Iowa
Social Studies Standards

K-12 Iowa Core in Social Studies

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Introduction

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

-Definition of Social Studies (National Council for the Social Studies)

Preparing students for the 21st century cannot be accomplished without a strong emphasis on the social studies. The founders of our country emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. This level of participation requires civic competence. In other words, it is imperative that our future generations gain an understanding of the core concepts of social studies. Life in the United States within our democratic system is constantly changing which creates varying social circumstances. As a result, citizens need to adapt to such changes in order to sustain vital democratic traditions. Meeting this need is the mission of the social studies.

As we work to carry on the ideals of the founders, we are compelled to revisit our fundamental beliefs and institutions and to construct new social contexts and relationships. The academic standards for social studies reflect the belief that the informed social studies student comprehends and applies to personal and public experiences the core content perspectives of the many academic fields of the social studies. Our entire social experiences, as well as our republic, are established upon the principles of individual citizenship. Therefore, it is necessary to pay attention to the education of those future citizens.

The state's academic standards in social studies are premised upon a rigorous and relevant K – 12 social studies program within each district in the state. Engaging students in the pursuit of active informed citizenship will require a broad range of understandings and skills. It will also require an articulated district curriculum which connects students to the social world through informed instructional experiences led by teachers who are committed to active civic participation. This represents a bold step toward a vision of social studies for all of Iowa's students.

Additional information can be found at the Iowa Social Studies webpage at https://iowacore.gov/content/social-studies-resources.

Overview of the Standards

Standards At-a-Glance

Grade	Theme/Focus
Kindergarten	Spaces and Places
1st Grade	Communities and Culture
2nd Grade	Choices and Consequences
3rd Grade	Immigration and Migration
4th Grade	Change and Continuity
5th Grade	Rights and Responsibilities
6th Grade	World Regions and Cultures
7th Grade	Contemporary Global Studies
8th Grade	US History and Civic Ideals
9th - 12th Grade	• Behavioral Sciences • Civics and Government • Economics • Financial Literacy • Geography • United States History • World History

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How to Read the Standards

The K-8 draft standards are grade specific whereas the 9-12 standards are organized by content area. Each grade level includes a set of inquiry and content standards. Each set of inquiry and content standards identifies anchor standards. You will see the same anchor standards throughout the document, but the standard following the anchor standard will be more complex as students move throughout their K-12 experience. The inquiry standards outline disciplinary skills within social studies whereas the content standards outline what students should know and be able to do within the given content area. Each standard is also coded for identification of its grade level and number within the larger set of standards.

Content Anchor Standard	Kindergarten: Spaces and Places
Recognize the Interaction Between the Individual and Various Groups	**SS.K.6.** Describe students' roles in different groups of which they are members including their family, school, and community.
Examine Factors that Led to Continuity and Change on Human Development and Behavior	**SS.K.7.** Describe ways in which students and others are alike and different within a variety of social categories.
Interpret Processes, Rules and Laws	**SS.K.8.** Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)
	SS.K.9. Compare and contrast rules from different places. (21st century skills)
Engage in Economic Decision Making	**SS.K.10.** Give examples of choices that are made because of scarcity.

Each table includes the grade level or content area of the standards.

Example:

SS.K.7

This signifies that this standard is the seventh kindergarten standard in social studies.

Each table indicates the inquiry or content anchor standard on the far left hand side.

The indication of 21st century skills signifies that this standard appears in both the social studies and 21st century skills standards.

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Color Coding of the Standards

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

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

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.

Throughout the standards document, you will notice an indication of 21st century skills after 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. This provides districts with the flexibility to address financial literacy within social studies or another area.

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The 9-12 behavioral science standards are split into two strands- psychology and sociology. However, the standards are all connected to three common anchor standards. This means that districts should implement at least one of the strands, but they are not required to implement both.

