



**Unpacking
Iowa's Essential Elements for
Social Studies for Students with
Significant Cognitive**



January 2021

Disclaimer: Iowa's Essential Elements for Social Studies were created based on Iowa's Social Studies content standards by Iowa social studies and special education teachers. The Iowa Essential Elements for Social Studies were not created by the Dynamic Learning Maps (DLM) Consortium.

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Introduction

The Iowa Core Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the EEs is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities.

This document provides a high-level view of the relationship between the Iowa Core Standards and the links to performance for students with the most significant cognitive disabilities. The document is not intended as a stand-alone guide to instruction, nor is it intended to contain all the steps in a complete learning progression or detailed curriculum.

These EEs are not intended as a redefinition of the standards. Rather, they are intended to describe challenging expectations for students who meet participation criteria for instruction and assessment aligned to alternate academic achievement standards in relation to the Iowa Core Standards. The EEs clarify the bridge between grade-level academic achievement expectations for students with the most significant cognitive disabilities and the Iowa Core Standards.

Neither are the EEs intended to prescribe the beginning or end of instruction on the content and skills they represent; rather, they indicate the grade level at which initial mastery would be the target to be assessed locally, at the district or building level.

System Alignment

The EEs are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that optimize equity of opportunity for all students in each classroom, school, and local education agency to access and learn the standards. To the degree possible, the grade level Iowa Core EEs are vertically aligned and linked to the grade level Iowa Core Standards.

The linkages provided by the EEs to the Iowa Core Standards are intended to increase access to the general curriculum for all students with disabilities. Just as the EEs are designed to define achievement in academic content areas linked to the Iowa Core, the EEs reframe the expectations for foundational skills in pre-academic and academic areas. Precursor/prerequisite and the unique enabling skills related to English language arts content is specified in the context of their roles as a foundation for students with the most significant cognitive disabilities to achieve skills related to academic content. The EEs are designed to allow students with the most significant cognitive disabilities to progress toward the achievement of state standards linked to grade level expectations. The relationship of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and users of alternate assessment results.

Unpacking the Essential Elements

Instruction of the Iowa Core Social Studies Essential Elements requires that

Learning occurs through active participation and interaction with and exposure to meaningful content

- Learning that builds over time
- Application of knowledge and skills
- Active participation and interaction in learning activities
- Collaboration and communication (with adults and peers)
- Ongoing comprehensive instruction

The unpacked standards document identifies the concepts, skills, and essential questions for each grade level cluster. This will help teachers understand what the student needs to know and be able to do. It is important to note that the standards do not support isolated skill development but conceptual understanding and skill development within context.

As individuals read through the unpacking it is also important to understand that the concepts, skills, and key questions are written with vocabulary appropriate for the teacher. There is no expectation that students would repeat the wording in these sections. The essential questions should help teachers think about skills, concepts, and expressive communication opportunities.

Throughout the standards and the unpacked documents, communication implies a broad set of behaviors and combinations of behaviors which may or may not be a standardized form, but which convey intent (purpose for communicating) and are understood by the listener. Since academic content is symbolic in nature, we must work to help students find ways to communicate what they know. We know this can be challenging for many students. Working closely with related services professionals and the students' parents is key.

The unpacked Iowa Core Social Studies Essential Elements provides teachers the concepts, skills, and essential questions:

- To set the expectation for the learning goals in an instructional unit
- As instructional filters for selecting lessons and activities

Unpacking means to identify the concepts and skills found in the cluster of grade level EEs.

- What does the student need to know (concepts and content)?
- What does the student need to be able to do (skills)?
- Is there a context in which the information is nested?
- To what depth of understanding should the information be learned (identifying, remembering, analyzing, creating, etc.)?

For every cluster the unpacked EEs document provides three components:

1. Concept – Because the EEs were unpacked by cluster and not each Essential Element the concept is inferred from all of the EEs in the cluster
2. Skills – What might that look like for students with significant cognitive disabilities?
 - Point
 - Eye gaze
 - Vocalize
 - Use of AAC system (with or without switches, high tech or low tech)
 - Partner assisted scanning
3. Essential Questions
 - Are more narrowly focused and point to the big ideas and concepts
 - Provoke thought, discussion, inquiry, new understandings, and more questions
 - Ask students to consider alternates, weigh evidence, support ideas, and justify answers
 - Spark meaningful connections with prior learning, personal experience, and prior lessons
 - Help students transfer knowledge to other situations and subjects

Why use the unpacked document? Essentially, it is about **good teaching**.

- Teachers across the state have indicated unpacked standards will help them decide what is important for their students to learn, what concepts and skills students need to succeed, connect with high-level thinking skills, and engage students in the material by setting a purpose for learning.
- In short, it helps teachers create unit and lesson plans that connect within and across content areas.

Color Coding of the Standards

The standards are color-coded to allow for quick identification of the content area of the standard.

Behavioral Sciences Yellow	Civics/ Government Blue	Economics Orange	Financial Literacy Red	Geography Green	History Purple
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Inquiry Anchor Standards

Each grade level within the K-8 standards includes a set of inquiry standards. At the 9-12 level, there is one set of inquiry standards. These inquiry standards define key disciplinary skills within social studies. The inquiry anchor standards are the same throughout the document, but the standard that flows from each anchor standard is more complex as students move throughout their K-12 social studies experience. The inquiry standards should be taught in conjunction with the content standards.

The K-12 inquiry anchor standards are:

- Constructing compelling questions
- Constructing supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Content Anchor Standards

Each grade level within the K-8 standards includes a set of content standards that encompasses the key disciplines that make up social studies. At the 9-12 level, these content standards are pulled out by the discipline. The content anchor standards are the same throughout the document, but the standard that flows from each anchor standard is more complex as students move throughout their K-12 social studies experience. The content standards should be taught in conjunction with the inquiry standards.

21st century skills connected with the civics/government and financial literacy standards. This indicates that this standard shows up in the social studies standards and the 21st century skills standards.

Kindergarten: Spaces and Places

In kindergarten, students will engage in learning about themselves, their school, city, and state. They will have opportunities to compare how life in the past is different from life today with respect to their own experiences.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.K.1 Recognize a compelling question.	Construct Questions	EE.SS.K.1. With guidance and support, recognize a question about a familiar topic.
Communicating and Critiquing Conclusions	SS.K.3. Construct responses to compelling questions using examples.	Communicating and Critiquing Conclusions	EE.SS.K.3. With guidance and support, identify an answer to a question.
Taking Informed Action	SS.K.4. Take group or individual action to help address local, regional, and/or global problems. SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	Taking Informed Action	EE.SS.K.4. With guidance and support, identify a civic problem in their classroom. EE.SS.K.5. N/A
Gathering and Evaluating Sources	N/A	Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A	Developing Claims and Using Evidence	N/A

Content Anchor	Kindergarten: Spaces and Places	Alternate Content Anchor	Alternate Kindergarten: Spaces and Places	Unpacking
<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>	<p>SS.K.6. Describe students' roles in different groups of which they are members including their family, school, and community.</p> <p>SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</p>	<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>	<p>EE.SS.K.6. With guidance and support, identify one role within the student's family, school, or community.</p> <p>EE.SS.K.7. With guidance and support, identify one way in which students are alike and different within one social category.</p>	<p>Concepts: People are both similar to and different from each other and have roles in families, schools, and communities.</p> <p>Skills: Identify a role in a family, school, or community. Define social categories. Identify a social category (gender, age, race/ethnicity, etc.). Identify how students are alike and different in one social category.</p> <p>Key Questions: What is a role in a family, school or community? How are people similar to and different from each other?</p>
<p>Interpret Processes, Rules and Laws</p>	<p>SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities.</p> <p>SS.K.9. Compare and contrast rules from different places.</p>	<p>Interpret Processes, Rules and Laws</p>	<p>EE.SS.K.8. With guidance and support, identify one way in which people work together to make a decision.</p> <p>EE.SS.K.9. With guidance and support, identify one school rule and one community rule.</p>	<p>Concepts: People work together to make decisions, including rules for schools and communities.</p> <p>Skills: Identify a way people work together. Identify a decision people made. Identify a school rule. Identify a community rule.</p>

Content Anchor	Kindergarten: Spaces and Places	Alternate Content Anchor	Alternate Kindergarten: Spaces and Places	Unpacking
				Key Question: How do people work together to make decisions and rules?
Engage in Economic Decision Making	SS.K.10. Give examples of choices that are made because of scarcity.	Engage in Economic Decision Making	EE.SS.K.10. N/A	N/A
Analyze Credit and Debt Levels	SS.K.11. Explain the difference between buying and borrowing.	Analyze Credit and Debt Levels	EE.SS.K.11. With guidance and support, identify the difference between buying and borrowing.	<p>Concepts: There is a difference between buying and borrowing.</p> <p>Skills: Define buying. Define borrowing. Determine the difference between buying and borrowing.</p> <p>Key Question: What is the difference between buying and borrowing?</p>
Create a Saving and Spending Plan	SS.K.12. Distinguish between appropriate spending choices.	Create a Saving and Spending Plan	EE.SS.K.12. N/A	N/A
Create Geographic Representations Evaluate Human Environment Interaction	<p>SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models.</p> <p>SS.K.14. Compare environmental</p>	Create Geographic Representations Evaluate Human Environment Interaction	<p>EE.SS.K.13. Identify maps, globes or other simple geographic models.</p> <p>EE.SS.K.14. Identify environmental characteristics in Iowa.</p>	<p>Concepts: There are different ways to visually represent environmental characteristics of Iowa.</p> <p>Skills: Define map. Define globe. Identify maps, globes, and other geographic models (mental maps, models, satellite images,</p>

Content Anchor	Kindergarten: Spaces and Places	Alternate Content Anchor	Alternate Kindergarten: Spaces and Places	Unpacking
	characteristics in Iowa with other places.			etc.). Identify environmental characteristics. Key Questions: What are environmental characteristics in Iowa, and how can you visually represent those characteristics?
Analyze Human Population Movement and Patterns	SS.K.15. Explain why and how people move from place to place.	Analyze Human Population Movement and Patterns	EE.SS.K.15. With guidance and support, identify reasons why people move from place to place.	Concepts: People move from place to place for different reasons. Skills: Identify people you know who moved. Identify how they moved. Identify why they moved. Key Question: Why do people move from place to place?
Analyze Change, Continuity, and Context	SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present. SS.K.17. Compare life in the past to life today.	Analyze Change, Continuity, and Context	EE.SS.K.16. With guidance and support, identify a past and a present event. EE.SS.K.17. With guidance and support, categorize events/items according to when they existed in the past or the present.	Concepts: Events happen both in the past and present. Skills: Identify an event in the past. Identify an event in the present. Key Question: What events have happened in the past and are happening in the present?

Content Anchor	Kindergarten: Spaces and Places	Alternate Content Anchor	Alternate Kindergarten: Spaces and Places	Unpacking
				<p>Concepts: Events happen in a certain timeline.</p> <p>Skills: Identify when events happen. Categorize if the event happened in the past or the present.</p> <p>Key Question: Did the event happen in the past or the present?</p>
Critique Historical Sources and Evidence	SS.K.18. Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.	Critique Historical Sources and Evidence	EE.SS.K.18. With guidance and support, identify the creator of a document.	<p>Concepts: Documents are created by people.</p> <p>Skills: Identify a document. Identify who created the document.</p> <p>Key Question: Who created a document?</p>
Iowa History	SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	Iowa History	EE.SS.K.19. With guidance and support, identify how where you live in Iowa is different than another part of the state.	<p>Concepts: Many parts of Iowa are different from each other.</p> <p>Skills: Identify characteristics of your part of Iowa. Identify characteristics of another part of Iowa. Identify one way your part of Iowa is different than another part of Iowa.</p>

Content Anchor	Kindergarten: Spaces and Places	Alternate Content Anchor	Alternate Kindergarten: Spaces and Places	Unpacking
				<p>Key Question: How is where you live in Iowa different than other part of the state?</p>

1st Grade: Communities and Culture

In first grade, students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse cultures over time.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	<p>SS.1.1. Explain why a compelling question is important.</p> <p>SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.</p>	Construct Questions	<p>EE.SS.1.1. With guidance and support, identify the compelling question about a familiar topic.</p> <p>EE.SS.1.2. N/A</p>
Gathering and Evaluating Sources	SS.1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	Gathering and Evaluating Sources	EE.SS.1.3. With guidance and support, identify a primary factual source.
Developing Claims and Using Evidence	N/A	Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.1.4. Construct responses to compelling questions using examples.	Communicating and Critiquing Conclusions	EE.SS.1.4. With guidance and support, identify an example that could be used to answer a compelling question.
Taking Informed Action	<p>SS.1.5. Take group or individual action to help address local, regional, and/or global problems. SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	Taking Informed Action	<p>EE.SS.1.5. With guidance and support, identify the decision about a civic problem in the classroom.</p> <p>EE.SS.1.6. N/A</p>

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.		

