

DRAFT

Iowa

Social Studies Standards



K-12 Iowa Core in Social Studies DRAFT

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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 Iowa Core in Social Studies reflects 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 Iowa Core for Social Studies is premised upon a rigorous and relevant K – 12 social studies program. 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.

Overview of K-12 Draft Standards

Draft Standards At-a-Glance

Grade	Theme/Focus
Kindergarten	Spaces and Places
1 st Grade	Communities and Culture
2 nd Grade	Choices and Consequences
3 rd Grade	Immigration and Migration
4 th Grade	Progression and Regression
5 th Grade	Rights and Responsibilities
6 th Grade	World Regions and Cultures/Financial Literacy
7 th Grade	Contemporary Global Studies/ Financial Literacy
8 th Grade	US History and Civic Ideals/ Financial Literacy
9 th - 12 th Grade	<ul style="list-style-type: none"> • U.S. History • World History • Behavioral Sciences • Geography • Civics and Government • Economics • Financial Literacy

Iowa history is embedded throughout K-12 standards.

Financial literacy is embedded K-5 and pulled out 6-12.

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How to Read the Draft 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 standards 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.

You will see the same anchor standards throughout the K-12 document. The standard statement

Content Anchor Standard	Kindergarten: Spaces and Places
Apply Civic Virtues and Democratic Principles	SS.K.5. Describe an action that exemplifies civic virtues including but not limited to honesty, mutual respect, cooperation, and attentiveness to multiple perspectives.
Interpret Processes, Rules and Laws	SS.K.6. Determine a procedure for how people can effectively work together to make decisions within a classroom.
	SS.K.7. Compare and contrast rules from different places.
	SS.K.8. Describe how people work to improve their communities.
Engage in Economic Decision Making	SS.K.9. Give examples of choices that are made because of scarcity (i.e., because we do not have enough resources to meet all of our wants and needs).
Analyze Credit and Debt Levels	SS.K.10. Explain the difference between buying and borrowing.
Create a Saving and Spending Plan	SS.K.11. Distinguish between appropriate spending choices.
Create Geographic Representations	SS.K.12. Using maps, globes, and other simple geographic models, create a route to a specific location.
Evaluate Human Environment Interaction	SS.K.13. Compare environmental characteristics in Iowa with other places.
Analyze Human Population Movement and Patterns	SS.K.14. Explain why and how people move from place to place.
	SS.K.15. Distinguish at least two related items or events by sequencing them from the past to the present.

Example:

SS.K.7

This signifies that this is the 7th Kindergarten social studies standard.

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Color Coding of the Draft Standards

The draft 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 draft 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 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 draft 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.

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The K-12 content anchor standards are:

Behavioral Sciences	Civics/ Government	Economics	Financial Literacy	Geography	History
Examine factors that lead 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

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Kindergarten: Spaces and Places

Spaces and places is the theme around which the kindergarten social studies standards are focused. Within 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. They will learn about their rights and responsibilities in their own community.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	N/A
Constructing Supporting Questions	SS.K.1. Generate supporting questions related to compelling questions.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.K.2. Construct responses to compelling questions using examples.
Taking Informed Action	SS.K.3. Take group or individual action to help address local, regional, and/or global problems (e.g., letters to the editor, public service announcement, community service projects, and posters).
	SS.K.4. Use deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	Kindergarten: Spaces and Places
Apply Civic Virtues and Democratic Principles	SS.K.5. Describe an action that exemplifies civic virtues including but not limited to honesty, mutual respect, cooperation, and attentiveness to multiple perspectives.
Interpret Processes, Rules and Laws	SS.K.6. Determine a procedure for how people can effectively work together to make decisions within a classroom.
	SS.K.7. Compare and contrast rules from different places.
	SS.K.8. Describe how people work to improve their communities.
Engage in Economic Decision Making	SS.K.9. Give examples of choices that are made because of scarcity (i.e., because we do not have enough resources to meet all of our wants and needs).
Analyze Credit and Debt Levels	SS.K.10. Explain the difference between buying and borrowing.
Create a Saving and Spending Plan	SS.K.11. Distinguish between appropriate spending choices.
Create Geographic Representations	SS.K.12. Using maps, globes, and other simple geographic models, create a route to a specific location.
Evaluate Human Environment Interaction	SS.K.13. Compare environmental characteristics in Iowa with other places.
Analyze Human Population Movement and Patterns	SS.K.14. Explain why and how people move from place to place.
	SS.K.15. Distinguish at least two related items or events by sequencing them from the past to the present.

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Analyze Change, Continuity, and Context	SS.K.16. Compare life in the past to life today within a community.
Critique Historical Sources and Evidence	SS.K.17. Given context clues, develop a reasonable idea about who created the historical source, when they created it, where they created it, or why they created it.
Iowa History	SS.K.18. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.
Recognize the Interaction Between the Individual and Various Groups	SS. K.19. Describe students' roles in different groups of which they are members including their family, school, and community.
Examine Factors that Lead to Continuity and Change on Human Development and Behavior	SS.K.20. Describe ways in which students and others are alike and different within a variety of social categories (e.g., race, ethnicity, religion, gender, etc.).