The content anchor standards are:

Behavioral Sciences	Civics/ Government	Economics	Financial Literacy	Geography	History
Examine factors that led to continuity and change in human and group behavior	Analyze civic and political institutions	Engage in economic decision making	Develop financial and career goals	Create geographic representations	Analyze change, continuity, and context
Recognize the interaction between individuals and various groups	Apply civic virtues and democratic principles	Critique exchange and markets	Create a saving and spending plan	Evaluate human environment interaction	Critique historical sources and evidence
Apply appropriate research procedures and skills of a behavioral scientist	Interpret processes, rules, and laws	Evaluate the national economy	Analyze credit and debt levels	Analyze human population movement and patterns	Compare perspectives
		Assess the global economy	Evaluate savings and long term investments	Analyze global interconnections	Justify causation and argumentation
			Measure risk management tools		Iowa history

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
Constructing Compelling Questions	**SS.K.1.** Recognize a compelling question.
Constructing Supporting Questions	**SS.K.2.** Identify the relationship between compelling and supporting questions.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	**SS.K.3.** Construct responses to compelling questions using examples.
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.

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Content Anchor Standard	Kindergarten: Spaces and Places
Recognize the Interaction Between the Individual and Various Groups	**SS.K.6.** Describe students' roles in different groups of which they are members including their family, school, and community.
Examine Factors that Led to Continuity and Change on Human Development and Behavior	**SS.K.7.** Describe ways in which students and others are alike and different within a variety of social categories.
Interpret Processes, Rules and Laws	**SS.K.8.** Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)
	SS.K.9. Compare and contrast rules from different places. (21st century skills)
Engage in Economic Decision Making	**SS.K.10.** Give examples of choices that are made because of scarcity.
Analyze Credit and Debt Levels	**SS.K.11.** Explain the difference between buying and borrowing. (21st century skills)
Create a Saving and Spending Plan	**SS.K.12.** Distinguish between appropriate spending choices. (21st century skills)
Create Geographic Representations	**SS.K.13.** Create a route to a specific location using maps, globes, and other simple geographic models.
Evaluate Human Environment Interaction	**SS.K.14.** Compare environmental characteristics in Iowa with other places.
Analyze Human Population Movement and Patterns	**SS.K.15.** Explain why and how people move from place to place.
Analyze Change,	**SS.K.16.** Distinguish at least two related items or events by sequencing them from the past to the present.

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Content Anchor Standard	Kindergarten: Spaces and Places
Continuity, and Context	**SS.K.17.** Compare life in the past to life today.
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.
Iowa History	**SS.K.19.** Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.

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
Constructing Compelling Questions	**SS.1.1.** Explain why a compelling question is important.
Constructing Supporting Questions	**SS.1.2.** Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	**SS.1.3.** Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	**SS.1.4.** Construct responses to compelling questions using examples.
Taking Informed Action	**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.

Content Anchor Standard	1st Grade: Communities and Cultures
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.
Examine Factors that Led to Continuity and Change on Human Development	**SS.1.8.** Identify students' own cultural practices and those of others within the community and around the world.

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Content Anchor Standard	1st Grade: Communities and Cultures
and Behavior	
Apply Civic Virtues and Democratic Principles	**SS.1.9.** Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)
Interpret Processes, Rules and Laws	**SS.1.10.** Compare and contrast rules or laws within different communities and cultures. (21st century skills)
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.
Assess the Global Economy	**SS.1.12.** Explain why people in one country trade goods and services with people in other countries.
Develop Financial and Career Goals	**SS.1.13.** Explain why people have different jobs in the community. (21st century skills)
Analyze Credit and Debt Levels	**SS.1.14.** Explain why something borrowed must be returned. (21st century skills)
Evaluate Savings and Long Term Investments	**SS.1.15.** Describe the role of financial institutions in the community in order to save and invest. (21st century skills)
Create Geographic Representations	**SS.1.16.** Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.
Evaluate Human Environment Interaction	**SS.1.17.** Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.
Analyze Human Population, Movement, and Patterns	**SS.1.18.** Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.
	SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.

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Content Anchor Standard	1st Grade: Communities and Cultures
Analyze Change, Continuity, and Context	**SS.1.20.** Create a chronological sequence of multiple related events in the past and present using specific times.
	SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
Critique Historical Sources and Evidence	**SS.1.22.** Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.
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.