Content Anchor Standard	1st Grade: Communities and Cultures	Alternate Content Anchor Standard	Alternate 1st Grade: Communities and Cultures	Unpacking
Recognize the Interaction Between the Individual and Various Groups	SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.	Recognize the Interaction Between the Individual and Various Groups	EE.SS.1.7. N/A	N/A
Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior	SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.	Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior	EE.SS.1.8. With guidance and support, identify one cultural practice within your community or around the world.	Concepts: Cultures have different practices (i.e. routines, rituals, or beliefs). Skills: Identify a culture. Identify a cultural practice. Key Questions: What is culture? What is a cultural practice?
Apply Civic Virtues and Democratic Principles Interpret Processes, Rules and Laws	SS.1.9. Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation.	Apply Civic Virtues and Democratic Principles Interpret Processes, Rules and Laws	EE.SS.1.9. N/A EE.SS.1.10. With guidance and support, identify rights, rules or laws that are specific to a community or culture.	Concepts: Rights, rules, and laws are specific to a community or culture. Skills: Identify a right. Identify a rule or law. Determine how that rule or

Content Anchor Standard	1st Grade: Communities and Cultures	Alternate Content Anchor Standard	Alternate 1st Grade: Communities and Cultures	Unpacking
	SS.1.10. Compare and contrast rules or laws within different communities and cultures.			law is specific to a community or culture. Key Question: How is a right, rule, or law specific to a community or culture?
Engage in Economic Decision Making	SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.	Engage in Economic Decision Making	EE.SS.1.11. With guidance and support, identify local goods and services.	Concepts: People produce goods and services in our community. Skills: Define goods. Define services. Identify a good. Identify a service. Identify a local good and a local service. Key Questions: What is a local good? What is a local service?
Assess the Global Economy	SS.1.12. Explain why people in one country trade goods and services with people in other countries.	Assess the Global Economy	EE.SS.1.12. With guidance and support, identify what goods and services are traded with other countries.	Concepts: Goods and services are traded with other countries. Skills: Define trade. Identify a good or service traded with another country. Key Question: What goods and services are traded with other countries?

Content Anchor Standard	1st Grade: Communities and Cultures	Alternate Content Anchor Standard	Alternate 1st Grade: Communities and Cultures	Unpacking
<p>Develop Financial and Career Goals Analyze Credit and Debt Levels Evaluate Savings and Long-Term Investments</p>	<p>SS.1.13. Explain why people have different jobs in the community.</p> <p>SS.1.14. Explain why something borrowed must be returned.</p> <p>SS.1.15. Describe the role of financial institutions in the community in order to save and invest.</p>	<p>Develop Financial and Career Goals Analyze Credit and Debt Levels Evaluate Savings and Long-Term Investments</p>	<p>EE.SS.1.13. With guidance and support, identify different jobs in the community.</p> <p>EE.SS.1.14. With guidance and support, identify the meaning of borrow.</p> <p>EE.SS.1.15. With guidance and support, identify the purpose of banks in the community.</p>	<p>Concepts: People receive money in many different ways.</p> <p>Skills: Identify a job. Define borrow. Define bank. Identify the purpose of banks.</p> <p>Key Question: What are the different ways people receive money?</p>
<p>Create Geographic Representation</p>	<p>SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>	<p>Create Geographic Representation</p>	<p>EE.SS.1.16. With guidance and support, identify the difference between maps, globes, and other simple geographic models.</p>	<p>Concepts: Geographic information can be represented in different ways.</p> <p>Skills: Identify a difference between a map, and a globe, and other geographic models.</p> <p>Key Question: What is a difference between a map, a globe, and other geographic models?</p>
<p>Evaluate Human Environment Interaction Analyze Human Population,</p>	<p>SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in</p>	<p>Evaluate Human Environment Interaction Analyze Human Population,</p>	<p>EE.SS.1.17. N/A</p> <p>EE.SS.1.18. With guidance and support,</p>	<p>Concepts: Maps can show different routes and where goods are made.</p> <p>Skills: Define route. Identify a route on a map. Identify</p>

Content Anchor Standard	1st Grade: Communities and Cultures	Alternate Content Anchor Standard	Alternate 1st Grade: Communities and Cultures	Unpacking
Movement, and Patterns	<p>different regions of the U.S.</p> <p>SS.1.18. 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. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>	Movement, and Patterns	<p>identify a route on a map.</p> <p>EE.SS.1.19. With guidance and support, identify goods that are made locally and in distant places.</p>	<p>goods that are made locally. Identify goods that are made in distant places.</p> <p>Key Questions: How can maps show different routes? Where are goods made?</p>
Analyze Change, Continuity, and Context	<p>SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.</p> <p>SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.</p>	Analyze Change, Continuity, and Context	<p>EE.SS.1.20. Categorize events as past or present.</p> <p>EE.SS.1.21. N/A</p>	<p>Concepts: Events happen both in the past and the present.</p> <p>Skills: Identify an event as in the past or in the present.</p> <p>Key Question: Did the event happen in the past or in the present?</p>
Critique Historical Sources and Evidence	<p>SS.1.22. Given context clues, develop a reasonable idea about who created a primary</p>	Critique Historical Sources and Evidence	<p>EE.SS.1.22. Identify who created documents.</p>	<p>Concepts: Documents are created by people.</p>

Content Anchor Standard	1st Grade: Communities and Cultures	Alternate Content Anchor Standard	Alternate 1st Grade: Communities and Cultures	Unpacking
	or secondary source, when they created it, where they created it, and why they created it.			<p>Skills: Identify a document. Identify who created the document.</p> <p>Key Question: Who created the document?</p>
Iowa History	SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.	Iowa History	EE.SS.1.23. Identify past and present groups in Iowa.	<p>Concepts: Iowa has different groups of people throughout its history.</p> <p>Skills: Identify past groups in Iowa history. Identify present groups in Iowa history.</p> <p>Key Question: What different groups of people are a part of Iowa's history?</p>

2nd Grade: Choices and Consequences

In second grade, students will learn about choices and consequences. They will engage in thinking about their own responsibility to take care of their community, focusing on cooperation and citizenship. They will also learn how government plays a role in establishing and maintaining local community spaces.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.2.1. Explain why a compelling question is important.	Construct Questions	EE.SS.2.1. With guidance and support, identify a compelling question with an unfamiliar topic.
Constructing Supporting Questions	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	Constructing Supporting Questions	EE.SS.2.2. N/A
Gathering and Evaluating Sources	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	Gathering and Evaluating Sources	EE.SS.2.3. With guidance and support, identify what characteristics make a source primary or secondary.
Communicating and Critiquing Conclusions	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	Communicating and Critiquing Conclusions	EE.SS.2.4. Identify an example that could be used to answer a compelling question.
Taking Informed Action	SS.2.5. Take group or individual action to help address local, regional, and/or global problems. SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	Taking Informed Action	EE.SS.2.5. With guidance and support, identifies the decision about a civic problem in the classroom and participates in the group or individual action. EE.SS.2.6. N/A

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
Recognize the Interaction Between the Individual and Various Groups	SS.2.7. Explain how people from different groups work through conflict when solving a community problem.	Recognize the Interaction Between the Individual and Various Groups	EE.SS.2.7. With guidance and support, identify two different points of view to address a community problem.	<p>Concepts: People have different points of view when solving community problems.</p> <p>Skill: Define point of view. Identify two points of view. Identify how the points of view are different in trying to solve a community problem.</p> <p>Key Question: How do different points of view affect solutions to community problems?</p>
Analyze Civic and Political Institutions	SS.2.8. Explain the purpose of different government functions.	Analyze Civic and Political Institutions	EE.SS.2.8. With guidance and support, identify a purpose of government.	<p>Concepts: Government has a purpose.</p> <p>Skills: Define government. Identify a purpose of government.</p> <p>Key Questions: What is a purpose of government?</p>
Apply Civic Virtues and Democratic Principles	SS.2.9. Develop an opinion on a decision about a local issue.	Apply Civic Virtues and Democratic Principles	EE.SS.2.9. With guidance and support, identifies their opinion on a decision about a local issue.	<p>Concepts: People have opinions about local issues.</p> <p>Skills: Identify a local issue. Determine your own opinion about that local issue.</p> <p>Key Question: What is your opinion about a local issue?</p>

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
Interpret Processes, Rules and Laws	SS.2.10. Determine effective strategies for solving particular community problems.	Interpret Processes, Rules and Laws	EE.SS.2.10. With guidance and support, identify a community problem and solutions to the problem.	<p>Concepts: There are problems in a community, and people create solutions to address those problems.</p> <p>Skills: Identify a community problem. Determine a solution for that community problem.</p> <p>Key Question: What is a solution to a community problem?</p>
Evaluate the National Economy	<p>SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.</p> <p>SS.2.12. Identify how people use natural resources to produce goods and services.</p> <p>SS.2.13. Describe examples of the goods and services that governments provide.</p>	Evaluate the National Economy	<p>EE.SS.2.11. With guidance and support, identify the difference between needs and wants.</p> <p>EE.SS.2.12. Identify natural resources and how they can be used.</p> <p>EE.SS.2.13. Identify goods and services the government provides.</p>	<p>Concepts: People have needs and wants and use natural resources to produce goods and services to fill those needs and wants.</p> <p>Skills: Define need. Define want. Determine the difference between a need and a want. Identify a natural resource. Determine how a natural resource can be used. Identify a good and service provided by the government.</p> <p>Key Question: How do people and governments provide goods and services to fulfill needs and wants of people?</p>

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
Develop Financial and Career Goals	SS.2.14. Explain how different careers take different levels of education.	Develop Financial and Career Goals	EE.SS.2.14. Identify the level of education necessary for a specific career.	<p>Concepts: People need training for specific jobs and careers.</p> <p>Skills: Define training. Define career. Determine a type of training someone might need for a career.</p> <p>Key Question: What is a type of training someone might need for a career?</p>
Create a Saving and Spending Plan	SS.2.15. Evaluate choices and consequences for spending and saving.	Create a Saving and Spending Plan	EE.SS.2.15. Identify the difference between spending and saving.	<p>Concepts: There is a difference between spending and saving money.</p> <p>Skills: Define saving money. Define spending money. Identify the difference between saving and spending money.</p> <p>Key Question: What is the difference between spending and saving money?</p>
Create Geographic Representations	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	Create Geographic Representations	EE.SS.2.16. Use maps to identify the appropriate routes used to move people and things.	<p>Concepts: Maps can show the appropriate route to move people and things.</p> <p>Skills: Identify what makes a route appropriate (shortest distance, easiest travel). Identify the routes on a map.</p>

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
				Key Question: Why is a certain route the appropriate route to move people and things?
Evaluate Human Environment Interaction	SS.2.17. Explain how environmental characteristics impact the location of particular places.	Evaluate Human Environment Interaction	EE.SS.2.17. N/A	N/A
Analyze Human Population Movements and Patterns	SS.2.18. Describe how the choices people make impact local and distant environments.	Analyze Human Population Movements and Patterns	EE.SS.2.18. With guidance and support, indicate choices a person can make that impacts their environment.	<p>Concepts: People make choices that impact the environment.</p> <p>Skills: Identify choices people make. Identify how a choice can impact the environment.</p> <p>Key Question: How do choices people make impact the environment?</p>
Analyze Change, Continuity, and Context	<p>SS.2.19. Make a prediction about the future based on past related events.</p> <p>SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.</p>	Analyze Change, Continuity, and Context	<p>EE.SS.2.19. With guidance and support identify a reasonable prediction about the future based on past related events.</p> <p>EE.SS.2.20. Identify how a person can influence events.</p>	<p>Concepts: People influence historical events and can predict future events based on past related events.</p> <p>Skills: Identify a prediction about a future event based on a past related event. Identify how a person can influence an event.</p> <p>Key Questions: How can people influence historical</p>

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
				events? How can people predict future events based on past related events?
Compare Perspectives	SS.2.21. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.	Compare Perspectives	EE.SS.2.21. With guidance and support, compare how a person from the past and a person living today would think about a particular question or issue.	<p>Concepts: People have different perspectives on a particular question/issue based on their time period.</p> <p>Skills: Identify a particular question/issue. Identify how a person from the past would think. Identify how a person from the present would think.</p> <p>Key Question: How would a person's perspective on a question/issue be influenced by the time period they live in?</p>
Critique Historical Sources and Evidence	SS.2.22. Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it.	Critique Historical Sources and Evidence	EE.SS.2.22. N/A	N/A
Justify Causation and Argumentation	SS.2.23. Given a set of options, use evidence to articulate why one reason is more likely than others to explain a	Justify Causation and Argumentation	EE.SS.2.23. N/A	N/A

Content Anchor Standard	2nd Grade: Choices and Consequences	Content Anchor Standard	2nd Grade: Choices and Consequences	Unpacking
	historical event or development.			
Iowa History	SS.2.24. Describe the intended and unintended consequences of using Iowa's natural resources.	Iowa History	EE.SS.2.24. With guidance and support, identify uses of Iowa's natural resources.	<p>Concepts: Iowans use natural resources.</p> <p>Skills: Identify how people use natural resources in Iowa.</p> <p>Key Question: How do Iowans use natural resources?</p>

3rd Grade: Immigration and Migration

In third grade, students study how and why people move from one place to another with the theme “Immigration and Migration.” Students look at geography, political, and cultural reasons that people move to a new place as well as what they experience during the transition. They understand that a society is a complex and changing place shaped by laws and the civic virtues of the citizens who live there.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.3.1. Identify disciplinary ideas associated with a compelling question.	Construct Questions	EE.SS.3.1. Identify supporting questions for a compelling question with a familiar inquiry.
Constructing Supporting Questions	SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.	Constructing Supporting Questions	EE.SS.3.2. N/A
Gathering and Evaluating Sources	SS.3.3. Determine the credibility of one source.	Gathering and Evaluating Sources	EE.SS.3.3. Determine if a source is fact or opinion.
Developing Claims and Using Evidence	SS.3.4. Cite evidence that supports a response to supporting or compelling questions.	Developing Claims and Using Evidence	EE.SS.3.4. Identify evidence related to a compelling question.
Communicating and Critiquing Conclusions	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.	Communicating and Critiquing Conclusions	EE.SS.3.5. Answer a compelling question with an example.
Taking Informed Action	SS.3.6. Identify challenges and opportunities when taking	Taking Informed Action	EE.SS.3.6. N/A

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	<p>action to address problems, including predicting possible results.</p> <p>SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>		EE.SS.3.7. Identify a civic problem within their classroom or community, and work with other partner(s) to create a possible solution.