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1st Grade: Communities and Culture

First grade students will explore the theme of communities and culture while learning about agriculture (where food comes from, the process of making food), culture (understanding the variety of cultures in the US and globally), work (where, how and why people work) and the Midwest region.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	N/A
Constructing Supporting Questions	SS.1.1. Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.1.2. Determine if a source is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.1.3. Construct responses to compelling questions using examples.
Taking Informed Action	SS.1.4. Take group or individual action to help address local, regional, and/or global problems (e.g., letters to the editor, public service announcement, community service projects, posters).
	SS.1.5. Use deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	1 st Grade: Communities and Cultures
Analyze Civic and Political Institutions	SS.1.6. Give examples of how all people, not just official leaders, play important roles in the community.
Apply Civic Virtues and Democratic Principles	SS.1.7. Describe a situation that exemplifies democratic principles (including but not limited to equality, freedom, liberty, respect for individual rights, and deliberation).
Interpret Processes, Rules and Laws	SS.1.8. Compare and contrast rules or laws within different communities and cultures.
	SS.1.9. Compare and contrast the different ways people work to improve their communities.
Engage in Economic Decision Making	SS.1.10. Compare the goods and services that people in the local community produce and those that are produced in other communities.
Critique Exchange and Markets	SS.1.11. Describe the role of banks in the community.
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.
Analyze Credit and Debt Levels	SS.1.14. Explain why something borrowed must be returned.
Evaluate Savings and Long Term Investments	SS.1.15. Explain the difference between a piggy bank and financial institutions.
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.

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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 (environments) places to meet their daily needs.
Analyze Change, Continuity, and Context	SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times (e.g., dates, eras, days of the week, etc.).
	SS.1.21. Compare life in the past to life today within different communities and cultural groups.
Critique Historical Sources and Evidence	SS.1.22. Given context clues, develop a reasonable idea about who created the historical 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.
Recognize the Interaction Between the Individual and Various Groups	SS.1.24. Explain how social identities (e.g., race, gender, etc.) can influence students' own and others' thoughts and behaviors.
Examine Factors that Lead to Continuity and Change on Human Development and Behavior	SS.1.25. Identify students' own cultural practices and those of others within the community and around the world.

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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 such as parks, community centers, roads, pools, etc.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	N/A
Constructing Supporting Questions	SS.2.1. Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.2.2. Analyze a source as being primarily fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.2.3. Construct responses to compelling questions using reasoning, examples, and relevant details
Taking Informed Action	SS.2.4. Take group or individual action to help address local, regional, and/or global problems (e.g., letters to the editor, public service announcement, and community service projects).
	SS.2.5. Use deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	2 nd Grade: Choices and Consequences
Analyze Civic and Political Institutions	SS.2.6. Explain the purpose of different government functions (such as garbage collection, road building, schools, passing and enforcing laws).
Apply Civic Virtues and Democratic Principles	SS.2.7. Develop an opinion on the effectiveness of a decision made based on a civic virtue (including but not limited to honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) or a democratic principle (including but not limited to equality, freedom, liberty, respect for individual rights, and deliberation)
Interpret Processes, Rules and Laws	SS.2.8. Determine effective strategies for solving particular community problems.
Evaluate the National Economy	SS.2.9. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
	SS.2.10. Identify how people use natural resources to produce goods and services.
	SS.2.11. Describe examples of the goods and services that governments provide.
Develop Financial and Career Goals	SS.2.12. Explain how different careers take different levels of education.
Create a Saving and Spending Plan	SS.2.13. Evaluate choices and consequences for spending and saving.
Measure Risk Management Tools	SS.2.14. Determine the consequences of sharing personal information with others.
Create Geographic Representations	SS.2.15. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
Evaluate Human Environment Interaction	SS.2.16. Explain how environmental characteristics impact the location of particular places.

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Analyze Human Population Movements and Patterns	SS.2.17. Describe how the choices people make impact local and distant environments.
Analyze Change, Continuity, and Context	SS.2.18. Make a prediction about the future connected to a chronological sequence of multiple related events from the past to the present.
	SS.2.19. Determine the influence of particular individuals and groups who have shaped significant historical change.
Compare Perspectives	SS.2.20. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.
Critique Historical Sources and Evidence	SS.2.21. Identify context clues and develop a reasonable idea about who created the historical source, when they created it, where they created it, and why they created it.
Justify Causation & Argumentation	SS.2.22. Given a set of options, articulate why one reason is more likely than others to explain a historical event or development.
Iowa History	SS.2.23. Describe the intended and unintended consequences of decisions about using Iowa's natural resources.
Recognize the Interaction Between the Individual and Various Groups	SS.2.24. Explain how people from different groups work through conflict when solving a community problem.

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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 immigrants decided to move to a new place as well as what they experienced 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	N/A
Constructing Supporting Questions	SS.3.1. Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.3.2. Determine the credibility of one source.
Developing Claims and Using Evidence	SS.3.3. Cite evidence that supports a response to supporting or compelling questions.
Communicating and Critiquing Conclusions	SS.3.4. Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	SS.3.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	SS.3.6. Use a range of deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	3 rd Grade: Immigration and Migration
Apply Civic Virtues and Democratic Principles	SS.3.7. Given a historical event, conclude whether core civic virtues (including but not limited to honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) or democratic principles (including but not limited to equality, freedom, liberty, respect for individual rights, and deliberation) were fulfilled.
Interpret Processes, Rules and Laws	SS.3.8. Explain how rules and laws impact society.
	SS.3.9. Provide examples of historical and contemporary ways that societies have changed.
Engage in Economic Decision Making	SS.3.10. Use historical examples to describe how scarcity requires a person to make choices.
Critique Exchange and Markets	SS.3.11. Identify how people use natural resources, human resources, and physical capital to produce goods and services.
	SS.3.12. Describe the role of financial institutions in an economy (e.g., banks, savings and loans, and/or credit unions).
Assess the Global Economy	SS.3.13. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
Develop Financial and Career Goals	SS.3.14. 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.3.15. Explain an individual's responsibility for credit and debt.
Evaluate Savings and Long Term Investments	SS.3.16. Determine the importance of saving/investing in relation to future needs.
Create Geographic Representations	SS.3.17. Use a map to explain how the unique characteristics of a place affect people's decisions to relocate.