2nd Grade: Choices and Consequences

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	**SS.2.1**. Explain why a compelling question is important.
Constructing Supporting Questions	**SS.2.2.** Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	**SS.2.3.** Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	**SS.2.4.** Construct responses to compelling questions using reasoning, examples, and relevant details
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.

Content Anchor Standard	2nd Grade: Choices and Consequences
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.
Analyze Civic and Political Institutions	**SS.2.8.** Explain the purpose of different government functions. (21st century skills)

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Content Anchor Standard	2nd Grade: Choices and Consequences
Apply Civic Virtues and Democratic Principles	**SS.2.9.** Develop an opinion on a decision about a local issue. (21st century skills)
Interpret Processes, Rules and Laws	**SS.2.10.** Determine effective strategies for solving particular community problems. (21st century skills)
Evaluate the National Economy	**SS.2.11.** Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
	SS.2.12. Identify how people use natural resources to produce goods and services.
	SS.2.13. Describe examples of the goods and services that governments provide.
Develop Financial and Career Goals	**SS.2.14.** Explain how different careers take different levels of education. (21st century skills)
Create a Saving and Spending Plan	**SS.2.15.** Evaluate choices and consequences for spending and saving. (21st century skills)
Create Geographic Representations	**SS.2.16.** Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
Evaluate Human Environment Interaction	**SS.2.17.** Explain how environmental characteristics impact the location of particular places.
Analyze Human Population Movements and Patterns	**SS.2.18.** Describe how the choices people make impact local and distant environments.
Analyze Change, Continuity, and Context	**SS.2.19.** Make a prediction about the future based on past related events.
	SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.
Compare Perspectives	**SS.2.21.** Compare perspectives of people in the past to those in the present with regards to particular questions or issues.

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Content Anchor Standard	2nd Grade: Choices and Consequences
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.
Justify Causation and Argumentation	**SS.2.23.** Given a set of options, using evidence, articulate why one reasons is more likely than others to explain a historical event or development.
Iowa History	**SS.2.24.** Describe the intended and unintended consequences of using Iowa's natural resources.

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 the geographic, 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
Constructing Compelling Questions	**SS.3.1.** Identify disciplinary ideas associated with a compelling question.
Constructing Supporting Questions	**SS.3.2.** Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	**SS.3.3.** Determine the credibility of one source.
Developing Claims and Using Evidence	**SS.3.4.** Cite evidence that supports a response to supporting or compelling questions.
Communicating and Critiquing Conclusions	**SS.3.5.** Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	**SS.3.6.** Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Content Anchor Standard	3rd Grade: Immigration and Migration
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.
Examine Factors that Led to Continuity and Change on Human Development	**SS.3.9.** Compare and contrast the treatment of a variety of demographic groups in the past and present.

and Behavior	
Interpret Processes, Rules and Laws	**SS.3.10.** Explain how rules and laws impact society. (21st century skills)
	SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
Engage in Economic Decision Making	**SS.3.12.** Use historical examples to describe how scarcity requires a person to make choices.
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 institutions in an economy.
Assess the Global Economy	**SS.3.15.** Analyze why and how individuals, businesses, and nations around the world specialize and trade.
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.
Create a Saving and Spending Plan	**SS.3.17.** Explain an individual's responsibility for credit and debt. (21st century skills)
Evaluate Savings and Long Term Investments	**SS.3.18.** Determine the importance of saving/investing in relation to future needs. (21st century skills)
Create Geographic Representations	**SS.3.19.** Create a geographic representation to explain how the unique characteristics of a place affect migration.
Evaluate Human Environment Interaction	**SS.3.20.** Describe how cultural characteristics influence people’s choices to live in different regions of the U.S.

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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 Change, Continuity, and Context	**SS.3.22.** Compare and contrast events that happened at the same time.
Compare Perspectives	**SS.3.23.** Compare and contrast conflicting historical perspectives about a past event or issue.
Critique Historical Sources and Evidence	**SS.3.24.** Infer the intended audience and purpose of a primary source using textual evidence.
Justify Causation and Argumentation	**SS.3.25.** Explain probable causes and effects of events and developments.
	SS.3.26. Develop a claim about the past based on cited evidence.
Iowa History	**SS.3.27.** Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
	SS.3.28. Explain the cultural contributions that different groups have made on Iowa.

