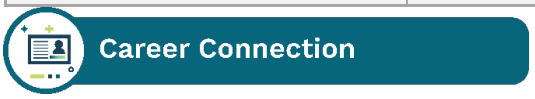



Teachers, educational psychologists and daycare providers utilize concepts of learning to teach students and understand their behavior.

## Lifespan Development

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.19.** Analyze how biological and environmental factors shape human development. | • Key debates in development that may include but not limited to:<br>  ○ Continuity versus discontinuity<br>  ○ Stability versus change<br>  ○ Development including nature versus nurture |
| **SS.9-12.Psy.20.** Identify key features of physical, cognitive, and social development from prenatal through older adulthood. | • Key features of physical development from prenatal through older adulthood<br>• Key features of cognitive development from prenatal through older adulthood<br>• Key features of social development from prenatal through older adulthood |




Many professions must know information about lifespan development including pediatricians, teachers, and counselors in their day to day job.

## Social Psychology

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.21.** Analyze how individuals perceive, interpret, and influence one another's behavior. | • Attributional explanations of behavior<br>• Experiences that shape attitudes and beliefs<br>• Attitudes, biases, and beliefs that affect behavior and relationships with one another |
| **SS.9-12.Psy.22.** Evaluate how group dynamics, persuasion, and interpersonal factors drive human behavior. | • Presence of other people that can affect behavior<br>• Intergroup dynamics influence on behavior<br>• Persuasive methods influence on behavior<br>• Factors influencing attraction and relationships, aggression and conflict, and altruism and helping behaviors |

**Career Connection**

Human resource professionals, advertising and marketing professionals, law enforcement officers, and social workers must understand the connection between human behavior and the social environment when doing their job.

## Personality

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.23.** Evaluate how biological, environmental, cognitive, and trait factors shape personality. | • Biological, environmental, and social-cognitive factors that interact to influence personality<br>• Trait-based approaches to personality<br>• Methods used to study personality scientifically<br>• Self-concept |
| **SS.9-12.Psy.24.** Examine how personality is measured and changes across contexts. | • Personality assessment techniques, including the Big Five inventory, Rorschach Inkblot test, and Thematic Apperception Test<br>• Reliability and validity of personality assessment techniques<br>• Ways that personality researchers address issues of stability and change, such as longitudinal studies and cross-sectional studies |

**Career Connection**

Therapists, Industrial-organizational psychologists, and business leaders must understand how personality shapes behavior.

# Motivation and Emotion

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.25.** Explain how biological, cognitive, social, and cultural factors interact to influence motivation. | • Biological factors in motivation<br>  ○ Regions of the brain that influence motivation, such as the hypothalamus, amygdala, prefrontal cortex, etc.<br>  ○ Hormones, such as dopamine, adrenaline, etc.<br>  ○ Homeostasis and its influence on hunger and thirst<br>• Cognitive factors in motivation<br>  ○ Intrinsic vs. extrinsic motivation, self-esteem, self-efficacy, locus of control, etc.<br>• Social factors in motivation<br>  ○ Peer influence, achievement motivation, etc.<br>• Cultural factors in motivation<br>  ○ Differences in motivation cross-culturally<br>• Interactions of biological, cognitive, social, and cultural factors influencing motivation<br>  ○ Maslow's hierarchy of needs, Self-determination theory |
| **SS.9-12.Psy.26.** Analyze the biological, cognitive, and sociocultural foundations of emotion. | • Biological foundations of emotion:<br>  ○ Brain regions such as the amygdala, hippocampus, and prefrontal cortex.<br>  ○ Neurotransmitters and hormones such as dopamine, serotonin, oxytocin, and cortisol<br>  ○ Autonomic nervous system activation and physiological responses<br>• Cognitive foundations of emotion:<br>  ○ Cognitive appraisal theories (Lazarus)<br>  ○ Two-factor theory of emotion (Schachter-Singer)<br>  ○ Thought processes and interpretation in emotional experience<br>  ○ Influence of memory and attention on emotion<br>• Sociocultural foundations of emotion:<br>  ○ Cultural display rules for emotional expression<br>  ○ Cross-cultural variations in emotional recognition and experience<br>  ○ Social learning of emotional responses<br>  ○ Impact of societal norms and context on emotional regulation |