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Evaluate Human Environment Interaction	SS.3.18. Describe how cultural characteristics influence people’s choices to live in different regions of the U.S.
Analyze Human Population Movements and Patterns	SS.3.19. 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.3.20. Create parallel timelines to compare events that happened at the same time.
Compare Perspectives	SS.3.21. Compare and contrast conflicting historical perspectives about a past event or issue.
Critique Historical Sources and Evidence	SS.3.22. Infer the intended audience and purpose of a historical source from information within the source itself.
Justify Causation & Argumentation	SS.3.23. Explain probable causes and effects of events and developments.
	SS.3.24. Develop a claim about the past and cite evidence to support it.
Iowa History	SS.3.25. Analyze the movement of different groups to Iowa from the past to the present.
	SS.3.26. Explain the cultural contributions that different groups have made to Iowa.
Recognize the Interaction Between the Individual and Various Groups	SS.3.27. Describe the effects, the opportunities and conflicts that happened when people from different social groups came into contact with each other.
Examine Factors that Lead to Continuity and Change on Human Development and Behavior	SS.3.28. Compare and contrast how a variety of social groups (e.g., gender, race, disability, etc.) have been differentially treated throughout history.

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4th Grade: Progression and Regression

Fourth grade students focus on how inventions and innovations have shaped our country over time. Students see how interdependent they are as they look at the impact that inventions have had on our society, both positive and negative. Students compare how conflicting historical perspectives shape decisions about how to use the natural resources of a region. That, in turn, leads to questions about who has, or is denied, power and fairness.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	N/A
Constructing Supporting Questions	SS.4.1. Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	SS.4.2. Cite evidence that supports a response to supporting or compelling questions.
Communicating and Critiquing Conclusions	SS.4.3. Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	SS.4.4. Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	SS.4.5. Use a range of deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	4 th Grade: Progression and Depression
Apply Civic Virtues and Democratic Principles	SS.4.6. Evaluate how core civic virtues (including but not limited to honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (including but not limited to equality, freedom, liberty, respect for individual rights, and deliberation) have guided or do guide governments, societies, and/or communities.
Interpret Processes, Rules and Laws	SS.4.7. Explain how the enforcement of a specific ruling or law changed society.
	SS.4.8. Describe how societies have changed in the past and continue to change in order to promote the common good.
Engage in Economic Decision Making	SS.4.9. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
Critique Exchange and Markets	SS.4.10. Using historical and/or local examples, explain how competition has influenced the production of goods and services (using human capital, physical capital, and natural resources).
	SS.4.11. Compare and contrast different ways that the government interacts with the economy.
Evaluate the National Economy	SS.4.12. Explain the meaning of inflation, deflation, and unemployment.
Create a Saving and Spending Plan	SS.4.13. Identify factors that can influence people’s different spending and saving choices.
Evaluate Savings and Long Term Investments	SS.4.14. Identify problems that might occur to a victim of identity theft.
Create Geographic Representations	SS.4.15. Use a map to illustrate how the natural resources in an area affect the decisions people make.

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Evaluate Human Environment Interaction	SS.4.16. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
Analyze Human Population Movement and Patterns	SS.4.17. Explain how the development and decline of different modes of transportation was influenced by landforms in U.S. regions.
Analyze Change, Continuity, and Context	SS.4.18. Create parallel timelines to compare events that happened at the same time.
Compare Perspectives	SS.4.19. Compare and contrast conflicting historical perspectives about a past event or issue.
Critique Historical Sources and Evidence	SS.4.20. Infer the intended audience and purpose of a historical source from information within the source itself.
Justify Causation & Argumentation	SS.4.21. Explain probable causes and effects of events and developments.
Justify Causation & Argumentation	SS.4.22. Develop a claim about the past and cite evidence to support it.
Iowa History	SS.4.23. Analyze how technological changes have impacted Iowa.
Recognize the Interaction Between the Individual and Various Groups	SS.4.24. Explain causes of conflict or collaboration among different social groups.

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5th Grade: Rights and Responsibilities

In fifth grade, students learn about how the foundational documents of the United States were developed and how the documents guide decisions. Fifth grade students explore the rights and responsibilities people have and craft an opinion of rights that are worth fighting for. Students study how culture shapes laws along with how laws ensure rights and responsibilities for the people who live within a society.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	N/A
Constructing Supporting Questions	SS.5.1. Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.5.2. Determine the credibility of multiple sources.
Developing Claims and Using Evidence	SS.5.3. Identify evidence that draws information from multiple sources in response to compelling questions.
Communicating and Critiquing Conclusions	SS.5.4. Construct responses to compelling questions using reasoning, examples, and relevant details.
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 deliberative and democratic procedures (e.g., consensus-building and voting) to make decisions about and act on civic problems in their classrooms.