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
Recognize the Interaction Between the Individual and Various Groups	SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	Recognize the Interaction Between the Individual and Various Groups	EE.SS.3.8. N/A	N/A
Examine Factors that Led to Continuity and Change on Human Development and Behavior	SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.	Examine Factors that Led to Continuity and Change on Human Development and Behavior	EE.SS.3.9. Compare the treatment of a demographic group in the past and present.	<p>Concepts: Treatment of different demographic groups has changed over time.</p> <p>Skills: Identify a demographic group. Identify past experiences of the group. Identify current experiences of the group. Compare the past and</p>

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
				present experiences of that group. Key Question: How has treatment of a group changed over time?
Interpret Processes, Rules and Laws	SS.3.10. Explain how rules and laws impact society. SS.3.11. Provide examples of historical and contemporary ways that societies have changed.	Interpret Processes, Rules and Laws	EE.SS.3.10. Identify consequences of following or breaking rules/laws. EE.SS.3.11. N/A	Concepts: There are consequences for following or breaking rules/laws. Skills: Identify a rule/law. Identify a consequence of following that law. Identify a consequence of breaking that rule/law. Key Question: What are the consequences of following or breaking rules/laws?
Engage in Economic Decision Making	SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.	Engage in Economic Decision Making	EE.SS.3.12. N/A	N/A
Critique Exchange and Markets	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services. SS.3.14. Describe the role of various financial	Critique Exchange and Markets	EE.SS.3.13. Identify how people use natural resources and human resources to produce goods and services EE.SS.3.14. Identify the role of a financial institution in an	Concepts: People use various financial institutions along with natural and human resources to produce and exchange (buy and sell) goods and services. Skills: Identify the difference between a human (labor)

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
	institutions in an economy.		economy. (i.e. banks, businesses).	and a natural resource (raw materials). Determine how a natural resource is used to make a product or service. Determine how a human resource is used to produce a product or service. Define what a bank is. Determine how a bank works. Key Questions: How do people use natural and human resources to produce goods and services? How do financial institutions support the exchange of goods and services?
Assess the Global Economy	SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	Assess the Global Economy	EE.SS.3.15. N/A	N/A
Develop Financial and Career Goals	SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.	Develop Financial and Career Goals	EE.SS.3.16. Identify one way a person can improve their income.	Concepts: People can improve their family income. Skills: Define family income. Determine a way to improve family income. Key Question: How can families improve their income?

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
Create a Saving and Spending Plan	SS.3.17. Explain an individual's responsibility for credit and debt.	Create a Saving and Spending Plan	EE.SS.3.17. Identify the difference between paying now and paying later.	<p>Concepts: There is a difference between paying now and paying later.</p> <p>Skills: Identify an example of paying now. Identify an example of paying later. Determine the difference between paying now and paying later.</p> <p>Key Question: What is the difference between paying now and paying later?</p>
Evaluate Savings and Long-Term Investments	SS.3.18. Determine the importance of saving/investing in relation to future needs.	Evaluate Savings and Long-Term Investments	EE.SS.3.18. Identify a benefit of saving money.	<p>Concepts: Saving money is beneficial.</p> <p>Skills: Identify a reason why saving money is beneficial.</p> <p>Key Question: Why should you save money?</p>
Create Geographic Representations	SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	Create Geographic Representations	EE.SS.3.19. Use a geographic representation to display the characteristics of a place.	<p>Concepts: Geographic representations (maps, globes etc.) are used to show characteristics of places.</p> <p>Skills: Identify characteristics of a place. Create a geographic representation (map, model,</p>

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
				etc.) that displays the characteristics of a place. Key Question: How can a person visually show the characteristics of a place?
Evaluate Human Environment Interaction	SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.	Evaluate Human Environment Interaction	EE.SS.3.20. Identify reasons that influence how people choose where to live.	Concepts: Different characteristics can influence where people decide to live. Skills: Identify reasons why a person would choose to live in a certain area. Key Questions: What characteristics influence a person's choice in where they live? How do people choose where they live?
Analyze Human Population Movements and Patterns	SS.3.21. Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.	Analyze Human Population Movements and Patterns	EE.SS.3.21. Use a geographic model to identify how the environment affects where people decide to live.	Concepts: Maps and other tools can help a person identify how the environment affects where people live. Skills: Determine how environmental characteristics affect where people choose to live. Use a map, globe, or other geographic model to show how an environmental characteristic affects where people choose to live.

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
				Key Question: How do maps and other tools show how the environment affects where people live?
Analyze Change, Continuity, and Context	SS.3.22. Compare and contrast events that happened at the same time.	Analyze Change, Continuity, and Context	EE.SS.3.22. N/A	N/A
Compare Perspectives	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.	Compare Perspectives	EE.SS.3.23. Identify two conflicting perspectives on one historical event or issue.	<p>Concepts: People can have different perspectives on historical events and issues.</p> <p>Skills: Identify a historical event or issue. Identify a perspective on that historical event or issue. Identify a conflicting perspective on that historical event or issue.</p> <p>Key Question: How could two perspectives on one historical event conflict with each other?</p>
Critique Historical Sources and Evidence	SS.3.24. Infer the intended audience and purpose of a primary source using textual evidence.	Critique Historical Sources and Evidence	EE.SS.3.24. N/A	N/A

Content Anchor Standard	3rd Grade: Immigration and Migration	Alternate Content Anchor Standard	Alternate 3rd Grade: Immigration and Migration	Unpacking
Justify Causation and Argumentation	<p>SS.3.25. Explain probable causes and effects of events and developments.</p> <p>SS.3.26. Develop a claim about the past based on cited evidence.</p>	Justify Causation and Argumentation	<p>EE.SS.3.25. Identify probable causes and effects of one historical event or development.</p> <p>EE.SS.3.26. N/A</p>	<p>Concepts: Historical events or developments have a cause and lead to an effect.</p> <p>Skills: Identify one historical event or development. Identify one cause of that event or development. Identify one effect as a result of that event or development.</p> <p>Key Questions: What caused a historical event or development to occur? What was an effect that resulted from the historical event or development?</p>
Iowa History	<p>SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.</p> <p>SS.3.28. Explain the cultural contributions that different groups have made on Iowa.</p>	Iowa History	<p>EE.SS.3.27. N/A</p> <p>EE.SS.3.28. Identify how groups of people that live in Iowa impacted the state.</p>	<p>Concepts: Groups of people who moved to Iowa helped to make change.</p> <p>Skills: Identify groups of people who moved to Iowa. Identify ways people moving to Iowa impacted its history.</p> <p>Key Question: How did people who moved to Iowa impact its history?</p>

4th Grade: Change and Continuity

In fourth grade, students focus on how society has changed and stayed the same over time. Students see how change is inevitable and the patterns and consequences of change across different historical eras.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.4.1. Explain how a compelling question represents key ideas in the field.	Construct Questions	SS.4.1. Identify a supporting question that answers the compelling question in a familiar inquiry.
Constructing Supporting Questions	SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	Constructing Supporting Questions	EE.SS.4.2. N/A
Gathering and Evaluating Sources	N/A	Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	SS.4.3. Cite evidence that supports a response to supporting or compelling questions.	Developing Claims and Using Evidence	SS.4.3. Identify a response to a compelling question that uses evidence.
Communicating and Critiquing Conclusions	SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	Communicating and Critiquing Conclusions	SS 4.4. Identify responses to a compelling question that use relevant details.
Taking Informed Action	<p>SS.4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	Taking Informed Action	<p>SS.4.5. Identify a civic problem within their classroom or community, and one possible consequence of an action to solve that problem.</p> <p>EE.SS.4.6. N/A</p>

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>SS.4.7. Explain causes of conflict or collaboration among different social groups.</p>	<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>EE.SS.4.7. Identify one cause of conflict or collaboration among different social groups.</p>	<p>Concepts: Different social groups have conflict and also collaborate with each other.</p> <p>Skills: Identify a conflict between social groups. Identify a way in which social groups collaborate. Identify a cause of conflict or collaboration among different social groups.</p> <p>Key Question: How do different social groups collaborate or engage in conflict?</p>
<p>Apply Civic Virtues and Democratic Principles</p>	<p>SS.4.8. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities.</p>	<p>Apply Civic Virtues and Democratic Principles</p>	<p>EE.SS.4.8. Identify how democratic principles guide government, societies, and/or communities.</p>	<p>Concepts: Democratic principles guide governments, societies and communities.</p> <p>Skills: Identify democratic principles. Determine how democratic principles guide decisions.</p> <p>Key Question: How do democratic principles guide decisions?</p>

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
Interpret Processes, Rules and Laws	<p>SS.4.9. Explain how the enforcement of a specific ruling or law changed society.</p> <p>SS.4.10. Describe how societies have changed in the past and continue to change.</p>	Interpret Processes, Rules and Laws	<p>EE.SS.4.9. Identify how the enforcement of a law changed society (i.e. seat belts, speed limits).</p> <p>EE.SS.4.10. N/A</p>	<p>Concepts: Enforcements of laws can change societies.</p> <p>Skills: Identify a law. Identify how that law is enforced. Determine how the enforcement of the law changed society.</p> <p>Key Question: How can the enforcement of a law change society?</p>
Engage in Economic Decision Making	<p>SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.</p>	Engage in Economic Decision Making	EE.SS.4.11. N/A	N/A
Critique Exchange and Markets	<p>SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.13. Compare and contrast different ways that the government interacts with the economy.</p>	Critique Exchange and Markets	<p>EE.SS.4.12. N/A</p> <p>EE.SS.4.13. N/A</p>	N/A

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
Evaluate the National Economy	SS.4.14. Explain the reasons why the costs of goods and services rise and fall.	Evaluate the National Economy	EE.SS.4.14. Identify a reason why the cost of goods and services change.	<p>Concepts: There are reasons why the cost of goods and services changes over time.</p> <p>Skills: Identify how a change influences the cost of a good or services.</p> <p>Key Question: Why would the cost of goods and services change?</p>
Create a Saving and Spending Plan	SS.4.15. Identify factors that can influence people's different spending and saving choices.	Create a Saving and Spending Plan	EE.SS.4.15. Identify a reason why a person would choose to spend or save their money.	<p>Concepts: People choose whether to save or spend money.</p> <p>Skills: Determine why someone would save money. Determine why someone would spend money.</p> <p>Key Question: Why do people choose to spend or save money?</p>
Measure Risk Management Tools	SS.4.16. Determine the consequences of sharing personal information with others.	Measure Risk Management Tools	EE.SS.4.16. N/A	N/A
Create Geographic Representations	SS.4.17. Create a geographic representation to illustrate how the	Create Geographic Representations	EE.SS.4.17. Create a geographic representation	Concepts: Geographic representations are used to

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
	natural resources in an area affect the decisions people make.		identifying natural resources in an area.	<p>show the location of natural resources.</p> <p>Skills: Identify natural resources of a place. Create a geographic representation (map, model, etc.) that shows the natural resources of a place.</p> <p>Key Questions: How can a person visually show the natural resources of a place?</p>
Evaluate Human Environment Interaction	SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Evaluate Human Environment Interaction	EE.SS.4.18. Identify why people live in specific places or regions.	<p>Concepts: People choose to live in certain places or region for specific reasons.</p> <p>Skills: Identify a specific place or region where people live. List the characteristics of that place or region. Describe how those characteristics influenced why people choose to live there.</p> <p>Key Question: Why do people choose to live in specific places or regions?</p>
Analyze Human Population Movement and Patterns	SS.4.19. Explain influences on the development and decline of different	Analyze Human Population Movement and Patterns	EE.SS.4.19. Identify the different methods of transportation used	Concepts: People used different modes of

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
	modes of transportation in U.S. regions.		throughout United States History.	transportation throughout US History. Skills: Identify modes of transportation throughout history. Key Questions: What different methods of transportation have been used throughout history?
Analyze Change, Continuity, and Context	SS.4.20. Compare and contrast events that happened at the same time.	Analyze Change, Continuity, and Context	EE.SS.4.20. Identify events that happened at the same time.	Concepts: Events happen at the same time. Skills: Identify two different historical events that happened at the same time. Key Question: What historical events happened at the same time?
Compare Perspectives	SS.4.21. Analyze conflicting perspectives on historical and current events/issues.	Compare Perspectives	EE.SS.4.21. N/A	N/A
Critique Historical Sources and Evidence	SS.4.22. Infer the purpose of a primary	Critique Historical Sources and Evidence	EE.SS.4.22. Identify the intended audience of a historical document.	Concepts: Historical documents have an intended audience.