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
Constructing Compelling Questions	**SS.4.1.** Explain how a compelling question represents key ideas in the field.
Constructing Supporting Questions	**SS.4.2.** Use supporting questions to help answer the compelling question in an inquiry.
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.
Communicating and Critiquing Conclusions	**SS.4.4.** Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	**SS.4.5.** Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Content Anchor Standard	4th Grade: Change and Continuity
Recognize the Interaction Between the Individual and Various Groups	**SS.4.7.** Explain causes of conflict or collaboration among different social groups.
Apply Civic Virtues and Democratic Principles	**SS.4.8**. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)
Interpret Processes, Rules	**SS.4.9.** Explain how the enforcement of a specific ruling or law changed society. (21st century skills)

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Content Anchor Standard	4th Grade: Change and Continuity
and Laws	**SS.4.10.** Describe how societies have changed in the past and continue to change. (21st century skills)
Engage in Economic Decision Making	**SS.4.11.** Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
Critique Exchange and Markets	**SS.4.12.** Using historical and/or local examples, explain how competition has influenced the production of goods and services.
	SS.4.13. Compare and contrast different ways that the government interacts with the economy.
Evaluate the National Economy	**SS.4.14.** Explain the reasons why the costs of goods and services rise and fall.
Create a Saving and Spending Plan	**SS.4.15.** Identify factors that can influence people's different spending and saving choices. (21st century skills)
Measure Risk Management Tools	**SS.4.16.** Determine the consequences of sharing personal information with others. (21st century skills)
Create Geographic Representations	**SS.4.17.** Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.
Evaluate Human Environment Interaction	**SS.4.18.** Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
Analyze Human Population Movement and Patterns	**SS.4.19.** Explain influences on the development and decline of different modes of transportation in U.S. regions.
Analyze Change, Continuity, and Context	**SS.4.20.** Compare and contrast events that happened at the same time.
Compare Perspectives	**SS.4.21.** Analyze conflicting perspectives on historical and current events/issues.

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Content Anchor Standard	4th Grade: Change and Continuity
Critique Historical Sources and Evidence	**SS.4.22.** Infer the purpose of a primary source and from that the intended audience.
Justify Causation and Argumentation	**SS.4.23.** Explain probable causes and effects of events and developments.
	SS.4.24. Develop a claim about the past and cite evidence to support it.
Iowa History	**SS.4.25.** Analyze the impact of technological changes in Iowa, across time and place.
	SS.4.26. Explain how Iowa's agriculture has changed over time.

5th Grade: Rights 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
Constructing Compelling Questions	**SS.5.1.** Identify the disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	**SS.5.2.** Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	**SS.5.3.** Determine the credibility of multiple sources.
Developing Claims and Using Evidence	**SS.5.4**. Identify evidence that draws information from multiple perspectives and sources in 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.
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 decisions about and act on civic problems in the classroom.

Content Anchor Standard	5th Grade: Rights and Responsibilities
Recognize the Interaction Between the Individual and Various Groups	**SS.5.8.** Analyze how rights and laws influence interactions between groups in society.
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.

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Content Anchor Standard	5th Grade: Rights and Responsibilities
Apply Civic Virtues and Democratic Principles	**SS.5.10.** Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)
Interpret Processes, Rules and Laws	**SS.5.11.** Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)
	SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)
Critique Exchange and Markets	**SS.5.13.** Describe how goods and services are produced and distributed domestically and globally.
Evaluate the National Economy	**SS.5.14.** Explain how various levels of government use taxes to pay for the goods and services they provide.
Assess the Global Economy	**SS.5.15.** Explain how trade impacts relationships between countries.
Create a Saving and Spending Plan	**SS.5.16.** Demonstrate ways to monitor how money is spent and saved. (21st century skills)
Measure Risk Management Tools	**SS.5.17.** Give examples of financial risks that individuals and households face. (21st century skills)
	SS.5.18. Investigate ways that personal information is fraudulently obtained. (21st century skills)
Create Geographic Representations	**SS.5.19.** Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.
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 Change, Continuity, and Context	**SS.5.21.** Describe the connections between historical developments that occurred within the same time period.
Compare Perspectives	**SS.5.22.** Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.