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Content Anchor Standard	5 th Grade: Rights and Responsibilities
Analyze Civic and Political Institutions	SS.5.8. Use the characteristics of a democracy (such as: freedom of speech and thought, equality of opportunity, justice, diversity and deliberation) to draw conclusions about the role of responsible citizens.
Apply Civic Virtues and Democratic Principles	SS.5.9. Describe how governments, societies, and/or communities have used foundational documents to guide decisions.
Interpret Processes, Rules and Laws	SS.5.10. Explain how people change rules and laws in classroom, school, government, and/or society.
	SS.5.11. Describe how communities have changed in the past and continue to change in order to restrict and/or protect rights.
Critique Exchange and Markets	SS.5.12. Evaluate how goods and services are produced and distributed domestically and globally.
Evaluate the National Economy	SS.5.13. Explain the ways in which the government uses taxes to pay for the goods and services it provides.
Assess the Global Economy	SS.5.14. Explain how trade leads to increasing economic interdependence among nations.
Create a Saving and Spending Plan	SS.5.15. Create a way to keep track of money spent.
Measure Risk Management Tools	SS.5.16. Give examples of financial risks that individuals and households face.
	SS.5.17. Describe how to protect one's identity from common threats.
Create Geographic Representations	SS.5.18. Assemble a collection of maps to illustrate how cultural and environmental characteristics of a region impacted a historical event.
Analyze Human Population Movements and Patterns	SS.5.19. Analyze rules and laws that encourage or restrict human population movement within regions of the U.S.

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Analyze Change, Continuity, and Context	SS.5.20. Create parallel timelines to compare events that happened at the same time.
Compare Perspectives	SS.5.21. Explain how the economic, political, and social contexts shape people's perspectives at a given time in history.
Critique Historical Sources and Evidence	SS.5.22. Infer the intended audience and purpose of a historical source from information within the source itself and infer how the creator's intended audience shaped the source.
Justify Causation & Argumentation	SS.5.23. Explain probable causes and effects of events and developments.
	SS.5.24. Develop a claim about the past and cite evidence to support it.
Iowa History	SS.5.25. Analyze Iowa's significant role in civil rights history.
Recognize the Interaction Between the Individual and Various Groups	SS.5.26. Analyze dilemmas that can arise when people belong to different social groups.
Examine Factors that Lead to Continuity and Change on Human Development and Behavior	SS.5.27. Analyze the strategies that a variety of social groups (e.g., gender, race, disability, etc.) have used to ensure their rights.

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6th Grade: World Regions and Cultures

Sixth grade focuses on geography, history, and culture in global regions, with an emphasis on geographic inquiry. There should be an intentional focus on spatial understanding of the world and the location of continents and countries. Students will analyze regional, environmental, and cultural characteristics of places, how these influence the people who live there, and how they have changed over time.

This is important because it builds students' skills in geographic reasoning, including an understanding of Earth's human and physical features, locations of places and regions, the distribution of landforms, and how countries have changed over time. This will inspire curiosity in cultural and environmental diversity to help students participate in the complex cultural world we live in today.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.6.1. Identify content area experts and their interpretations of disciplinary concepts when answering compelling questions.
Constructing Supporting Questions	SS.6.2. Identify the relationship between supporting questions and compelling questions.
Gathering and Evaluating Sources	SS.6.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.6.4. Evaluate the credibility of a source by determining its relevance and intended use.
Developing Claims and Using Evidence	SS.6.5. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
	SS.6.6. Develop claims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.6.7. Construct arguments using claims and evidence from multiple sources.
	SS.6.8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
	SS.6.9. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
	SS.6.10. Critique arguments for credibility.
Taking Informed Action	SS.6.11. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.
	SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school contexts.

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Content Anchor Standard	6 th Grade: World Regions and Cultures
Analyze Civic and Political Institutions	SS.6.13. Describe the different roles of political, civil, and economic organizations in various global regions in shaping people’s lives throughout ancient and modern history. (e.g. Aztecs in Central America, early civilizations in Mesopotamia, OPEC, International Monetary Fund, etc.).
Assess the Global Economy	SS.6.14. Distinguish economic systems (market, command, mixed, etc.) and trade policies/barriers and how those impact a nation and its citizens (e.g. Communism in China/North Korea, Market system in Japan, etc.).
Create Geographic Representations	SS.6.15. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics.
Evaluate Human Environment Interaction	SS.6.16. 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 (e.g. 5 Themes of Geography, but applicable to each region).
Analyze Human Population Movements and Patterns	SS.6.17. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries (e.g. the Silk Road, the Middle Passage, cultural diffusion, etc.).
Analyze Global Interconnections	SS.6.18. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions (e.g. the plantation system in Latin America, rural versus urban society in Asia, etc.)
Analyze Change, Continuity, and Context	SS.6.19. Analyze connections among historical events and developments in broader historical contexts (e.g. Democracy in Ancient Greece and how it affected future governments, etc.).
Compare Perspectives	SS.6.20. Explain how and why perspectives of people have changed during different historical eras (e.g. European Renaissance, etc).
Justify Causation & Argumentation	SS.6.21. Evaluate the relative influence of various causes of events and developments in the past (e.g. social classes in Africa).
Critique Historical Sources and Evidence	SS.6.22. Evaluate the relevancy and utility of multiple sources based on information such as a maker, date, place of origin, intended audience, and purpose (e.g. apartheid in South Africa, etc.).

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Iowa History	SS.6.23. Relate Iowa's geography, natural resources and climate to other regions of the world.
Examine Factors that Lead to Continuity and Change in Human and Group Behavior	SS.6.24. Identify and examine what makes up a "culture" and how people learn to be a part of their cultural beliefs and values.
Recognize the Interaction Between Individuals and Various Groups	SS.6.25. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other (e.g. the Caste System in India, etc.).