Content Anchor Standard	4th Grade: Change and Continuity	Alternate Content Anchor Standard	Alternate 4th Grade: Change and Continuity	Unpacking
	source and from that the intended audience.			<p>Skills: Identify a historical document. Identify the intended audience for that document.</p> <p>Key Questions: Who is the intended audience for a historical document?</p>
Justify Causation and Argumentation	<p>SS.4.23. Explain probable causes and effects of events and developments.</p> <p>SS.4.24. Develop a claim about the past and cite evidence to support it.</p>	Justify Causation and Argumentation	<p>EE.SS.4.23. N/A</p> <p>EE.SS.4.24. N/A</p>	N/A
Iowa History	<p>SS.4.25. Analyze the impact of technological changes in Iowa, across time and place.</p> <p>SS.4.26. Explain how Iowa's agriculture has changed over time.</p>	Iowa History	<p>EE.SS.4.25. Identify technological change in Iowa across time.</p> <p>EE.SS.4.26. Identify changes in Iowa's agriculture over time.</p>	<p>Concepts: Technology and agriculture changed over time in Iowa.</p> <p>Skills: Identify a technology that changed over time in Iowa. Identify an agricultural development that changed over time in Iowa.</p> <p>Key Question: How did technology and agriculture change in Iowa over time?</p>

5th Grade: Right and Responsibilities

In fifth grade, students learn about how the Founding documents of the United States were developed and how these documents guide decisions. Students explore the multiple perspectives people have regarding their rights and responsibilities.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.	Construct Questions	EE.SS.5.1. N/A
Constructing Supporting Questions	SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	Constructing Supporting Questions	EE.SS.5.2. Identify supporting questions that answer the compelling question in a familiar inquiry.
Gathering and Evaluating Sources	SS.5.3. Determine the credibility of multiple sources.	Gathering and Evaluating Sources	EE.SS.5.3. Determine how to tell if a source is credible.
Developing Claims and Using Evidence	SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	Developing Claims and Using Evidence	EE.SS.5.4. Cite evidence from sources that support a response to a compelling question.
Communicating and Critiquing Conclusions	SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	Communicating and Critiquing Conclusions	EE.SS.5.5. With teacher direction, construct responses to a compelling question.
Taking Informed Action	SS.5.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.5.7. Use a range of consensus-building and democratic procedures to make	Taking Informed Action	EE.SS.5.6. Predict outcomes when taking action to address a problem. EE.SS.5.7. N/A

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	decisions about and act on civic problems in the classroom.		

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
Recognize the Interaction Between the Individual and Various Groups	SS.5.8. Analyze how rights and laws influence interactions between groups in society.	Recognize the Interaction Between the Individual and Various Groups	EE.SS.5.8. N/A	N/A
Examine Factors that Led to Continuity and Change on Human Development and Behavior	SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.	Examine Factors that Led to Continuity and Change on Human Development and Behavior	EE.SS.5.9. Identify a strategy that one demographic group has used to ensure its rights.	<p>Concepts: Different demographic groups use varying strategies to ensure the rights of people.</p> <p>Skills: Identify a demographic group. Identify a right. Identify one strategy that a group uses to ensure its rights (non-violent protest, petition, violence, riots, etc.).</p> <p>Key Question: How does a demographic group ensure the rights of its people?</p>
Apply Civic Virtues and Democratic Principles	SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of	Apply Civic Virtues and Democratic Principles	SS.5.10. Determine a way in which the Declaration of Independence and the	Concepts: The Declaration of Independence and the Constitution impacted American society.

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
	government, society, and/or communities.		Constitution impacted society.	<p>Skills: Identify the Declaration of Independence. Identify the Constitution. Know the difference between the Declaration of Independence and the Constitution. Identify how the Declaration of Independence and the Constitution impacted society.</p> <p>Key Question: How have the Declaration of Independence and the Constitution impacted society?</p>
<p>Interpret Processes, Rules and Laws</p>	<p>SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society.</p> <p>SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.</p>	<p>Interpret Processes, Rules and Laws</p>	<p>EE.SS.5.11. Identify a process people can use to change laws/rules in the classroom, school, government, and/or society.</p> <p>EE.SS.5.12. Identify how a law has changed over time.</p>	<p>Concepts: People use processes (petition, lobbying, protest, voting, etc.) to change laws/rules over time.</p> <p>Skills: Identify laws/rules. Identify a process people use to change laws/rules. Identify how a law has changed over time.</p> <p>Key Question: How do people use processes to change laws/rules over time?</p>

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
Critique Exchange and Markets	SS.5.13. Describe how goods and services are produced and distributed domestically and globally.	Critique Exchange and Markets	EE.SS.5.13. Identify how goods and services are produced and distributed.	<p>Concepts: Goods and services are produced and distributed.</p> <p>Skills: Identify how a good/service is produced. Determine how it is distributed.</p> <p>Key Question: How are goods and services produced and distributed?</p>
Evaluate the National Economy	SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.	Evaluate the National Economy	EE.SS.5.14. Determine the purpose of taxes and how the government uses taxes to provide goods and services.	<p>Concepts: The government uses taxes to provide goods and services.</p> <p>Skills: Define taxes. Identify a good or a service provided through taxes.</p> <p>Key Question: How do taxes help to provide people with goods and services?</p>
Assess the Global Economy	SS.5.15. Explain how trade impacts relationships between countries.	Assess the Global Economy	EE.SS.5.15. Identify how countries benefit from trading.	<p>Concepts: Countries benefit from trading with each other.</p> <p>Skills: Identify goods that are traded internationally. Determine how both countries benefit from this trade.</p>

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
				Key Question: How do countries benefit from trading with each other?
Create a Saving and Spending Plan	SS.5.16. Demonstrate ways to monitor how money is spent and saved.	Create a Saving and Spending Plan	EE.SS.5.16. Identify ways people can monitor how they save and spend money.	<p>Concepts: People can monitor how they save and spend money.</p> <p>Skills: Determine a way that people can monitor how they save and spend money.</p> <p>Key Question: How do people monitor how they save and spend money?</p>
Measure Risk Management Tools	<p>SS.5.17. Give examples of financial risks that individuals and households face.</p> <p>SS.5.18. Investigate ways that personal information is fraudulently obtained.</p>	Measure Risk Management Tools	<p>EE.SS.5.17. N/A</p> <p>EE.SS.5.18. N/A</p>	N/A
Create Geographic Representations	SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	Create Geographic Representations	EE.SS.5.19. Using maps and other simple geographic models, create a route to a specific location.	<p>Concepts: People use maps and geographic models to create routes to specific locations.</p> <p>Skills: Identify specific locations. Create a map or other model that displays a route to those locations.</p>

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
				Key Question: How can people display a route between specific locations?
Analyze Human Population Movements and Patterns	SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	Analyze Human Population Movements and Patterns	EE.SS.5.20. N/A	N/A
Analyze Change, Continuity, and Context	SS.5.21. Describe the connections between historical developments that occurred within the same time period.	Analyze Change, Continuity, and Context	EE.SS.5.21. Identify the connection between historical developments that occurred within the same time period.	<p>Concepts: Historical developments within the same time period are often connected.</p> <p>Skills: Identify two different historical developments within the same time period. Determine how those two developments are connected.</p> <p>Key Question: How are historical developments within the same time period connected?</p>
Compare Perspectives	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	Compare Perspectives	EE.SS.5.22 Identify how someone's perspective can affect their view of historical events.	<p>Concepts: People's perspective can affect their view of historical events.</p> <p>Skills: Identify a perspective. Identify how that perspective can shape</p>

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
				<p>how a person might view a historical event.</p> <p>Key Question: How do people's perspectives affect how they view historical events?</p>
Critique Historical Sources and Evidence	SS.5.23. Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.	Critique Historical Sources and Evidence	EE.SS.5.23. N/A	N/A
Justify Causation and Argumentation	<p>SS.5.24. Explain probable causes and effects of historical developments.</p> <p>SS.5.25. Develop a claim about the past and cite evidence to support it.</p>	Justify Causation and Argumentation	<p>EE.SS.5.24. N/A</p> <p>EE.SS.5.25. N/A</p>	N/A
Iowa History	SS.5.26. Analyze Iowa's role in civil rights history.	Iowa History	EE.SS.5.26. Identify Iowa's role in civil rights history.	<p>Concepts: Iowa played a role in civil rights history.</p> <p>Skills: Define civil rights. Identify an example of Iowa's role in civil rights history.</p>

Content Anchor Standard	5th Grade: Rights and Responsibilities	Alternate Content Anchor Standard	Alternate 5th Grade: Rights and Responsibilities	Unpacking
				Key Question: What role did Iowa play in civil rights history?

6th Grade: World Regions and Cultures

In sixth grade, students will focus on geography, history, and culture in global regions. Students will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.	Construct Questions	EE.SS.6.1. Describe the relationship between a compelling question and a supporting question within a disciplinary concept.
Constructing Supporting Questions	SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.	Constructing Supporting Questions	EE.SS.6.2. N/A
Gathering and Evaluating Sources	SS.6.3. Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection. SS.6.4. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	Gathering and Evaluating Sources	EE.SS.6.3. Determine if a source is fact or opinion. EE.SS.6.4. N/A
Developing Claims and Using Evidence	SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations. SS.6.6. With teacher direction, develop claims and	Developing Claims and Using Evidence	EE.SS.6.5. With guidance and support, identify evidence that draws information from 1 perspective of a source to support claims.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	counterclaims while pointing out the strengths and limitations of both.		EE.SS.6.6. With guidance and support, identify a claim and point out a strength of the claim.
Communicating and Critiquing Conclusions	<p>SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.</p> <p>SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p> <p>SS.6.10. With teacher direction, analyze the disciplinary arguments of peers for credibility.</p>	Communicating and Critiquing Conclusions	<p>EE.SS.6.7. With teacher direction, construct and communicate responses to compelling questions based on credible sources.</p> <p>EE.SS.6.8. N/A</p> <p>EE.SS.6.9. N/A</p> <p>EE.SS.6.10. N/A</p>
Taking Informed Action	<p>SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p> <p>SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	Taking Informed Action	<p>EE.SS.6.11. Identify consequences of actions when taking action to address problems.</p> <p>EE.SS.6.12. Identify a democratic procedure to make decisions in the classroom or community.</p>

Content Anchor Standard	6th Grade: World Regions and Cultures	Alternate Content Anchor Standard	Alternate 6th Grade: World Regions and Cultures	Unpacking
Examine Factors that Led to Continuity and Change in Human and Group Behavior	SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	Examine Factors that Led to Continuity and Change in Human and Group Behavior	EE.SS.6.13. Identify a culture by its beliefs and values.	<p>Concepts: Cultures have beliefs and values.</p> <p>Skills: Define beliefs and values. Identify beliefs and values and how they represent a culture.</p> <p>Key Question: How do beliefs and values represent a culture?</p>
Recognize the Interaction Between Individuals and Various Groups	SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.	Recognize the Interaction Between Individuals and Various Groups	EE.SS.6.14. Identify how groups form in our society.	<p>Concepts: Groups form in a society.</p> <p>Skills: Define a group (a collection of people that have similar beliefs and values). Identify how a group forms in a society.</p> <p>Key Question: How do groups form in a society?</p>
Assess the Global Economy	SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.	Assess the Global Economy	EE.SS.6.15. Identify characteristics of an economic system.	<p>Concepts: An economic system has certain characteristics.</p> <p>Skills: Define the characteristics of an economic system.</p> <p>Key Question: What are the characteristics of an economic system?</p>

Content Anchor Standard	6th Grade: World Regions and Cultures	Alternate Content Anchor Standard	Alternate 6th Grade: World Regions and Cultures	Unpacking
Create Geographic Representations	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	Create Geographic Representations	EE.SS.6.16. Create a geographic representation that includes environmental characteristics.	<p>Concepts: Environmental characteristics can be represented in geographic ways.</p> <p>Skills: Identify environmental characteristics. Create a geographic representation of environmental characteristics.</p> <p>Key Question: How can environmental characteristics be represented geographically?</p>
Evaluate Human Environment Interaction	SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	Evaluate Human Environment Interaction	EE.SS.6.17. Identify the effects of physical and environmental characteristics of places and regions on the people who live there.	<p>Concepts: Physical and environmental characteristics of environments can influence people's lives.</p> <p>Skills: Identify physical and environmental characteristics of places and regions. Identify how those characteristics influence people's lives.</p> <p>Key Question: How do physical and environmental characteristics of a place influence the people who live there?</p>

Content Anchor Standard	6th Grade: World Regions and Cultures	Alternate Content Anchor Standard	Alternate 6th Grade: World Regions and Cultures	Unpacking
Analyze Human Population Movements and Patterns	SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.	Analyze Human Population Movements and Patterns	EE.SS.6.18. Identify how changes in transportation and technology can influence the movement of people and/or goods in the world.	<p>Concepts: Changes in transportation and technology can influence how people and/or goods move in the world.</p> <p>Skills: Identify changes in transportation and technology. Determine how those changes influence the movement of people and/or goods.</p> <p>Key Question: How do changes in transportation and technology influence how people and/or goods move in the world?</p>
Analyze Global Interconnections	SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	Analyze Global Interconnections	EE.SS.6.19. N/A	N/A
Analyze Change, Continuity, and Context	SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.	Analyze Change, Continuity, and Context	EE.SS.6.20. Explain how two historical developments are connected from a geographic or cultural context.	<p>Concepts: Historical developments are connected to each other through geography or culture.</p> <p>Skills: Identify two historical developments. Describe how those historical</p>

Content Anchor Standard	6th Grade: World Regions and Cultures	Alternate Content Anchor Standard	Alternate 6th Grade: World Regions and Cultures	Unpacking
				<p>developments are connected through geography or culture.</p> <p>Key Question: How can geography or culture connect two historical developments?</p>
Compare Perspectives	SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.	Compare Perspectives	EE.SS.6.21. Identify how perspectives of people have changed throughout different historical eras.	<p>Concepts: People's perspectives change throughout historical eras.</p> <p>Skills: Identify perspectives within historical eras. Describe how those perspectives change throughout different historical eras.</p> <p>Key Question: How do people's perspectives change throughout historical eras?</p>
Justify Causation and Argumentation	SS.6.22. Explain multiple causes and effects of events and developments in the past.	Justify Causation and Argumentation	EE.SS.6.22. N/A	N/A
Iowa History	SS.6.23. Compare Iowa's geography, natural resources and	Iowa History	EE.SS.6.23. Compare Iowa's geography, natural resources, and/or climates to	Concepts: Iowa's environment is similar to and different from others around the world.