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Content Anchor Standard	5th Grade: Rights and Responsibilities
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.
Justify Causation and Argumentation	**SS.5.24.** Explain probable causes and effects of historical developments.
	SS.5.25. Develop a claim about the past and cite evidence to support it.
Iowa History	**SS.5.26.** Analyze Iowa's role 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
Constructing Compelling Questions	**SS.6.1.** Explain how disciplinary concepts and ideas are associated with a compelling question.
Constructing Supporting Questions	**SS.6.2.** Identify the relationship between supporting questions and compelling questions in an inquiry.
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.
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 counterclaims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	**SS.6.7.** With teacher direction, construct arguments using claims and evidence from multiple sources.
	SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.
	SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.6.10. With teacher direction, analyze the disciplinary arguments of peers' for credibility.
Taking Informed Action	**SS.6.11.** Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.
	SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

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Content Anchor Standard	6th Grade: World Regions and Cultures
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.
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.
Assess the Global Economy	**SS.6.15.** Distinguish how varying economic systems impact a nation and its citizens.
Create Geographic Representations	**SS.6.16.** Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.
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.
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 Global Interconnections	**SS.6.19.** Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.
Analyze Change, Continuity, and Context	**SS.6.20.** Analyze connections among historical events and developments in various geographic and cultural contexts.
Compare Perspectives	**SS.6.21.** Explain how and why perspectives of people have changed throughout different historical eras.
Justify Causation and Argumentation	**SS.6.22.** Explain multiple causes and effects of events and developments in the past.
Iowa History	**SS.6.23.** Compare Iowa's geography, natural resources and climate to other regions of the world.

K-12 Iowa Core in Social Studies

Content Anchor Standard	6th Grade Financial Literacy
Develop Financial and Career Goals	**SS.6.24.** Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills)
Create a Saving and Spending Plan	**SS.6.25.** Demonstrate how to allocate income for spending, saving and giving. (21st century skills)
Analyze Credit and Debt Levels	**SS.6.26.** Explain how debit cards differ from credit cards, gift cards, and savings accounts. (21st century skills)
Evaluate Savings and Long Term Investments	**SS.6.27.** Identify the advantages and disadvantages of various savings tools. (21st century skills)
Measure Risk Management Tools	**SS.6.28.** Describe how to protect one's identity from common threats. (21st century skills)

7th Grade: Contemporary Global Studies

In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. 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
Constructing Compelling Questions	**SS.7.1.** Compare disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	**SS.7.2.** Create supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	**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.
	SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
Developing Claims and Using Evidence	**SS.7.5.** With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	**SS.7.7.** With guided practice, construct arguments using claims and evidence from multiple sources.
	SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.
	SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.
Taking Informed Action	**SS.7.11.** Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.
	SS.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

K-12 Iowa Core in Social Studies

Content Anchor Standard	7th grade: Contemporary Global Studies
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.
Recognize the Interaction Between Individuals and Various Groups	**SS.7.14.** Examine what causes inequalities and how they exist within a society.
Analyze Civic and Political Institutions	**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. (21st century skills)
	SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)
	SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)
Engage in Economic Decision Making	**SS.7.18.** Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.
Critique Exchange and Markets	**SS.7.19.** Explain how external benefits, costs, supply and demand, and competition 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.
Analyze Human Population Movements and Patterns	**SS.7.21.** Evaluate the push and pull factors involved in human population movement and patterns.
Analyze Global Interconnections	**SS.7.22.** Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

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Content Anchor Standard	7th grade: Contemporary Global Studies
	SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
Analyze Change, Continuity, and Context	**SS.7.24.** Analyze connections among historical events and developments in contemporary global issues.
Compare Perspectives	**SS.7.25.** Explain how and why perspectives on various contemporary issues have changed over time.
Justify Causation and Argumentation	**SS.7.26.** Explain multiple causes and effects of various contemporary global events and developments.
Iowa History	**SS.7.27.** Analyze the role that Iowa plays in contemporary global issues.