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.27.** Explain how biological, cultural, and environmental factors influence emotional interpretation. | • Biological factors<br>  ○ Brain structures involved in emotion such as the amygdala (fear and aggression), prefrontal cortex (emotional regulation), limbic system, etc.<br>  ○ Neurotransmitters and hormones such as serotonin, dopamine (mood regulation), cortisol and adrenaline (stress and arousal), etc.<br>  ○ Genetics and temperament, such as Inherited emotional sensitivity or reactivity, differences in baseline arousal (introversion vs. extroversion)<br>  ○ Facial expressions as universal (Ekman's research): Basic emotions expressed similarly across cultures: happiness, anger, fear, disgust, sadness, surprise<br>• Cultural factors<br>  ○ Display rules<br>  ○ Individualistic vs. collectivist cultures<br>  ○ Cultural context and interpretation<br>  ○ Cultural differences in emotional language<br>• Environmental factors<br>  ○ Family and social upbringing<br>  ○ Past experiences and trauma<br>  ○ Media and technology<br>  ○ Socioeconomic factors |
| **SS.9-12.Psy.28.** Evaluate how biological and environmental factors shape the expression and experience of emotions. | • Biological factors<br>  ○ Brain structures such as the amygdala, prefrontal cortex, limbic system, etc.<br>  ○ Neurotransmitters and hormones such as serotonin, dopamine, cortisol, adrenaline<br>  ○ Genetics and temperament such as anxiety and impulsivity<br>• Environmental factors<br>  ○ Display Rules<br>  ○ Individualistic vs. collectivist cultures<br>  ○ Family and Socialization<br>  ○ Life Experiences/Social Context |



**Career Connection**

Teachers, social workers, and therapists work daily to understand human motivation and emotion to help those that they work with on a daily basis

# Mental and Physical Health

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Psy.29.** Analyze the diverse perspectives on abnormal behavior and psychological disorders. | • The definition of abnormal behavior<br>• Cross-cultural views of abnormality<br>• Major medical and biopsychosocial models of abnormality<br>• Classification of psychological disorders<br>• Diagnosis of psychological disorders<br>• Common symptoms of psychological disorders<br>• The impact of psychological disorders on individuals, families, and society<br>• The role of stigma in abnormal behavior and psychological disorders |
| **SS.9-12.Psy.30.** Investigate the physiological and psychological impact of stress and evaluate effective coping strategies. | • Stress as a psychophysiological response<br>• Sources of stress across the life span<br>• Consequences of stress for health and wellness<br>• Strategies for stress mitigation and adaptive coping, including physiological, cognitive, and behavioral approaches |
| **SS.9-12.Psy.31.** Evaluate evidence-based strategies and factors that promote mental and physical health and wellness. | • Factors contributing to resilience and flourishing<br>• Evidence-based strategies from psychological science for overall health and well-being |
| **SS.9-12.Psy.32.** Compare and contrast various treatment modalities for psychological disorders and analyze associated legal and ethical considerations. | • Types of biomedical and psychological treatments<br>• Rationale for varied treatment approaches<br>• Appropriate treatments for diverse populations: historical uses and misuses<br>• Licensed mental health providers: differentiation<br>• Legal and ethical requirements for mental health practice<br>• Resources for individuals with psychological disorders and their families |



**Career Connection**

Doctors, nurses, trainers, and nutritionists must understand the impact of both physical and mental health on human behavior.