Content Anchor Standard	6th Grade: World Regions and Cultures	Alternate Content Anchor Standard	Alternate 6th Grade: World Regions and Cultures	Unpacking
	climate to other regions of the world.		another region of the world.	<p>Skills: Identify Iowa's environment. Describe how Iowa's environment is similar to another region of the world. Describe how Iowa's environment is different from another region of the world.</p> <p>Key Question: How is Iowa's environment similar to or different from another world region?</p>

Content Anchor Standard	6th Grade: Financial Literacy	Alternate Content Anchor Standard	Alternate 6th Grade: Financial Literacy	Unpacking
Develop Financial and Career Goals	SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants.	Develop Financial and Career Goals	EE.SS.6.24. Identify how a person's needs and wants can impact their financial decisions.	<p>Concepts: A person's needs and wants impact their financial decisions.</p> <p>Skills: Identify the difference between a need and a want. Describe how needs and wants impact financial decisions.</p> <p>Key Question: How do needs and wants impact financial decisions?</p>
Create a Saving and Spending Plan	SS.6.25. Demonstrate how to allocate income	Create a Saving and Spending Plan	EE.SS.6.25. Create a budget.	Concepts: Budgets are beneficial.

	for spending, saving and giving.			<p>Skills: Define components of a budget. Create a budget.</p> <p>Key Question: How are budgets useful?</p>
Analyze Credit and Debt Levels	SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts.	Analyze Credit and Debt Levels	EE.SS.6.26. N/A	N/A
Evaluate Savings and Long Term Investments	SS.6.27. Identify the advantages and disadvantages of various savings tools.	Evaluate Savings and Long Term Investments	EE.SS.6.27. N/A	N/A
Measure Risk Management Tools	SS.6.28. Describe how to protect one's identity from common threats.	Measure Risk Management Tools	EE.SS.6.28. N/A	N/A

7th Grade: Contemporary Global Studies

In seventh grade, students will explore global perspectives on contemporary issues and worldwide independence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.	Construct Questions	EE.SS.7.1. Identify how the different social studies disciplines would answer a compelling question.
Constructing Supporting Questions	SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.	Constructing Supporting Questions	EE.SS.7.2. N/A
Gathering and Evaluating Sources	<p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p> <p>SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	Gathering and Evaluating Sources	<p>EE.SS.7.3. With guided practice, gather relevant information from multiple sources after determining their credibility.</p> <p>EE.SS.7.4. N/A</p>
Developing Claims and Using Evidence	SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to	Developing Claims and Using Evidence	EE.SS.7.5. With guided practice, identify evidence that strengthens a claim.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	<p>support claims, noting evidentiary limitations.</p> <p>SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>		<p>EE.SS.7.6. With guided practice, identify a limitation of a claim.</p>
<p>Communicating and Critiquing Conclusions</p>	<p>SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.</p> <p>SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>Communicating and Critiquing Conclusions</p>	<p>EE.SS.7.7. Construct a response to a compelling question based on credible sources.</p> <p>EE.SS.7.8. Present a response to a compelling question using a variety of media.</p> <p>EE.SS.7.9. N/A</p>
<p>Taking Informed Action</p>	<p>SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.</p> <p>SS.7.11. Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</p> <p>SS.7.12. Apply a range of deliberative and democratic procedures to make decisions</p>	<p>Taking Informed Action</p>	<p>EE.SS.7.10. Compares the consequence(s) of their (group) actions when taking action to address problems.</p> <p>EE.SS.7.11. N/A</p> <p>EE.SS.7.12. Choose a democratic procedure to make decisions in the classroom or community.</p>

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	and take action in classrooms, schools, and communities.		

Content Anchor Standard	7th Grade: Contemporary Global Studies	Alternate Content Anchor Standard	Alternate 7th Grade: Contemporary Global Studies	Unpacking
Examine Factors that Led to Continuity and Change in Human and Group Behavior	SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.	Examine Factors that Led to Continuity and Change in Human and Group Behavior	EE.SS.7.13. Identify one factor such as social, political or economic that can influence behavior.	<p>Concepts: Social, political, and economic factors influence how people behave.</p> <p>Skills: Define social (ie race, ethnicity, gender), political (ie political beliefs, laws/policies), or economic (ie socio-economic status, occupation) factors. Identify factors that influence how people behave.</p> <p>Key Question: How do various factors influence how people behave?</p>
Recognize the Interaction Between Individuals and Various Groups	SS.7.14. Examine what causes inequalities and how they exist within a society.	Recognize the Interaction Between Individuals and Various Groups	EE.SS.7.14. Identify a cause of social inequality.	<p>Concepts: Social inequalities have causes.</p> <p>Skills: Define social inequality (ie race, ethnicity, gender, socio-economic status). Identify a cause of social inequalities.</p>

Content Anchor Standard	7th Grade: Contemporary Global Studies	Alternate Content Anchor Standard	Alternate 7th Grade: Contemporary Global Studies	Unpacking
				Key Question: What causes social inequalities?
Analyze Civic and Political Institutions	<p>SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements.</p> <p>SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p>	Analyze Civic and Political Institutions	<p>EE.SS.7.15. N/A</p> <p>EE.SS.7.16. N/A</p> <p>EE.SS.7.17. N/A</p>	N/A
Engage in Economic Decision Making	SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	Engage in Economic Decision Making	EE.SS.7.18. N/A	N/A
Critique Exchange and Markets	SS.7.19. Explain how external benefits, costs, supply and demand, and competition	Critique Exchange and Markets	EE.SS.7.19. N/A	N/A

Content Anchor Standard	7th Grade: Contemporary Global Studies	Alternate Content Anchor Standard	Alternate 7th Grade: Contemporary Global Studies	Unpacking
	influence market prices, wages, and outcomes.			
Assess the Global Economy	SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.	Assess the Global Economy	EE.SS.7.20. Identify how trade policies impact the availability of goods and services.	<p>Concepts: Trade policies impact the availability of goods and services.</p> <p>Skills: Identify trade policies. Identify how those policies impact what goods/services are available.</p> <p>Key Question: How do trade policies affect the availability of goods and services?</p>
Analyze Human Population Movements and Patterns	SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.	Analyze Human Population Movements and Patterns	EE.SS.7.21. N/A	N/A
Analyze Global Interconnections	<p>SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <p>SS.7.23. Explain how global changes in population distribution</p>	Analyze Global Interconnections	<p>EE.SS.7.22. Describe how the location of natural resources and the production of goods influences world trade.</p> <p>EE.SS.7.23. Identify how changes in global populations affect land use in particular areas.</p>	<p>Concepts: The location of resources and goods influences the location of populations, world trade, and how land is used.</p> <p>Skills: Identify the location of resources and the production of goods. Describe how the location of resources and goods impacts the location of</p>

Content Anchor Standard	7th Grade: Contemporary Global Studies	Alternate Content Anchor Standard	Alternate 7th Grade: Contemporary Global Studies	Unpacking
	patterns affect changes in land use in particular areas.			populations, world trade, and how land is used. Key Questions: How does the location of resources and goods impact where and how people interact and live?
Analyze Change, Continuity, and Context	SS.7.24. Analyze connections among historical events and developments in contemporary global issues.	Analyze Change, Continuity, and Context	EE.SS.7.24. N/A	N/A
Compare Perspectives	SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.	Compare Perspectives	EE.SS.7.25. Identify how perspectives on contemporary issues have changed over time.	Concepts: Perspectives on contemporary issues have changed over time. Skills: Identify contemporary issues. Identify different perspectives on contemporary issues. Describe how those perspectives have changed over time. Key Question: How do perspectives on contemporary issues change over time?
Justify Causation and Argumentation	SS.7.26. Explain multiple causes and effects of various	Justify Causation and Argumentation	EE.SS.7.26. N/A	N/A

Content Anchor Standard	7th Grade: Contemporary Global Studies	Alternate Content Anchor Standard	Alternate 7th Grade: Contemporary Global Studies	Unpacking
	contemporary global events and developments.			
Iowa History	SS.7.27. Analyze the role that Iowa plays in contemporary global issues.	Iowa History	EE.SS.7.27. Determine a connection between Iowa and a contemporary world issue.	<p>Concepts: Iowa is connected to contemporary world issues.</p> <p>Skills: Identify contemporary world issues (ie: resource scarcity, conflict, health issues, environmental concerns, human rights, migration, refugees). Describe how Iowa is connected to a contemporary world issue.</p> <p>Key Question: How is Iowa connected to contemporary world issues?</p>

Content Anchor Standard	7th Grade: Financial Literacy	Alternate Content Anchor Standard	Alternate 7th Grade: Financial Literacy	Unpacking
Develop Financial and Career Goals	SS.7.28. Predict the relationship between financial goals and achievements.	Develop Financial and Career Goals	EE.SS.7.28. N/A	N/A
Create a Saving and Spending Plan	SS.7.29. Analyze how external factors, such as marketing and advertising techniques,	Create a Saving and Spending Plan	EE.SS.7.29. Identify external factors that might influence a	Concepts: External factors might influence a person's spending decisions.

Content Anchor Standard	7th Grade: Financial Literacy	Alternate Content Anchor Standard	Alternate 7th Grade: Financial Literacy	Unpacking
	might influence spending decisions.		person's spending decisions.	<p>Skills: Identify external factors such as marketing and advertising techniques.</p> <p>Key Question: Why do external factors influence spending?</p>
Analyze Credit and Debt Levels	SS.7.30. Explain an individual's rights and responsibilities as a consumer.	Analyze Credit and Debt Levels	EE.SS.7.30. Identify rights and responsibilities of consumers.	<p>Concepts: Consumers have rights and responsibilities.</p> <p>Skills: Identify consumer rights and responsibilities.</p> <p>Key Question: What are the rights and responsibilities of consumers?</p>

8th Grade: United States History and Civic Ideals

In eighth grade, students focus on the history of the United States including the American founding and establishment of democratic principles. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U. S. government. As a result, students will gain an understanding of historical events in early American history democratic principles, individual rights and government institutions.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.8.1. Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.	Construct Questions	EE.SS.8.1. Compare how the different social studies disciplines would answer a compelling question.
Constructing Supporting Questions	SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.	Constructing Supporting Questions	EE.SS.8.2. N/A
Gathering and Evaluating Sources	SS.8.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	Gathering and Evaluating Sources	EE.SS.8.3. Locate and relevant information from multiple sources and determine its credibility. EE.SS.8.4. N/A
Developing Claims and Using Evidence	SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations. SS.8.6. Independently, develop claims and counterclaims while	Developing Claims and Using Evidence	EE.SS.8.5. Identify evidence that draws information from multiple perspectives and sources to support claims. EE.SS.8.6. Identify a claim and determine a strength of the claim.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	<p>pointing out the strengths and limitations of both.</p> <p>SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.</p>		<p>EE.SS.8.7. Construct arguments using claims and evidence from 1-2 sources.</p>
Communicating and Critiquing Conclusions	<p>SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.</p> <p>SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p> <p>SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.</p>	Communicating and Critiquing Conclusions	<p>EE.SS.8.8. Constructs response(s) to a compelling question using credible source(s).</p> <p>EE.SS.8.9. N/A</p> <p>EE.SS.8.10. N/A</p>
Taking Informed Action	<p>SS.8.11. Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>SS.8.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	Taking Informed Action	<p>EE.SS.8.11. Identify challenges people face and opportunities created when taking action to address local and regional problems.</p> <p>EE.SS.8.12. Choose from multiple democratic procedures to make decisions and take action in the classroom, school, and community.</p>

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
<p>Analyze Civic and Political Institutions</p>	<p>SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens.</p>	<p>Analyze Civic and Political Institutions</p>	<p>EE.SS.8.13. Indicate the powers and responsibilities of citizens.</p> <p>EE.SS.8.14. Indicate the purpose and functions of the branches of government.</p>	<p>Concepts: Within the purpose and function of government, citizens have power and responsibilities.</p> <p>Skills: Identify powers and responsibilities of citizens. Define the branches of government and their purposes.</p> <p>Key Question: How are the power and responsibilities of citizens connected with the purpose and function of government?</p>
<p>Engage in Economic Decision Making</p>	<p>SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>Engage in Economic Decision Making</p>	<p>EE.SS.8.15. Identify how economic decisions can affect an individual.</p>	<p>Concepts: Economic decisions can affect an individual.</p> <p>Skills: Identify economic decisions. Identify how those decisions can affect an individual.</p> <p>Key Question: How do economic decisions affect an individual?</p>