Content Anchor Standard	6 th Grade Financial Literacy
Develop Financial and Career Goals	SS.6.26. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants.
Create a Saving and Spending Plan	SS.6.27. Create a way to keep track of money spent. Demonstrate how to allocate weekly income for spending, saving and sharing goals.
Analyze Credit and Debt Levels	SS.6.28. Explain how debit cards differ from credit cards, gift cards, and savings accounts.
Evaluate Savings and Long Term Investments	SS.6.29. Identify the advantages and disadvantages of the various savings tools.
Measure Risk Management Tools	SS.6.30. Investigate ways that thieves fraudulently obtain personal information.

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7th Grade: Contemporary Global Studies

Seventh grade provides a global perspective on contemporary issues and worldwide interdependence, and is designed to create young, educated, citizen-leaders prepared to face 21st century global issues. Students will examine challenges facing the world community, including hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

The content builds students' understanding of the world and their place within it. Additionally, this will equip students with the necessary skills to take informed action in resolving global dilemmas. 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.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.7.1. Compare perspectives of content area experts when answering compelling questions.
Constructing Supporting Questions	SS.7.2. Identify the relationship between supporting questions and compelling questions.
Gathering and Evaluating Sources	SS.7.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.7.4. Evaluate the credibility of a source by determining its relevance and intended use.
Developing Claims and Using Evidence	SS.7.5. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
	SS.7.6. Develop claims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.7.7. Construct arguments using claims and evidence from multiple sources.
	SS.7.8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
	SS.7.9. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
	SS.7.10. Critique arguments for credibility.
Taking Informed Action	SS.7.11. Draw on multiple disciplinary lenses to 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.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school contexts.

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Content Anchor Standard	7 th grade: Contemporary Global Studies
Analyze Civic and Political Institutions	SS.7.13. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts (e.g. writing a letter to the editor, UNICEF, USAID, Peace Corps, revolution, etc.).
	SS.7.14. Examine the origins, purposes, and impact of laws, treaties, and international agreements (e.g. Paris Treaty, Declaration of Human Rights, Geneva Convention, etc.).
	SS.7.15. Describe the roles of political, civil, and economic organizations in shaping people's lives (e.g. UN World Food Programme, United Nations High Commission on Refugees, World Health Organization, etc.).
Engage in Economic Decision Making	SS.7.16. Explain and evaluate how economic decisions affect the well-being of individuals, businesses, and society (e.g. social welfare, minimum wage, free trade vs. fair trade, etc.).
Critique Exchange and Markets	SS.7.17. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes (social, environmental, etc.) (e.g. child labor laws, mass production costs/benefits, environmental impact, etc.).
Assess the Global Economy	SS.7.18. Investigate the impact of trade policies/barriers on a nation and its citizens (e.g. using economic indicators such as GDP, poverty rates, infant mortality, etc.).
Analyze Human Population Movements and Patterns	SS.7.19. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. (e.g. digital age, etc.)
Analyze Global Interconnections	SS.7.20. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. (e.g. oil in the Middle East, etc.).
	SS.7.21. Explain how global changes in population distribution patterns affect changes in land use in particular areas (e.g. urbanization of Asia, etc.).
Analyze Change, Continuity, and Context	SS.7.22. Analyze connections among historical events and developments in broader historical contexts (e.g. genocide, etc.).
Critique Historical Sources and Evidence	SS.7.23. Use questions generated from primary and secondary sources to identify further areas of inquiry and additional sources.

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	SS.7.24. Evaluate the relevancy and utility of multiple sources based on information such as a maker, date, place of origin, intended audience, and purpose.
Justify Causation & Argumentation	SS.7.25. Evaluate the relative influence of various causes of events and developments in the past (e.g. Middle East conflict, etc.).
Iowa History	SS.7.26. Analyze Iowa's impact on contemporary issues such as technology, business, transportation, population shifts, immigration/migration and globalization.
Examine Factors that Lead to Continuity and Change in Human and Group Behavior	SS.7.27. Identify factors that can influence our thoughts and behaviors (e.g. poverty, genocide, etc.).
Recognize the Interaction Between Individuals and Various Groups	SS.7.28. Examine what causes inequalities and how they exist within a society (e.g. social classes/power, economic systems, trade systems, imperialism, etc.).

Content Anchor Standard	7 th Grade Financial Literacy
Develop Financial and Career Goals	SS.7.29. Predict the relationship between SMART (specific, measurable, attainable, realistic, time-based) goals and achievement.
Create a Saving and Spending Plan	SS.7.30. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions.
Analyze Credit and Debt Levels	SS.7.31. Explain an individual's rights and responsibilities as a consumer.
Evaluate Savings and Long Term Investments	SS.7.32. Explain how an investment differs from a savings account in potential risks and returns.
Measure Risk Management Tools	SS.7.33. Recommend ways to use social media safely.

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8th Grade: US History and Civic Ideals

Eighth grade focuses 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. Content will include multiple historical eras and the changing perspectives in America’s past, as well as connections between historical events.

This content builds student skills in historical thinking, understanding change, and recognizing patterns in our past as a foundation for active citizenship. As a result of this course, students will gain an understanding of historical events and perspectives and analyze individual rights, democratic principles, and government institutions.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.8.1. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	SS.8.2. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
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. Evaluate the credibility of a source by determining its relevance and intended use.
Developing Claims and Using Evidence	SS.8.5. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
	SS.8.6. Develop claims while pointing out the strengths and limitations of both.
	SS.8.7. Construct arguments using claims and evidence from multiple sources.
Communicating and Critiquing Conclusions	SS.8.8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
	SS.8.9. Critique arguments for credibility.
Taking Informed Action	SS.8.10. Draw on multiple disciplinary lenses to 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.8.11. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school contexts.