Content Anchor Standard	7th Grade Financial Literacy
Develop Financial and Career Goals	**SS.7.28.** Predict the relationship between financial goals and achievements. (21st century skills)
Create a Saving and Spending Plan	**SS.7.29.** Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)
Analyze Credit and Debt Levels	**SS.7.30.** Explain an individual's rights and responsibilities as a consumer. (21st century skills)
Evaluate Savings and Long Term Investments	**SS.7.31.** Explain how an investment differs from a savings account in potential risks and returns. (21st century skills)

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
Constructing Compelling Questions	**SS.8.1.** Explain points of agreement and disagreement of disciplinary concepts and ideas associated with 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.
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.
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 pointing out the strengths and limitations of both.
	SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.
Communicating and Critiquing Conclusions	**SS.8.8.** Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.
	SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.
Taking Informed Action	**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.
	SS.8.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

K-12 Iowa Core in Social Studies

Content Anchor Standard	8th Grade: US History and Civic Ideals
Analyze Civic and Political Institutions	**SS.8.13.** Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)
	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. (21st century skills)
Engage in Economic Decision Making	**SS.8.15.** Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.
Critique Exchange and Markets	**SS.8.16.** Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.
Evaluate the National Economy	**SS.8.17.** Use historical evidence to evaluate the state of regional economies throughout early American history.
Evaluate Human Environment Interaction	**SS.8.18.** Explain how the physical and human characteristics of places and regions influence 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 Global Interconnections	**SS.8.20.** Explain how global interconnections influenced early American history.
Analyze Change, Continuity, and Context	**SS.8.21.** Analyze connections among early American historical events and developments in broader historical contexts.

K-12 Iowa Core in Social Studies

Content Anchor Standard	8th Grade: US History and Civic Ideals
Compare Perspectives	**SS.8.22.** Explain how and why prevailing social, cultural, and political perspectives changed during early American history.
Justify Causation and Argumentation	**SS.8.23.** Explain multiple causes and effects of events and developments in early American history.
Critique Historical Sources and Evidence	**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.
Iowa History	**SS.8.25.** Examine the evolution of the function and structure of government in Iowa.

Content Anchor Standard	8th Grade Financial Literacy
Create a Saving and Spending Plan	**SS.8.26.** Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills)
Analyze Credit and Debt Levels	**SS.8.27.** Calculate the cost of borrowing money for different types of goods. (21st century skills)
Evaluate Savings and Long Term Investments	**SS.8.28.** Explain how investing may build wealth and help meet financial goals. (21st century skills)
Measure Risk Management Tools	**SS.8.29.** Identify ways insurance may minimize personal financial risk. (21st century skills)

9-12 Social Studies Standards

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	**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.
Gathering and Evaluating Sources	**SS.9-12.3.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence	**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.
	SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	**SS.9-12.7.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	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.
	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.
	SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.
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 challenges and opportunities faced by those trying to address these problems over time and place.
	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.

K-12 Iowa Core in Social Studies

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 scientists. In addition, these standards provide a rigorous framework to prepare students for work in the behavioral sciences.

Content Anchor Standard	9-12 Psychology Strand	9-12 Sociology Strand
Recognize the Interaction and Influence Between Individuals and Various Groups	**SS.Psy.9-12.13.** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	**SS.Soc.9-12.13.** Explain the formation of groups and the creation and development of societal norms and values.
	SS.Psy.9-12.14. Examine how an individual's involvement in a collective group can influence their individual thoughts and behaviors.	**SS.Soc.9-12.14.** Identify characteristics of groups, and the influences that groups and individuals have on each other.
	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.	**SS.Soc.9-12.15.** Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.
		SS.Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.
Examine Factors that Led to Continuity and Change in Human and Group Behavioral	**SS.Psy.9-12.16.** Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.	**SS.Soc.9-12.17.** Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.
	SS.Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.	**SS.Soc.9-12.18.** Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.
	SS.Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.	**SS.Soc.9-12.19.** Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 Psychology Strand	9-12 Sociology Strand
	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.	**SS.Soc.9-12.20.** Apply appropriate research methods to collect and analyze data designed to answer a sociological question.
	SS.Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.	
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	**SS.Psy.9-12.21./SS.Soc.9-12.21.** Explain how the validity and reliability of observations and measurements relate to data analysis.	
	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.	
	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.	