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
Critique Exchange and Markets	SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.	Critique Exchange and Markets	EE.SS.8.16. Identify an early American innovation and provide details on how it impacted the market economy.	<p>Concepts: Innovations impacted the market economy.</p> <p>Skills: Identify an early American innovation. Identify details about that innovation. Determine how the innovation impacted the market economy.</p> <p>Key Question: How did an early American innovation impact the market economy?</p>
Evaluate the National Economy	SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.	Evaluate the National Economy	EE.SS.8.17. Describe regional economies throughout early American history.	<p>Concepts: Regions throughout early American history had different economies.</p> <p>Skills: Identify regions in early American History. Identify the economies in those regions.</p> <p>Key Question: What caused different regions to have different economies?</p>
Evaluate Human Environment Interaction	SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.	Evaluate Human Environment Interaction	EE.SS.8.18. Identify how physical and human characteristics of a place or region influence culture.	<p>Concepts: Physical and human characteristics of a place influence culture within a place or region.</p> <p>Skills: Identify physical and human characteristics.</p>

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
				Identify how those characteristics influence culture. Key Question: How did physical and human characteristics of a place impact culture?
Analyze Human Population Movements and Patterns	SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.	Analyze Human Population Movements and Patterns	EE.SS.8.19. Identify factors that caused people to migrate in early American history.	Concepts: Various factors caused people to migrate in early American history. Skills: Identify factors that caused migration (ie economic opportunities, forced migration, availability of land). Key Question: Why did people migrate in early American history?
Analyze Global Interconnections	SS.8.20. Explain how global interconnections influenced early American history.	Analyze Global Interconnections	EE.SS.8.20. N/A	N/A
Analyze Change, Continuity, and Context	SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.	Analyze Change, Continuity, and Context	EE.SS.8.21. Demonstrate connections between early American historical events.	Concepts: Early American historical events are connected. Skills: Identify key events in early American history. Demonstrate a connection

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
				<p>between two historical events.</p> <p>Key Question: How are early American historical events connected?</p>
Compare Perspectives	SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	Compare Perspectives	EE.SS.8.22. Identify how prevailing social, cultural, and/or political perspectives changed during early American history.	<p>Concepts: Different perspectives (social, cultural, and/or political) changed during early American history.</p> <p>Skills: Identify what a perspective is. Identify different perspectives. Explain how those perspectives changed early American history.</p> <p>Key Question: How did prevailing perspectives change early American history?</p>
Justify Causation and Argumentation	SS.8.23. Explain multiple causes and effects of events and developments in early American history.	Justify Causation and Argumentation	EE.SS.8.23. Identify causes and effects of events/developments in Early American history.	<p>Concepts: Historical events/developments in early American history are explained by cause and effect relationships.</p> <p>Skills: Determine what is a cause and effect relationship. Determine causes and effects within an</p>

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
				<p>historical event or development.</p> <p>Key Question: How do cause and effect relationships explain events/developments in early American history?</p>
<p>Critique Historical Sources and Evidence</p>	<p>SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.</p>	<p>Critique Historical Sources and Evidence</p>	<p>EE.SS.8.24. Examine the source of information, the writer, its context, accuracy, and usefulness when researching historical events such. Examples are: The Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.</p>	<p>Concepts: Determine the effectiveness of a source of information during early American history.</p> <p>Skills: Identify a source of information. Identify details about a source of information (writer, context, accuracy, usefulness).</p> <p>Key Question: What does a source of information tell you about historical events?</p>
<p>Iowa History</p>	<p>SS.8.25. Examine the evolution of the function and structure of government in Iowa.</p>	<p>Iowa History</p>	<p>EE.SS.8.25. Identify the structure of government in Iowa.</p>	<p>Concepts: Iowa has a structure of government.</p>

Content Anchor Standard	8th Grade: US History and Civic Ideals	Alternate Content Anchor Standard	Alternate 8th Grade: US History and Civic Ideals	Unpacking
				<p>Skills: Identify the parts that make up the structure of Iowa's government.</p> <p>Key Question: What parts make up the structure of Iowa's government?</p>

Content Anchor Standard	8th Grade: Financial Literacy	Alternate Content Anchor Standard	Alternate 8th Grade: Financial Literacy	Unpacking
Create a Saving and Spending Plan	SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses.	Create a Saving and Spending Plan	EE.SS.8.26. Identify the components of a personal spending plan, including income, saving, and expenses.	<p>Concepts: Personal spending plans include income, saving, and expenses.</p> <p>Skills: Define income, saving, and expenses. Describe how each component (income, saving, expenses) impacts a personal spending plan.</p> <p>Key Question: Why do income, saving, and expenses impact your personal spending plan?</p>
Analyze Credit and Debt Levels	SS.8.27. Calculate the cost of borrowing money for different types of goods.	Analyze Credit and Debt Levels	EE.SS.8.27. N/A	N/A

Content Anchor Standard	8th Grade: Financial Literacy	Alternate Content Anchor Standard	Alternate 8th Grade: Financial Literacy	Unpacking
Evaluate Savings and Long Term Investments	SS.8.28. Explain how investing may build wealth and help meet financial goals.	Evaluate Savings and Long Term Investments	EE.SS.8.28. Identify how saving can help meet financial goals.	<p>Concepts: Saving can help meet a person's financial goals.</p> <p>Skills: Define saving. Identify how saving helps to meet financial goals.</p> <p>Key Question: How can saving help meet financial goals?</p>
Measure Risk Management Tools	SS.8.29. Identify ways insurance may minimize personal financial risk.	Measure Risk Management Tools	EE.SS.8.29. Define insurance and identify its purpose.	<p>Concepts: Insurance has a purpose.</p> <p>Skills: Define insurance. Identify the purpose of insurance. Identify different types of insurance (auto, home, health, and life).</p> <p>Key Question: What is the purpose of insurance?</p>

9-12 Social Studies

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
Constructing Compelling Questions	SS.9-12.1. Create compelling questions representing key ideas within the disciplines.	Construct Questions	EE.SS.9-12.1. Create compelling questions representing key ideas within the disciplines.
Constructing Supporting Questions	SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.	Constructing Supporting Questions	EE.SS.9-12.2. Create supporting questions that contribute to the compelling question representing key ideas within the disciplines.
Gathering and Evaluating Sources	<p>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.</p> <p>SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.</p>	Gathering and Evaluating Sources	<p>EE.SS.9-12.3. Gather relevant information to constructs response(s) to a compelling question using credible source(s).</p> <p>EE.SS.9-12.4. N/A</p>
Developing Claims and Using Evidence	<p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the</p>	Developing Claims and Using Evidence	<p>EE.SS.9-12.5. Identify and compare evidence from multiple sources to revise or strengthen claims.</p> <p>EE.SS.9-12.6. N/A</p>

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	claim while pointing out the strengths and limitations of both.		
Communicating and Critiquing Conclusions	<p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p> <p>SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.</p>	Communicating and Critiquing Conclusions	<p>EE.SS.9-12.7. Construct an argument using evidence from 2 or more sources.</p> <p>EE.SS.9-12.8. N/A</p> <p>EE.SS.9-12.9. N/A</p> <p>EE.SS.9-12.10. Determine if a claim and/or evidence in an argument is true.</p>
Taking Informed Action	SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and	Taking Informed Action	EE.SS.9-12.11. Identify challenges and opportunities faced by others when taking action to address the problem.

Inquiry Anchor Standard	Inquiry Standard	Alternate Inquiry Anchor Standard	Alternate Inquiry Standard
	<p>challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>		<p>EE.SS.9-12.12. Choose a democratic strategy and procedure to make a decision and take action in their classroom.</p>

9-12 Behavioral Sciences

The behavioral sciences standards are laid out into two strands – psychology and sociology, giving districts flexibility to choose to focus on one or both strands. The goal is to encourage students to see, think, and act, in ways that reflect the paradigm of behavioral sciences. In addition, these standards provide a rigorous framework to prepare students for work in the behavioral sciences.

Content Anchor Standard	9-12 Standard Psychology Strand	Alternate Content Anchor Standard	Alternate 9-12 Standard Psychology Strand	Unpacking
Recognize the Interaction and Influence Between Individuals and Various Groups	<p>SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.</p> <p>SS-Psy.9-12.14. Examine how an individual’s involvement in a collective group can influence their individual thoughts and behaviors.</p> <p>SS-Psy.9-12.15. Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.</p>	Recognize the Interaction and Influence Between Individuals and Various Groups	<p>EE.SS-Psy.9-12.13. N/A</p> <p>EE.SS-Psy.9-12.14. N/A</p> <p>EE.SS-Psy.9-12.15. N/A</p>	N/A
Examine Factors that Led to Continuity and Change in Human and Group Behavioral	<p>SS-Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and</p>	Examine Factors that Led to Continuity and Change in Human and Group Behavioral	<p>EE.SS-Psy.9-12.16. N/A</p>	N/A

Content Anchor Standard	9-12 Standard Psychology Strand	Alternate Content Anchor Standard	Alternate 9-12 Standard Psychology Strand	Unpacking
	<p>sociocultural perspectives.</p> <p>SS-Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>SS-Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.</p> <p>SS-Psy.9-12.19. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.</p> <p>SS-Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.</p>		<p>EE.SS-Psy.9-12.17. N/A</p> <p>EE.SS-Psy.9-12.18. N/A</p> <p>EE.SS-Psy.9-12.19. N/A</p> <p>EE.SS-Psy.9-12.20. N/A</p>	

Content Anchor Standard	9-12 Standard Psychology Strand	Alternate Content Anchor Standard	Alternate 9-12 Standard Psychology Strand	Unpacking
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p>	Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p>	N/A
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	<p>SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.</p>	Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>	<p>Concepts: Society's issues need ethical solutions.</p> <p>Skills: Identify social issues in society. Define ethical and unethical. Use research to determine appropriate solutions to societal issues.</p> <p>Key Question: Why do you need to solve societal issues with ethical solutions?</p>

Content Anchor Standard	9-12 Standard Psychology Strand	Alternate Content Anchor Standard	Alternate 9-12 Standard Psychology Strand	Unpacking
<p>Recognize the Interaction and Influence Between Individuals and Various Groups</p>	<p>EE.SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.</p> <p>EE.SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.</p> <p>EE.SS-Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.</p> <p>SS-Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.</p>	<p>Recognize the Interaction and Influence Between Individuals and Various Groups</p>	<p>EE.SS-Soc.9-12.13. Identify a group and their societal norms and values for behavior within that group.</p> <p>EE.SS-Soc.9-12.14. Identify how individuals and groups can have an influence on a person's behavior.</p> <p>EE.SS-Soc.9-12.15. Identify different social inequalities and how they impact individuals and groups.</p> <p>EE.SS-Soc.9-12.16. N/A</p>	<p>Concepts: Beliefs, values and social inequalities impact both group and individual behavior.</p> <p>Skills: Identify beliefs and values that can influence behavior of an individual and/or group. Identify social inequalities (race, ethnicity, socioeconomic status, gender, sexual orientation) that can influence an individual or a group. Describe the impact of beliefs, values and social inequalities have on the individual/group behavior.</p> <p>Key Question: How can beliefs, values and social inequalities impact both group and individual behavior?</p>

<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>	<p>SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.</p> <p>SS-Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.</p> <p>SS-Soc.9-12.19. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.</p> <p>SS-Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.</p>	<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>	<p>EE.SS-Soc.9-12.17. N/A</p> <p>EE.SS-Soc.9-12.18. N/A</p> <p>EE.SS-Soc.9-12.19. N/A</p> <p>EE.SS-Soc.9-12.20. N/A</p>	<p>N/A</p>
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<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p>	<p>N/A</p>
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>	<p>Concepts: Society's issues need ethical solutions.</p> <p>Skills: Identify social issues in society. Define ethical and unethical. Use research to determine appropriate solutions to societal issues.</p> <p>Key Question: Why do you need to solve societal issues with ethical solutions?</p>

9-12 Civics and Government

The civics and government standards promote knowledge of the historical foundations and principles of American democracy and emphasize productive civic engagement. Additionally, the standards focus on understanding the unique process of local, state, and national institutions.