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Content Anchor Standard	8 th Grade: US History and Civic Ideals
Analyze Civic and Political Institutions	SS.8.12. Explain the powers and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters and office-holders), political parties, and the media in a variety of governmental and nongovernmental contexts.
	SS.8.13. 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.
Engage in Economic Decision Making	SS.8.14. Evaluate how economic decisions affect the well-being of individuals, businesses, and society (e.g. taxes, Louisiana Purchase, slavery and labor laws, industrialization, etc.).
Critique Exchange and Markets	SS.8.15. Analyze the role of innovation and entrepreneurship in institutions throughout American History, such as corporations, nonprofits, and labor unions, in a market economy.
Evaluate the National Economy	SS.8.16. Use historical evidence to evaluate the state of the American economy throughout history (such as unemployment rates, manufacturing, the stock market, working conditions, and economic growth).
Evaluate Human Environment Interaction	SS.8.17. Explain how the cultural, physical, and environmental characteristics of places and regions influence culture (e.g. the First Americans, Westward Expansion, colonial regions, etc.).
Analyze Human Population Movements and Patterns	SS.8.18. Explain how changes in transportation (wagons, railroads, steamboats, etc.), communication (telegraph, telephone, post office, etc.), and technology (cotton gin, factory system, electricity, etc.) influenced the movement of people, goods, and ideas throughout American History.
Analyze Global Interconnections	SS.8.19. Explain how global changes in population distribution patterns affect changes in land use in particular areas (European immigration to America, Westward Expansion, the Gold Rush, Latin American influences, etc.).
Analyze Change, Continuity, and Context	SS.8.20. Analyze cause and effect connections among historical events and developments in broader historical contexts (e.g. Louisiana Purchase and Westward Expansion, economic inequality, slavery, and the Civil War, etc.)

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Compare Perspectives	SS.8.21. Explain how and why perspectives of people have changed during different historical eras (e.g. the Reformation, The Great Awakening, civil rights, plans for Reconstruction, etc.).
Critique Historical Sources and Evidence	SS.8.22. Use questions generated from primary sources (documents, speeches, photographs, song lyrics, etc.) and secondary sources (newspaper articles, biographies, documentaries, etc.) to identify further areas of inquiry and additional sources.
	SS.8.23. Evaluate the relevancy and utility of multiple sources based on information such as a maker, date, place of origin, intended audience, and purpose.
Justify Causation & Argumentation	SS.8.24. Organize applicable evidence into a coherent argument about events in American History (e.g. need for the Bill of Rights, the Indian Removal Act, cause of Civil War, etc).
Iowa History	SS.8.25. Examine the evolution of the function and structure of government in Iowa compared to the national government.

Content Anchor Standard	8 th Grade Financial Literacy
Develop Financial and Career Goals	SS.8.26. Compare the education and training requirements, income potential and primary duties of at least two careers of choice.
Create a Saving and Spending Plan	SS.8.27. Discuss the components of a personal spending plan, including income, planned saving and expenses.
Analyze Credit and Debt Levels	SS.8.28. Calculate the cost of borrowing money for different types of goods (consumables, vehicles, education and housing).
Evaluate Savings and Long Term Investments	SS.8.29. Explain how investing may build wealth and help meet financial goals.
Measure Risk Management Tools	SS.8.30. Identify the value of having insurance to minimize personal risk.

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9-12 Social Studies Standards

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.9-12.1. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	SS.9-12.2. Explain how supporting questions contribute to an inquiry and 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 (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (e.g. cause and effect, chronological, procedural, technical)
	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 (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary)
	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.

9-12 U.S. History

Effective history education seamlessly incorporates instruction in both history content and the skills required for historical thinking. Students of history in Iowa must not only know United States history content, they must be able to bring to bear the complex and sophisticated ways of thinking utilized by historians when thinking historically. The emphasis on both historical content and historical thinking skills prepares 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 democratic citizenship. The United States History standards for grades 9-12, therefore, include both historical thinking standards and content specific standards. The historical thinking anchor standards are rooted in the skills and practices necessary for effective historical thinking, while the United States content standards are organized by seven themes focusing on content from 1877 to the present.

The 9-12 standards include a set of skill based anchor standards that can be applied to any content topic in the study of United States History. These historical thinking anchor standards should be addressed throughout the entire course of study, providing students with multiple opportunities to develop mastery of the standards through application to varying United States History content. These historical thinking anchor standards are:

- Analyze continuity, change, and context
- Examine perspectives
- Engage with historical sources and evidence
- Describe causation and argumentation

The United States History standards also include 15 content specific standards organized thematically, emphasizing the time period 1877 to the Present. Furthermore the standards reflect content standards organized by themes occurring multiple times in the study of United States History. These themes are:

- Identity
- Power and politics
- Work, exchange, and technology
- People and ideas
- Environment and geography, and
- International relations
- Iowa History

Notice that each of the 15 content standards is linked to one of the seven themes. This alignment helps the teacher envision both a chronological as well as a thematic approach to teaching United States History, thus avoiding the tendency to teach the course as a checklist of facts to be covered. Effective United States History teachers will incorporate both the skill-based anchor standards and the content standards in their courses, as the anchor standards require historical thinking that is applicable to each content standard. Planning a lesson in United States History, therefore, should involve consideration of both what anchor standard the lesson addresses as well as what content standard is addressed.