K-12 Iowa Core in Social Studies

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 processes of local, state, and national institutions.

Content Anchor Standard	9-12 Civics and Government
Analyze Civic and Political Institutions	**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. (21st century skills)
	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. (21st century skills)
	SS-Gov.9-12.15. Analyze the origins of government with attention to the purpose(s) of government, various theories of democracy, rule of law, and alternative models from other nations and groups. (21st century skills)
	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. (21st century skills)
	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. (21st century skills)
	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. (21st century skills)
Apply Civic Virtues and Democratic Principles	**SS-Gov.9-12.19.** Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)
	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. (21st century skills)
	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. (21st century skills)
	SS-Gov.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)
Interpret Processes, Rules and Laws	**SS-Gov.9-12.23.** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills)
	SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means

Content Anchor Standard	9-12 Civics and Government
	with attention to important judicial processes and landmark court cases. (21st century skills)
	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. (21st century skills)
	SS-Gov.9-12.26. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)
Iowa History	**SS-Gov.9-12.27.** Compare and contrast the institutions and 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.
	SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.

K-12 Iowa Core in Social Studies

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, workings of the national economy, and interactions within the global marketplace.

Content Anchor Standard	9-12 Economics
Engage in Economic Decision Making	**SS-Econ.9-12.13.** Apply the concept of scarcity when making economic decisions.
	SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.
Explain Exchange and Markets	**SS-Econ.9-12.15.** Analyze what goes into determining, and who determines, what is produced and distributed in a market system.
	SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.
	SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.
	SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes.
	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.
Evaluate the National Economy	**SS-Econ.9-12.20.** Use economic indicators to evaluate economic conditions.
	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	**SS-Econ.9-12.22.** Explain the role of specialization in trade.
	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.
Iowa History	**SS-Econ.9-12.24.** Analyze how national and global economic issues and systems impact Iowa's economy.

9-12 Financial Literacy

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

Content Anchor Standard	9-12 Financial Literacy
Develop Financial and Career Goals	**SS-FL.9-12.13.** Develop short- and long-term financial goals. (21st century skills)
	SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)
Create a Saving and Spending Plan	**SS-FL.9-12.15.** Evaluate the effect of taxes and other factors on income. (21st century skills)
	SS-FL.9-12.16. Develop a saving and spending, using a financial recordkeeping tool. (21st century skills)
	SS-FL.9-12.17. Apply consumer skills to spending and spending decisions. (21st century skills)
Analyze Credit and Debt Levels	**SS-FL.9-12.18.** Analyze the cost and benefits of different types of credit and debt. (21st century skills)
	SS-FL.9-12.19. Summarize a borrower's rights and responsibilities. (21st century skills)
	SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively. (21st century skills)
Evaluate Savings and Long Term Investments	**SS-FL.9-12.21.** Evaluate short-term savings tools. (21st century skills)
	SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)
Measure Risk Management Tools	**SS-FL.9-12.23.** Justify reasons to use various forms of insurance. (21st century skills)
	SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud. (21st century skills)

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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
Create Geographic Representations	**SS-Geo.9-12.13.** Employ maps to display and explain the spatial patterns of human and environmental characteristics.
	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.
	SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.
Evaluate Human Environment Interaction	**SS-Geo.9-12.16.** Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.
	SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.
	SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
Analyze Human Population Movement and Patterns	**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.
	SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.
Analyze Global Interconnections	**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.
	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.
	SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
Iowa History	**SS-Geo.9-12.24.** Identify and evaluate Iowans or groups of Iowans who have influenced Iowa's environmental or cultural geography.