Content Anchor Standard	9-12 Civics and Government	Alternate Content Anchor Standard	Alternate 9-12 Civics and Government	Unpacking
Analyze Civic and Political Institutions	<p>SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order.</p> <p>SS-Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time.</p> <p>SS-Gov.9-12.16. Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.</p>	Analyze Civic and Political Institutions	<p>EE.SS-Gov.9-12.13. Compare the powers and responsibilities of local, state, and national political institutions and the role of government in maintaining order.</p> <p>EE.SS-Gov.9-12.14. Determine the role of citizens in the U.S. political system, with attention to the definition of who is a citizen and how that definition has changed over time.</p> <p>EE.SS-Gov.9-12.15. N/A</p> <p>EE.SS-Gov.9-12.16. Determine how the US Constitution establishes laws, governmental powers and responsibilities, as well as limits to a government.</p>	<p>Concepts: A government and its citizens establish laws to maintain order, outline the roles and responsibilities of government, and set limits to the government's power.</p> <p>Skills: Define citizen. Identify powers and responsibilities of political institutions at the local, state, and national levels. Determine how a law helps to maintain order. Compare powers and responsibilities of political institutions. Identify limits to a government's power.</p> <p>Key Questions: How is government structure to maintain order? How does a citizen impact the structure and function of government?</p>

Content Anchor Standard	9-12 Civics and Government	Alternate Content Anchor Standard	Alternate 9-12 Civics and Government	Unpacking
	<p>SS-Gov.9-12.17. Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics.</p> <p>SS-Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations.</p>		<p>EE.SS-Gov.9-12.17. N/A</p> <p>EE.SS-Gov.9-12.18. N/A</p>	
<p>Apply Civic Virtues and Democratic Principles</p>	<p>SS-Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions,</p>	<p>Apply Civic Virtues and Democratic Principles</p>	<p>EE.SS-Gov.9-12.19. Indicate how political actions (voting, debate, contacting officials, etc.) can lead to change in government/policy.</p>	<p>Concepts: Civic value and political action impact change to support a well-functioning government.</p> <p>Skills: Define civic value. Identify</p>

Content Anchor Standard	9-12 Civics and Government	Alternate Content Anchor Standard	Alternate 9-12 Civics and Government	Unpacking
	<p>protest, civil disobedience, and any alternative methods to participation.</p> <p>SS-Gov.9-12.20. Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.</p> <p>SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions.</p> <p>SS-Gov.9-12.22. Identify and evaluate the contributions of lowans who have played a role in</p>		<p>EE.SS-Gov.9-12.20. Identify how civic value helps support a well-functioning democracy.</p> <p>EE.SS-Gov.9-12.21. N/A</p> <p>EE.SS-Gov.9-12.22. N/A</p>	<p>individual political action (voting, contacting officials, debate). Identify group political action an individual can participate within (debate, policy, protest, civil disobedience). Describe how political action can impact changes in and support a well-functioning government.</p> <p>Key Question: How can individuals/groups create political change?</p>

Content Anchor Standard	9-12 Civics and Government	Alternate Content Anchor Standard	Alternate 9-12 Civics and Government	Unpacking
	promoting civic and democratic principles.			
Interpret Processes, Rules and Laws	<p>SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels.</p> <p>SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.</p> <p>SS-Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics.</p>	Interpret Processes, Rules and Laws	<p>EE.SS-Gov.9-12.23. N/A</p> <p>EE.SS-Gov.9-12.24. N/A</p> <p>EE.SS-Gov.9-12.25. N/A</p> <p>EE.SS-Gov.9-12.26. N/A</p>	N/A
Iowa History	SS-Gov.9-12.27. Compare and contrast the institutions and	Iowa History	EE.SS-Gov.9-12.27. Identify the unique systems and institutions	Concepts: Iowa's unique place in political processes at the

Content Anchor Standard	9-12 Civics and Government	Alternate Content Anchor Standard	Alternate 9-12 Civics and Government	Unpacking
	<p>systems of Iowa government and politics that are unique to the state including but not limited to Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands.</p> <p>SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.</p>		<p>in Iowa government and politics (i.e. presidential selection).</p> <p>EE.SS-Gov.9-12.28. Identify local and state issues in Iowa.</p>	<p>national, state, and local level (i.e. presidential selection).</p> <p>Skills: Identify Iowa institutions of government. Identify local and state issues.</p> <p>Key Question: How do Iowans participate politically and help create change in national, state and local politics?</p>

9-12 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, working of the national economy, and the interactions within the global marketplace.

Content Anchor Standard	9-12 Economics	Alternate Content Anchor Standard	Alternate 9-12 Economics	Unpacking
Engage in Economic Decision Making	<p>SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions.</p> <p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p>	Engage in Economic Decision Making	<p>EE.SS-Econ.9-12.13. Identify what scarcity is and how it affects personal economic choices.</p> <p>EE.SS-Econ.9-12.14. N/A</p>	<p>Concepts: Resources or goods can be limited, and that affects economic choices.</p> <p>Skills: Identify scarcity. Determine how scarcity impacts personal economic choices.</p> <p>Key Question: How do limited goods and resources impact personal choices?</p>
Critique Exchange and Markets	<p>SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.</p> <p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p> <p>SS-Econ.9-12.17. Explain how changes in</p>	Critique Exchange and Markets	<p>EE.SS-Econ.9-12.15. Identify the factors that need to be considered when producing a good or service.</p> <p>EE.SS-Econ.9-12.16. Identify how competition and supply and demand can affect the price of a product.</p> <p>EE.SS-Econ.9-12.17. N/A</p> <p>EE.SS-Econ.9-12.18. Identify how</p>	<p>Concepts: Outside factors (i.e. cost, scarcity, competition, government policies) influence the production, distribution and consumption of goods and services.</p> <p>Skills: Identify outside factors. Determine how those outside factors influence the production of a good or service. Identify how goods and services are distributed.</p>

Content Anchor Standard	9-12 Economics	Alternate Content Anchor Standard	Alternate 9-12 Economics	Unpacking
	<p>supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p> <p>SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS-Econ.9-12.19. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p>		<p>government policies can alter market outcomes.</p> <p>EE.SS-Econ.9-12.19. N/A</p>	<p>Key Question: How do people determine their production, distribution and/or consumption of goods and services?</p>
Evaluate the National Economy	SS-Econ.9-12.20. Use economic indicators to evaluate economic conditions.	Evaluate the National Economy	EE.SS-Econ.9-12.20. N/A	N/A
Assess the Global Economy	SS-Econ.9-12.21. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	Assess the Global Economy	<p>EE.SS-Econ.9-12.21. N/A</p> <p>EE.SS-Econ.9-12.22. N/A</p> <p>EE.SS-Econ.9-12.23. N/A</p>	N/A

Content Anchor Standard	9-12 Economics	Alternate Content Anchor Standard	Alternate 9-12 Economics	Unpacking
	<p>SS-Econ.9-12.22. Explain the role of specialization in trade.</p> <p>SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.</p>			
Iowa History	<p>SS-Econ.9-12.24. Analyze how national and global economic issues and systems impact Iowa's economy.</p>	Iowa History	<p>EE.SS-Econ.9-12.24. N/A</p>	N/A

9-12 Financial Literacy

The financial standards promote the goal of financial capability. The standards focus on setting goals, saving and spending, credit and debit, investing, and measuring financial risk.

Content Anchor Standard	9-12 Financial Literacy	Alternate Content Anchor Standard	Alternate 9-12 Financial Literacy	Unpacking
Develop Financial and Career Goals	<p>SS-FL.9-12.13. Develop short- and long-term financial goals.</p> <p>SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living.</p>	Develop Financial and Career Goals	<p>EE.SS-FL.9-12.13. Develop financial and career goals considering career options and the effect on the standard of living.</p> <p>EE.SS-FL.9-12.14. N/A</p>	<p>Concepts: Develop financial and career goals based on how career options impact standard of living.</p> <p>Skills: Define financial goals. Identify career options. Determine how career options affect standard of living. Develop goals based on the career option.</p> <p>Key Question: How do financial goals impact career choices?</p>
	<p>SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income.</p> <p>SS-FL.9-12.16. Develop a saving and spending plan using a financial recordkeeping tool.</p>		Create a Saving and Spending Plan	<p>EE.SS-FL.9-12.15. N/A</p> <p>EE.SS-FL.9-12.16. Develop a saving and spending plan based the effect of different factors on income such as taxes.</p>

Content Anchor Standard	9-12 Financial Literacy	Alternate Content Anchor Standard	Alternate 9-12 Financial Literacy	Unpacking
				<p>have an effect on income.</p> <p>Key Question: What factors need to be considered when creating a savings and spending plan?</p>
Analyze Credit and Debt Levels	<p>SS-FL.9-12.17. Apply consumer skills to saving and spending decisions.</p> <p>SS-FL.9-12.18. Analyze the cost and benefits of different types of credit and debt.</p> <p>SS-FL.9-12.19. Summarize a borrower's rights and responsibilities.</p> <p>SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively.</p>	Analyze Credit and Debt Levels	<p>EE.SS-FL.9-12.17. N/A</p> <p>EE.SS-FL.9-12.18. Identify the difference between credit and debt, wants and needs, and the impacts of those concepts, and how they can affect your income level.</p> <p>EE.SS-FL.9-12.19. N/A</p> <p>EE.SS-FL.9-12.20. N/A</p>	<p>Concepts: A person's income level is influenced by choices.</p> <p>Skills: Define credit and debt. Define need and want. Identify how those concepts impact your income level.</p> <p>Key Question: How can spending choices impact income level?</p>
Evaluate Savings and Long Term Investments	SS-FL.9-12.21. Evaluate short-term savings tools.	Evaluate Savings and Long Term Investments	EE.SS-FL.9-12.21. Identify short-term savings tools.	<p>Concepts: Various short-term tools are used to save money.</p> <p>Skill: Identify short-term savings tools.</p>

Content Anchor Standard	9-12 Financial Literacy	Alternate Content Anchor Standard	Alternate 9-12 Financial Literacy	Unpacking
				<p>Key Question: How can short term tools help a person save money?</p>
<p>Measure Risk Management Tools</p>	<p>SS-FL.9-12.22. Apply investment tools to meet financial goals. Measure Risk Management Tools.</p> <p>SS-FL.9-12.23. Justify reasons to use various forms of insurance.</p> <p>SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud.</p>	<p>Measure Risk Management Tools</p>	<p>EE.SS-FL.9-12.22. N/A</p> <p>EE.SS-FL.9-12.23. Identify a reason to use health, auto, home, and life insurance.</p> <p>EE.SS-FL.9-12.24. Identify multiple strategies for protection of personal identify and fraud.</p>	<p>Concepts: Insurance and identity protection are ways to ensure a person’s financial well-being.</p> <p>Skills: Identify benefits of using insurance. Identify different strategies for identity protection.</p> <p>Key Question: Why is it important to protect your finances and identity?</p>

9-12 Geography

The geography standards emphasize the human and physical characteristics of geography. The standards promote the use of multiple geographic tools in order to frame issues and solve problems in both a local and global context.

Content Anchor Standard	9-12 Geography	Alternate Content Anchor Standard	Alternate 9-12 Geography	Unpacking
Create Geographic Representations	<p>SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics</p> <p>SS-Geo.9-12.14. Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.</p>	Create Geographic Representations	<p>EE.SS-Geo.9-12.13. N/A</p> <p>EE.SS-Geo.9-12.14. Utilize a geographic representation (such as a map or globe) to explain how different places and regions are connected.</p> <p>EE.SS-Geo.9-12.15. N/A</p>	<p>Concepts: Maps and globes show how different places and regions are connected.</p> <p>Skills: Identify locations on a map or globe. Explain how places or regions are connected using a map or globe.</p> <p>Key Question: How can a map or globe show that places are connected?</p>
Evaluate Human Environment Interaction	<p>SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to</p>	Evaluate Human Environment Interaction	<p>EE.SS-Geo 9-12.16-18. Describe how humans living in a particular area can impact their environment, and how</p>	<p>Concepts: There is a mutual relationship between people and their environment.</p>

Content Anchor Standard	9-12 Geography	Alternate Content Anchor Standard	Alternate 9-12 Geography	Unpacking
	<p>explain reciprocal influences.</p> <p>SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.</p> <p>SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>		<p>their physical environment can influence how humans live in that area.</p>	<p>Skills: Identify how humans impact their environment. Identify how the environment influences the way people live. Describe the relationship between humans and their environment.</p> <p>Key Question: How do humans and their environment interact with each other?</p>
<p>Analyze Human Population Movement and Patterns</p>	<p>SS-Geo.9-12.19. Analyze the reciprocal relationship between historical events and the spatial diffusion of ideas, technologies, cultural practices and the distribution of human population.</p> <p>SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on</p>	<p>Analyze Human Population Movement and Patterns</p>	<p>EE.SS-Geo 9-12.19. Describe how a historical event can lead to the spreading of ideas, technologies, and cultural practices, as well as the distribution of human population.</p> <p>EE.SS-Geo 9-12.20. Explain the impact of economic activities and political decisions within an urban, suburban and/or rural region.</p>	<p>Concepts: Various factors influence where and how people live.</p> <p>Skills: Identify how a historical event can cause ideas, technologies, and cultural practices to spread. Identify how a historical event can influence the distribution of population. Identify economic and political decisions that impact populations of people.</p>

Content Anchor Standard	9-12 Geography	Alternate Content Anchor Standard	Alternate 9-12 Geography	Unpacking
	<p>urban, suburban, and rural regions.</p>			<p>Describe and/or explain the effects of historical events, economic activities, and political decisions on human populations.</p> <p>Key Question: How do historical events, economic activities and political decisions affect where and how people live?</p>
<p>Analyze Global Interconnections</p>	<p>SS-Geo.9-12.21. Analyze how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>SS-Geo.9-12.22. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p>SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on</p>	<p>Analyze Global Interconnections</p>	<p>EE.SS-Geo 9-12.21. Determine how a change in the environment and cultural characteristic influence trade and land use.</p> <p>EE.SS-Geo 9-12.22. Determine how using scarce resources contributes to conflict within and among countries.</p> <p>EE.SS-Geo 9-12.23. Determine how human-made and natural catastrophes affect trade, politics, and human migration.</p>	<p>Concepts: Changes in human (conflict over resources, political decisions, trade) and environmental factors (scarcity of resources, environmental catastrophes) influence global connections (economic trade, migration, political interactions).</p> <p>Skills: Identify human factors that influence global connections. Identify environmental factors that influence global connections. Describe how these factors can influence the connections</p>

Content Anchor Standard	9-12 Geography	Alternate Content Anchor Standard	Alternate 9-12 Geography	Unpacking
	global trade, politics, and human migration.			<p>between people and places in the world.</p> <p>Key Question: How can global connections be influenced by human and environmental factors?</p>
Iowa History	<p>SS-Geo.9-12.24. Identify and evaluate Iowans or groups of Iowans who have influenced Iowa's environmental or cultural geography.</p>	Iowa History	<p>EE.SS-Geo.9-12.24. Provide facts and details about the impact Iowans have had on Iowa's environmental or cultural geography.</p>	<p>Concepts: Iowans have impacted Iowa's environmental or cultural geography.</p> <p>Skills: Identify Iowans who have had an impact on Iowa's environmental and cultural geography. Identify relevant facts that support the impact of Iowans on Iowa's environmental and cultural geography.</p> <p>Key Question: How have Iowans impacted the environmental and cultural geography?</p>

9-12 United States History

The U.S. history standards promote both historical content and historical thinking skills to prepare students with a strong foundation in significant historical content and with the skills necessary to apply historical thinking to and historical event. These are the skills required not only for college and career success, but for effective democratic citizenship.