# Elective: Sociology

Sociology standards are now elective standards, meaning they are not required to be taught, but highly recommended for those teaching sociology courses. These high school sociology standards, informed by the American Sociological Association (ASA), provide a well-rounded introduction to the study of human society. Students will explore how individuals and groups interact, how social structures influence behavior, and how issues like identity and inequality shape our world. The framework encourages critical thinking and helps students better understand themselves and the society they live in.

## The Sociological Perspective and Methods of Inquiry

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Soc.1.** Analyze the components of a sociological investigation. | • Scientific method<br>• Hypotheses<br>• Independent and dependent variables<br>• Scientific study of society |
| **SS.9-12.Soc.2.** Compare and contrast the sociological perspective and how it differs from other social sciences. | • Impact of social context on human behavior<br>• Social construction of reality<br>• Sociological imagination |
| **SS.9-12.Soc.3.** Evaluate the strengths and weaknesses of the major methods of sociological research | Research methods that may include but are not limited to:<br>• Surveys and interviews<br>• Experiments<br>• Observations<br>• Content analysis<br>• Research ethics |
| **SS.9-12.Soc.4.** Explain the sociological theories that are the basis of sociology. | Theories may include but are not limited to:<br>• Functionalist perspective<br>• Conflict theory<br>• Symbolic interaction |

## Social Structure: Culture, Institutions, and Society

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Soc.5.** Describe the components of culture. | • Nonmaterial culture, including norms and values<br>• Material culture<br>• Subcultures |
| **SS.9-12.Soc.6.** Analyze how culture influences individuals, including themselves. | • Ethnocentrism<br>• Cultural relativity<br>• Culture shock<br>• American values |
| **SS.9-12.Soc.7.** Evaluate important social institutions and how they respond to social needs. | • Social institutions that may include but are not limited to:<br>  ○ Family<br>  ○ Education<br>  ○ Religion<br>  ○ Economy<br>  ○ Government<br>• Social statuses and roles |
| **SS.9-12.Soc.8.** Assess how social institutions and cultures change and evolve. | • Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age<br>• Countercultures<br>• Social movements |

## Social Relationships: Self, Group, and Socialization

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Soc.9.** Describe the process of socialization across the life course. | • Primary agents of socialization: family, peers, media, schools, and religion<br>• Deviance and conformity |
| **SS.9-12.Soc.10.** Explain the process of the social construction of the self. | • I & me<br>• Role-taking<br>• Generalized other<br>• Identity |
| **SS.9-12.Soc.11.** Explain the social construction of groups and their impact on the life chances of individuals. | • Reference groups<br>• Primary and secondary groups<br>• In-groups and out-groups |

# Stratification

Students who demonstrate understanding can:

| Standard | Disciplinary Content or Practice Clarification |
|---|---|
| **SS.9-12.Soc.12.** Explain the concept of social stratification and its influence on societal structures and individual opportunities. | • Social stratification<br>• U.S. class system<br>• Global Stratification<br>• Theoretical perspectives on social stratification |
| **SS.9-12.Soc.13.** Analyze the effects of social inequality on groups and individuals. | • Life chances<br>• Social problems<br>• Inter- and intra-group conflict |
| **SS.9-12.Soc.14.** Explain the relationship between social institutions and inequality. | • Distribution of power through social institutions<br>• Potential of institutions to produce, reinforce, or challenge inequality |
| **SS.9-12.Soc.15.** Evaluate how people and groups have responded to social inequality. | • Individual responses to inequality<br>• Group responses to inequality such as social movements<br>• Social policy responses to inequality |

# Appendix

## Standards for Literacy in History/Social Studies, Science, and Technical Subjects

### Reading Standards for Literacy in History/Social Studies 6-12

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Grades 6–8

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
5. Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5)
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts). (RH.6-8.6)

**Integration of Knowledge and Ideas**

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
8. Distinguish among fact, opinion, and reasoned judgment an author uses to support a claim in a text. (RH.6-8.8)
9. Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)