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Historical Thinking Anchor Standard	9-12 U.S. History
Analyze Change, Continuity, and Context	SS-US.9-12.13. Analyze change, continuity and context across eras and places of study.
Examine Perspectives	SS-US.9-12.14. Examine and explain the way perspectives impact history and historical study.
Engage with Historical Sources and Evidence	SS-US.9-12.15. Analyze the relationship between historical sources and the secondary interpretations made from them.
	SS-US.9-12.16. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.
Describe Causation and Argumentation	SS-US.9-12.17. Determine multiple and complex causes and effects of historical events.
	SS-US.9-12.18. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

Content Anchor Standard	9-12 U.S. History
Identity	SS-US.9-12.19. Explain how American identity is a product of civic ideals including political participation, citizenship, and democratic institutions across US History. (e.g. Progressive Era, post-WWII social equality movements)
Power and Politics	SS-US.9-12.20. Analyze the diversity of American culture as it was impacted by various groups and regions throughout US History. (e.g. immigrants, South/North, urban and rural, ethnic, racial, and gender identities, voting blocs)
	SS-US.9-12.21. Assess the impact of diverse ideologies on politics, society and culture (e.g. Social Darwinism, conservatism, liberalism)
	SS-US.9-12.22. Examine the power of political institutions and parties over time (e.g. F. D. Roosevelt Coalition, Reagan Coalition, Japanese internment, Populist Movement, growth of post-WWII federal government)
	SS-US.9-12.23. Critique the impact of individuals and reform movements on changes to civil rights and liberties (e.g. Women's suffrage, Civil Rights, and War on Terror).
Work, Exchange, and Technology	SS-US.9-12.24. Evaluate the development and impact of capitalism on markets, industry, trade, and society. (e.g. early 20th century factory reorganization, development of financial institutions and regulatory agencies, consumer society, globalization).
	SS-US.9-12.25. Examine labor and governmental efforts to reform and/or maintain economic systems (eg. Gilded Age industrialization, reactions to the Great Depression, economic crises of 1970s & 1980s).
	SS-US.9-12.26. Evaluate the impact of inventions and technological innovations on American economy and culture. (eg. railroads, automobile, mass production, mass communications, interstate highways, medicine, nuclear energy, space race).

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People and Ideas	SS-US.9-12.27. Trace the impact of gender roles on social and economic life in the U.S. especially in eras (eg. 1920s modernity v. tradition, post-WWII conformity, challenges to family structure)
	SS-US.9-12.28. Assess the influence of diverse cultural traditions on American society. (eg. changing religious traditions, artistic movements--visual, musical, film).
Environment and Geography	SS-US.9-12.29. Explain patterns of immigration and their significance to the United States over time (eg. late 19th century immigration, limits on immigration, consequences of immigration reform, and issues of illegal immigration in late 20th/early 21st century).
	SS-US.9-12.30. Analyze the effects of migration and patterns of settlement on social, political, and economic structures. (e.g. urbanization, suburbs, segregation, demographic shifts to the South and West, Hi-tech hubs).
	SS-US.9-12.31. Assess how the competition for natural resources impacted people and environments. (e.g. land use, industrial commodities, fossil fuels, water usage, standard-of-living, consumer culture).
	SS-US.9-12.32. Justify the development of government policies for managing the environment in response to economic activity (e.g. Progressive era conservation, mid-20th century environmental activism).
International Relations	SS-US.9-12.33. Analyze the growth of and challenges to U.S. involvement in the world (e.g. imperialism, isolationism, Cold War, membership in international organizations).
Iowa History	SS-US.9-12.34. Evaluate lowans or groups of lowans who have influenced U.S. History (e.g. Carrie Chapman Catt, Herbert Hoover, Henry Wallace, Grant Wood, Marvin Cone, James Van Allen, Jack Trice)

9-12 World History

Effective history education seamlessly incorporates instruction in both history content and the skills required for historical thinking. Students of history in Iowa must not only know World History content, they must be able to bring to bear the complex and sophisticated ways of thinking utilized by historians when thinking historically. The emphasis on both historical content and historical thinking skills prepares 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. The World History standards for grades 9-12, therefore, include both historical thinking anchor standards and content specific standards. The historical thinking anchor standards are rooted in the skills and practices necessary for effective historical thinking, while the World History content standards are organized by seven themes focusing on content from 1500 to the present.

The 9-12 standards include a set of skill based anchor standards that can be applied to any content topic in the study of World History. These historical thinking anchor standards should be addressed throughout the entire course of study, providing students with multiple opportunities to develop mastery of the standards through application to varying World History content. These historical thinking anchor standards are:

- Analyze continuity, change, and context
- Examine perspectives
- Engage with historical sources and evidence
- Describe causation and argumentation

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The World History standards also include eleven content specific standards organized thematically, emphasizing the time period 1500 to the Present. Finally, these content standards are organized by themes that occur multiple times in the study of World History. These themes are:

- Identity
- Power and politics
- Work, exchange, and technology
- People and ideas
- Environment and geography, and
- International relations
- Iowa History

Each of the eleven content standards is linked to one of the seven themes. This alignment helps the teacher envision both a chronological as well as a thematic approach to teaching World History, thus avoiding the tendency to teach the course as a checklist of facts to be covered. Effective World History teachers will incorporate both the skill-based anchor standards and the content standards in their courses, as the anchor standards require historical thinking that is applicable to each content standard. Planning a lesson in World History, therefore, should involve consideration of both what anchor standard the lesson addresses as well as what content standard is addressed.