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
Examine Factors that Led to Continuity and Change in Human and Group Behavior	SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.	Examine Factors that Led to Continuity and Change in Human and Group Behavior	EE.SS-US.9-12.13. Determine how diverse ideologies impacted political and social institutions during eras such as, Reconstruction, the Progressive Era, and the Civil Rights movement.	<p>Concepts: There are different viewpoints on an event or era that impact society.</p> <p>Skills: The difference between an event and an era. Most common points of view (political, social). How the different points of view impact the society.</p> <p>Key Questions: How do people think differently about events? How do the different points of view impact how a society thinks?</p>
Recognize the Interaction Between Individuals and Various Groups	SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.	Recognize the Interaction Between Individuals and Various Groups	EE.SS-US.9-12.14. Describe the impact of gender roles on economic, political, and social life in the US.	<p>Concepts: Gender roles influenced different areas of life.</p> <p>Skills: Identify different roles for each gender in different areas of life.</p> <p>Identify the progression of the changes in</p>

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
				gender roles in different aspects of life. Key Questions: How have gender roles changed? How have those changes affected life in the US?
Apply Civic Virtues and Democratic Principles	SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties.	Apply Civic Virtues and Democratic Principles	EE.SS-US.9-12.15. Explain how individuals and/or reform movements influenced changes to civil rights and liberties.	Concepts: Different individuals and movements influenced civil rights. Skills: Identify the actions of people that influenced change. Explain how those actions changed civil rights. Key Question: How do the actions of an individual or movement change civil rights?
Evaluate the National Economy	SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.	Evaluate the National Economy	EE.SS-US.9-12.16. Describe key events during the Great Depression that impacted the economic system.	Concepts: The government policies and actions that took place in the Great Depression affected the national economy. Skills: Identify the government actions that occurred during the Great Depression.

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
				<p>Explain how those actions caused changes in the national economy.</p> <p>Key Question: How do government policies and actions impact the national economy?</p>
Analyze Human Population Movement and Patterns	<p>SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.</p> <p>SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.</p>	Analyze Human Population Movement and Patterns	<p>EE.SS-US.9-12.17. Identify the patterns and/or responses to immigration (on the development of American culture and law).</p> <p>EE.SS-US.9-12.18. Identify how changes in population patterns, urbanization, segregation, types of migration within regions of the US impacted social, political and/or economic structures.</p>	<p>Concepts: As people move to different places, the interactions between those people influence society.</p> <p>Skills: Identify patterns and changes (migration, urbanization, segregation) of movement. Identify the different structures that are impacted because of the interactions.</p> <p>Key Questions: Why do individuals or groups of people move? How was society influenced by the movements?</p>
Analyze Global Interconnections	SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world	Analyze Global Interconnections	EE.SS-US.9-12.19. Describe how the role of the US in the world has changed over time.	Concepts: The role that the US has played in the world has changed over time.

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
	<p>stage prior to World War I.</p> <p>SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.</p>		EE.SS-US.9-12.20. N/A	<p>Skills: Identify different timelines in US and world history. Identify US involvement in the world. Identify the outcomes from the US involvement.</p> <p>Key Question: How did the US's role in the world change over time?</p>
Analyze Change, Continuity, and Context	<p>SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.</p> <p>SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.</p>	Analyze Change, Continuity, and Context	<p>EE.SS-US 9-12.21. Identify a change across eras from Civil War to modern America.</p> <p>EE.SS-US 9-12.22. Determine the impact of an invention on the American society.</p>	<p>Concepts: The relationship between the changes in technology and the impact on the different eras of time.</p> <p>Skills: Identify the era. Identify key inventions that impacted that era.</p> <p>Key Question: How can an invention change society over a period of time?</p>
Critique Historical Sources and Evidence	<p>SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	Critique Historical Sources and Evidence	<p>EE.SS-US.9-12.23. N/A</p> <p>EE.SS-US 9-12.24. Utilize a primary source of information and provide 2-3 details about one of the following: The</p>	<p>Concepts: Use one primary source to describe an event in time.</p> <p>Skills: Identify a primary source document. Identify</p>

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
	<p>SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>		<p>Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>	<p>details from a primary source document. Identify relevant details from a primary source document.</p> <p>Key Question: What key details best describe an event in time?</p>
<p>Compare Perspectives</p>	<p>SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.</p>	<p>Compare Perspectives</p>	<p>EE.SS-US.9-12.25. Describe how regional, racial, ethnic, and gender perspectives influenced American history and/or culture.</p>	<p>Concepts: Different perspectives (regional, racial, ethnic, and gender) influenced American history.</p>

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
				<p>Skills: Identify what is a perspective. Identify different perspectives. Explain how those perspectives influenced American history and/or culture.</p> <p>Key Question: How have different perspectives influenced American history and/or culture?</p>
Justify Causation and Argumentation	<p>SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.</p>	Justify Causation and Argumentation	<p>EE.SS-US.9-12.26. Determine multiple causes and effects of historical events in American history including, but not limited to Civil War, World War I and II the Korean War and the Vietnam War.</p>	<p>Concepts: Historical events in American history are explained by multiple causes and effects.</p> <p>Skills: Determine a cause and effect in an historical event. Determine multiple causes and effects within an historical event.</p> <p>Key Question: How do cause and effect relationships explain events in American history?</p>
Iowa History	<p>SS-US.9-12.27. Evaluate Iowans or groups of Iowans who</p>	Iowa History	<p>EE.SS-US.9-12.27. Provide facts and details about Iowans or</p>	<p>Concepts: Iowans have influenced US history.</p>

Content Anchor Standard	9-12 United States History	Alternate Content Anchor Standard	Alternate 9-12 United States History	Unpacking
	have influenced U.S. History.		groups of lowans who have influenced US history.	<p>Skills: Identify what it means to have an influence. Identify lowans who have influenced US history. Describe the details from their life that demonstrate influence.</p> <p>Key Questions: How have lowans influenced US history? How does local influence impact US history?</p>

9-12 World History

The world history standards promote an emphasis on both historical content and historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for college and career success, but for effective global citizenship.

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
Recognize the Interaction Between Individuals and Various Groups	SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	Recognize the Interaction Between Individuals and Various Groups	EE.SS-WH.9-12.13. Describe the impact of culture on societies.	<p>Concepts: Culture impacts societies.</p> <p>Skills: Define culture and society. Identify characteristics of a culture. Describe how characteristics of culture impact society.</p> <p>Key Question: How does culture impact society?</p>
Analyze Civic and Political Institutions	SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control.	Analyze Civic and Political Institutions	EE.SS-WH.9-12.14. Compare how two systems of government, (such as monarchies, democracies/republics, empires, and dictatorships) maintain order and/or control.	<p>Concepts: Different types of governments (monarchies, democracies/republics, empires, and dictatorships) work to maintain order and/or control.</p> <p>Skills: Identify and describe the function of different types of government. Identify how a government maintains order and/or control. Compare two types of governments</p>

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
				and how each maintains order and/or control. Key Question: How do different types of government work to maintain order and/or control?
Assess the Global Economy	<p>SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.</p> <p>SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.</p>	Assess the Global Economy	<p>EE.SS-WH.9-12.15. Compare various economic and/or labor systems within societies.</p> <p>EE.SS-WH.9-12.16. Describe ways in which trade, commerce, and/or industrialization affected societies.</p>	<p>Concepts: Different societies trade goods and resources with each other.</p> <p>Skills: Identify different ways societies trade goods and resources. Compare how different societies trade goods and resources. Describe how trading goods and resources impact people within the society.</p> <p>Key Question: How do societies trade goods and resources with each other?</p>
Analyze Global Interconnections	<p>SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on</p>	Analyze Global Interconnections	<p>EE.SS-WH.9-12.17. Determine the consequences of human made and/or natural catastrophes on global trade, politics,</p>	<p>Concepts: Catastrophic changes impact international relations.</p> <p>Skills: Identify catastrophic changes (human made and/or</p>

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
	<p>global trade, politics, and human migration.</p> <p>SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.</p>		<p>and/or human migration.</p> <p>EE.SS-WH.9-12.18. Determine the impact of conflict on international relations.</p>	<p>natural). Identify international relations. Determine the consequences of catastrophic change on international relations.</p> <p>Key Question: How do catastrophic changes affect international relations?</p>
Analyze Human Population Movement and Patterns	<p>SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.</p>	Analyze Human Population Movement and Patterns	<p>EE.SS-WH.9-12.19. Explain how movement of people affects culture.</p>	<p>Concepts: Culture changes as people move from place to place.</p> <p>Skills: Identify reasons why people move. Describe the ways culture changes when people move in and out.</p> <p>Key Question: How does a culture change as people move from place to place?</p>
Analyze Change, Continuity, and Context	<p>SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.</p> <p>SS-WH.9-12.21. Investigate cultural advancements within</p>	Analyze Change, Continuity, and Context	<p>EE.SS-WH.9-12.20. Identify methods used to change or expand systems of power and/or authority.</p> <p>EE.SS-WH.9-12.21. Identify how belief systems, ideologies, the</p>	<p>Concepts: Changes within systems (power/authority, belief/ideology) in a society lead to changes within a society and its culture (gender roles,</p>

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
	<p>societies with attention to belief systems, ideologies, the arts, science and technology.</p> <p>SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.</p>		<p>arts and sciences, and/or technology can lead to cultural advancements within a society.</p> <p>EE.SS-WH.9-12.22. Identify the influence of social, political, and/or economic developments on gender roles and/or social status.</p>	<p>technology, arts/science).</p> <p>Skills: Identify changes within systems (ie political change or belief change). Identify changes within society and culture (ie innovations, gender roles, socio-economic status). Identify the relationship between system and societal changes.</p> <p>Key Question: How does change lead to other change?</p>
<p>Critique Historical Sources and Evidence</p>	<p>SS-WH.9-12.23. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.</p>	<p>Critique Historical Sources and Evidence</p>	<p>EE.SS-WH.9-12.23. Describe primary and secondary sources of information with attention to the sources, the context, and how useful it is throughout world history.</p>	<p>Concepts: Use primary and secondary sources to understand events in world history.</p> <p>Skills: Identify a primary and a secondary source document. Identify details from a primary and secondary source document. Identify how useful a document is to understanding an event in world history.</p>

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
				Key Question: What makes a primary or secondary source useful in understanding world history?
Compare Perspectives	SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.	Compare Perspectives	EE.SS-WH.9-12.24. Describe how the perspective of individuals and societies impact world history.	Concepts: Different perspectives (regional, racial, ethnic, and gender) influenced World history. Skills: Identify what is a perspective. Identify different perspectives. Explain how those perspectives influenced World History. Key Questions: How have different perspectives influenced World History?
Justify Causation and Argumentation	SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.	Justify Causation and Argumentation	EE.SS-WH.9-12.25. Provide facts, and details about multiple causes of historical events within world history.	Concepts: Support (using facts) an argument about the causes of world historical events. Skills: Identify causes of world historical events. Identify what facts support a cause or reason for world historical events. Determine if the facts

Content Anchor Standard	9-12 World History	Alternate Content Anchor Standard	Alternate 9-12 World History	Unpacking
				<p>support an argument about the causes of world historical events.</p> <p>Key Question: How can an argument for the causes of historical events be supported using facts?</p>
Iowa History	<p>SS-WH.9-12.26. Assess Iowans or groups of Iowans who have influenced world history.</p>	Iowa History	<p>EE.SS-WH.9-12.26. Provide facts and details of how Iowans or groups of Iowans have influenced world history and their contribution.</p>	<p>Concepts: Iowans have influenced world history.</p> <p>Skills: Identify what it means to have an influence. Identify Iowans who have influenced world history. Describe the details from their life that demonstrate influence.</p> <p>Key Questions: How have Iowans influenced world history? How does local influence impact world history?</p>