

<p>SS.1.1.</p> <p>Inquiry Anchor Standard: Constructing Compelling Questions</p> <p>Explain why a compelling question is important.</p>	<p>SS.1.2.</p> <p>Inquiry Anchor Standard: Constructing Supporting Questions</p> <p>Generate supporting questions across the social studies disciplines related to compelling questions.</p>	<p>SS.1.3.</p> <p>Inquiry Anchor Standard: Gathering and Evaluating Sources</p> <p>Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p>
<p>SS.1.4.</p> <p>Inquiry Anchor Standard: Communicating and Critiquing Conclusions</p> <p>Construct responses to compelling questions using examples.</p>	<p>SS.1.5.</p> <p>Inquiry Anchor Standard: Taking Informed Action</p> <p>Take group of individual action to help address local, regional, and/or global problems.</p>	<p>SS.1.6.</p> <p>Inquiry Anchor Standard: Taking Informed Action</p> <p>Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>

<p>S.1.7.</p> <p>Content Anchor Standard: Recognize the Interaction Between the Individual and Various Groups</p> <p>Investigate how social identities can influence students' own and others' thoughts and behaviors.</p>	<p>SS.1.8.</p> <p>Content Anchor Standard: Examine Factors that Led to Continuity and Change on Human Development and Behavior</p> <p>Identify students' own cultural practices and those of others within the community and around the world.</p>	<p>SS.1.9.</p> <p>Content Anchor Standard: Apply Civic Virtues and Democratic Principles</p> <p>Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p>
<p>SS.1.10.</p> <p>Content Anchor Standard: Interpret Processes, Rules and Laws</p> <p>Compare and contrast rules or laws within different communities and cultures. (21st century skills)</p>	<p>SS.1.11.</p> <p>Content Anchor Standard: Engage in Economic Decision Making</p> <p>Compare the goods and services that people in the local community produce with those that are produced in other communities.</p>	<p>SS.1.12.</p> <p>Content Anchor Standard: Assess the Global Economy</p> <p>Explain why people in one country trade goods and services with people in other countries.</p>

<p>SS.1.13.</p> <p>Content Anchor Standard: Develop Financial and Career Goals</p> <p>Explain why people have different jobs in the community. (21st century skills)</p>	<p>SS.1.14.</p> <p>Content Anchor Standard: Analyze Credit and Debt Levels</p> <p>Explain why something borrowed must be returned. (21st century skills)</p>	<p>SS.1.15.</p> <p>Content Anchor Standard: Evaluate Savings and Long Term Investments</p> <p>Describe the role of financial institutions in the community in order to save and invest. (21st century skills)</p>
<p>SS.1.16.</p> <p>Content Anchor Standard: Create Geographic Representations</p> <p>Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>	<p>SS.1.17.</p> <p>Content Anchor Standard: Evaluate Human Environment Interaction</p> <p>Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.</p>	<p>SS.1.18.</p> <p>Content Anchor Standard: Analyze Human Population, Movement, and Patterns</p> <p>Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</p>

<p>SS.1.19.</p> <p>Content Anchor Standard: Analyze Human Population, Movement, and Patterns</p> <p>Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>	<p>SS.1.20.</p> <p>Content Anchor Standard: Analyze Change, Continuity, and Context</p> <p>Create a chronological sequence of multiple related events in the past and present using specific times.</p>	<p>SS.1.21.</p> <p>Content Anchor Standard: Analyze Change, Continuity, and Context</p> <p>Compare life in the past to life today within different communities and cultural groups, including indigenous communities.</p>
<p>SS.1.22.</p> <p>Content Anchor Standard: Critique Historical Sources and Evidence</p> <p>Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.</p>	<p>SS.1.23.</p> <p>Content Anchor Standard: Iowa History</p> <p>Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.</p>	