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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 any historical context. 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
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.
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.
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. (21st century skills)
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.
Analyze Human Population Movement and Patterns	**SS-US.9-12.17.** Explain the patterns of and responses to immigration on the development of American culture and law.
	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.
Analyze Global Interconnections	**SS-US.9-12.19.** Examine how imperialism changed the role of the United States on the world stage prior to World War I.
	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.
Analyze Change, Continuity, and Context	**SS-US.9-12.21.** Analyze change, continuity and context across eras and places of study from civil war to modern America.
	SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.
Critique Historical Sources and Evidence	**SS-US.9-12.23.** Analyze the relationship between historical sources and the secondary interpretations made from them.
	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,

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 United States History
	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.
Compare Perspectives	**SS-US.9-12.25.** Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.
Justify Causation and Argumentation	**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.
Iowa History	**SS-US.9-12.27.** Evaluate Iowans or groups of Iowans who have influenced U.S. History.

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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
Recognize the Interaction Between Individuals and Various Groups	**SS-WH.9-12.13.** Describe the impact of culture and institutions on societies.
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. (21st century skills)
Assess the Global Economy	**SS-WH.9-12.15.** Compare and contrast various economic and labor systems within and across societies.
	SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.
Analyze Global Interconnections	**SS-WH.9-12.17.** Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.
	SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.
Analyze Human Population Movement and Patterns	**SS-WH.9-12.19.** Explain the influence of human migrations on patterns of settlement and culture.
Analyze Change, Continuity, and Context	**SS-WH.9-12.20.** Evaluate methods used to change or expand systems of power and/or authority.
	SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.
	SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.
Critique Historical Sources and Evidence	**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.

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 World History
Compare Perspectives	**SS-WH.9-12.24.** Examine and explain how the perspectives of individuals and societies impact world history.
Justify Causation and Argumentation	**SS-WH.9-12.25.** Determine multiple and complex causes and effects of historical events within world history.
Iowa History	**SS-WH.9-12.26.** Assess Iowans or groups of Iowans who have influenced world history.

Appendix – Literacy Standards for History/Social Studies, 6-12

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

The grades 6–12 Reading Standards for Literacy in History/Social Studies define what students should know and be able to do by the end of each grade span. Note: These standards are also listed in the Iowa Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects document.

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details		
Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH.11-12.3)
Craft and Structure		
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. (RH.9-10.4)	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
		(RH.11-12.4)
Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5)	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6- 8.6)	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11- 12.6)
Integration of Knowledge and Ideas		
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)
Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)	Assess the extent to which the reasoning and evidence in a text support the author's claims. (RH.9-10.8)	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. (RH.11-12.8)
Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)	Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)
Range of Reading and Level of Text Complexity		
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
text complexity band independently and proficiently. (RH.6-8.10)	text complexity band independently and proficiently. (RH.9-10.10)	CCR text complexity band independently and proficiently. (RH.11-12.10)

Writing Standards for History/Social Studies, 6-12

The grades 6–12 Writing Standards for Literacy in History/Social Studies define what students should know and be able to do by the end of each grade span. Note: These standards are also listed in the Iowa Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects document.

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes		
Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (WHST.6-8.1)	Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion,

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
	between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1)	and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1)
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. e. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2)	concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2)	the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (WHST.11-12.2)
(See note; not applicable as a separate requirement) (WHST.6-8.3) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same	(See note; not applicable as a separate requirement) (WHST.9-10.3) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same	(See note; not applicable as a separate requirement) (WHST.11-12.3) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
results.	results.	results.
Production and Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.6-8.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.9-10.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4)
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHST.6-8.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.9-10.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (WHST.6-8.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (WHST.9- 10.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WHST.11-12.6)
Research to Build and Present Knowledge		
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6-8.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.11-12.7)

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST.6-8.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (WHST.9-10.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8)
Draw evidence from informational texts to support analysis, reflection, and research. (WHST.6-8.9)	Draw evidence from informational texts to support analysis, reflection, and research. (WHST.9-10.9)	Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)
Range of Writing		
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.6-8.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.9-10.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.11-12.10)