**Range of Reading and Level of Text Complexity**

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

#### Grades 9–10

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies. (RH.9-10.4)

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5)
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

**Integration of Knowledge and Ideas**

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)
8. Assess the extent to which the reasoning and evidence in a text support the author's claims. (RH.9-10.8)
9. Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9- 10.9)

**Range of Reading and Level of Text Complexity**

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)

## Grades 11–12

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves room for subjective interpretation and perspective. (RH.11-12.3)

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (RH.11-12.4)
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)

**Integration of Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. (RH.11-12.8)
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)

**Range of Reading and Level of Text Complexity**

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

## Grades 6–8

### Text Types and Purposes

1. Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style appropriate for the task and audience.
   e. Provide a concluding statement or section that follows and supports the argument presented. (WHST.6-8.1)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone appropriate for the task and audience.
   f. Provide a concluding statement or section that follows and supports the information or explanation presented. (WHST.6-8.2)

### Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.6-8.4)
4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHST.6-8.5)
5. Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently. (WHST.6-8.6)

### Research to Build and Present Knowledge

6. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6-8.7)
7. Gather relevant information from multiple print and digital sources, using search terms effectively assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST.6-8.8)
8. Draw evidence from informational texts to support analysis, reflection, and research. (WHST.6-8.9)

### Range of Writing

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.6-8.10)

## Grades 9–10

### Text Types and Purposes

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons,and evidence.
   b. Develop claim(s) and counterclaims, supplying data and evidence for each in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
   e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2)

### Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.9-10.4)
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.9-10.5)
5. Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (WHST.9-10.6)

### Research to Build and Present Knowledge

6. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.9-10.7)
7. Gather relevant information from multiple credible primary and secondary print and digital sources, using advanced searches effectively; assess the usefulness of each source, including recognition of

bias in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (WHST.9-10.8)

8. Draw evidence from informational texts to support analysis, reflection, and research. (WHST.9-10.9)

**Range of Writing**

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.9-10.10)

## Grades 11–12

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims, supplying the most relevant data and evidence for each in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
   e. Provide a concluding statement or section that follows from or supports the argument presented by summarizing main points. (WHST.11-12.1)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic clearly and thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary and techniques, such as figures of speech or
   e. text structure, to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   f. Provide a concluding statement or section that follows from and supports the information or explanation provided that includes articulating implications or the significance of the topic. (WHST.11-12.2)

**Production and Distribution of Writing**

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4)
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)
5. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WHST.11-12.6)

**Research to Build and Present Knowledge**

6. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.11-12.7)
7. Gather relevant information from multiple credible primary and secondary print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience, including recognition of bias; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8)
8. Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)

**Range of Writing**

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.11-12.10)

Note: Students' narrative skills continue to grow 6-12. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# Global Regions

**North America:** Canada, United States, Mexico (also Latin American), Bahamas, Barbados, Jamaica, Saint Kitts and Nevis, Saint Lucia

**Europe:** Albania, Andorra, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic (Czechia), Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russia, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City

**Latin America:** Antigua and Barbuda, Argentina, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Haiti, Honduras, Mexico (also North American), Nicaragua, Panama, Paraguay, Peru, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela

**Asia**: Afghanistan, Armenia, Azerbaijan, Bangladesh, Bhutan, Brunei, Cambodia, China, Georgia, India, Indonesia, Japan, Kazakhstan, Kyrgyzstan, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, North Korea, Pakistan, Philippines, Singapore, South Korea, Sri Lanka, Taiwan, Tajikistan, Thailand, Timor-Leste, Turkmenistan, Uzbekistan, Vietnam

**Africa:** Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Republic of the Congo, Côte d'Ivoire, Djibouti, Egypt, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe

**Oceania**: Australia, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu, Cook Islands, Niue

**Antarctica**: No countries. Territorial claims by: Argentina, Australia, Chile, France, New Zealand, Norway, United Kingdom

**Middle East**: Bahrain, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

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