Historical Thinking Anchor Standard	9-12 World History
Analyze Change, Continuity, and Context	SS-WH.9-12.13. Analyze change, continuity and context across eras and places of study.
Examine Perspectives	SS-WH.9-12.14. Examine and explain the way perspectives impact history and historical study.
Engage with Historical Sources and Evidence	SS-WH.9-12.15. Analyze the relationship between historical sources and the secondary interpretations made from them.
	SS-WH.9-12.16. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.
Describe Causation and Argumentation	SS-WH.9-12.17. Determine multiple and complex causes and effects of historical events. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

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Content Anchor Standard	9-12 World History
Identity	SS-WH.9-12.18. Describe the impact of culture, institutions, communities and families on individual identity. (eg. patriarchy, nationalism, political-religious movements such as Islamism or Zionism).
Power and Politics	SS-WH.9-12.19. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (eg. gunpowder empires, development of representative governments, rise of nation-states, imperial systems in the 19th & 20th centuries, communist states)
	SS-WH.9-12.20. Evaluate methods (violent revolutions, non-violent protests, legal reforms) used to change or expand systems of power and/or authority. (e.g. Haitian revolution, civil disobedience, expansion of suffrage).
Work, Exchange, and Technology	SS-WH.9-12.21. Assess different economic and labor systems within and across societies. (e.g. mercantilism, capitalism, communism, chattel slavery, wage labor).
	SS-WH.9-12.22. Examine the ways in which trade, commerce, and industrialization affected systems, states, and societies. (e.g. Early Modern global trade, Industrial Revolution, Imperialism, post-WWII globalization)
People and Ideas	SS-WH.9-12.23. Analyze the influence of social, political, and economic developments on maintaining and transforming gender roles and social status. (e.g. development of the middle and working classes, feminism, ideas of universal human rights)
	SS-WH.9-12.24. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, the arts, science and technology. (eg. Scientific Revolution, spread of world religions to new regions, spread of neo-Confucianism, development of Marxism, response of art to modern life)
Environment and Geography	SS-WH.9-12.25. Explain the influence of human migrations on patterns of settlement and culture. (e.g. Colonization of the Americas, industrial urbanization, 20th century dissolution of empires).
	SS-WH.9-12.26. Analyze the impacts of demography, disease and technology in shaping human-environment interactions. (e.g. Columbian Exchange, development of steam power, population growth)
International Relations	SS-WH.9-12.27. Critique the roles of conflict and diplomacy in international relations. (e.g. world wars, wars for independence, Israeli-Palestinian negotiations, international alliances and organizations).
Iowa History	SS-WH.9-12.28. Assess Iowans or groups of Iowans who have influenced world history (e.g. Norman Borlaug, Herbert Hoover's Belgian Relief, Nikita Khrushchev's visit to Iowa).

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9-12 Behavioral Sciences

The behavioral sciences standards blend the work of professional behavioral science organizations in an effort to streamline their content for high school social studies teachers. Building upon the C3 framework, which includes appendices for the 17 standards written by the American Psychological Association, the American Sociological Association, and the American Anthropological Association, the 17 standards are organized into three anchor standards: (1) Apply appropriate research skills and procedures of the behavioral scientist; (2) Recognize the interaction between individuals and various groups; and (3) Examine factors that lead to continuity and change in human development and behavior. The goal is a product that will 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 in higher education.

Anchor Standards	9-12 Behavioral Sciences
Examine Factors that Lead to Continuity and Change in Human and Group Behavior	SS-BH.9-12.13. Define the components of culture and analyze how it influences individuals within that culture.
	SS-BH.9-12.14. Determine social institutions in societies and their role(s) both locally and globally.
	SS-BH.9-12.15. Examine how social structures and cultures evolve over time.
	SS-BH.9-12.16. Identify and analyze internal and external forces that influence our thoughts and behaviors.
	SS-BH.9-12.17. Examine the process of how humans develop, learn, adapt to their environment, and internalize their culture.
	SS-BH.9-12.18. Summarize potential causes of abnormal behavior and its impact on individuals within society.
Recognize the Interaction Between Individuals and Various Groups	SS-BH.9-12.19. Explain the formation of groups and the creation and development of societal norms and values.
	SS-BH.9-12.20. Identify characteristics of groups, and the influences that groups and individuals have on each other.

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	<p>SS-BH.9-12.21. Analyze the influence of the agents of socialization and determine why they are influential.</p>
	<p>SS-BH.9-12.22. Summarize and evaluate the significance of an lowan or group of lowans who have impacted human behavior.</p>
	<p>SS-BH.9-12.23. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.</p>
	<p>SS-BH.9-12.24. Examine and evaluate reactions to social inequalities (including conflict), and propose alternative responses.</p>
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>SS-BH.9-12.25. Analyze the development of behavioral science perspectives and approaches over the course of time, and how those perspectives are used today.</p>
	<p>SS-BH.9-12.26. Utilize the scientific method to interpret human behavior through the lens of a behavioral scientist.</p>
	<p>SS-BH.9-12.27. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.</p>
	<p>SS-BH.9-12.28. Explain how behavioral science concepts relate to our daily lives and civic engagement.</p>
	<p>SS-BH.9-12.29. Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.</p>

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9-12 Geography

Geography covers the human and physical characteristics of the Earth and how people interact with the environment. Students will gain an understanding of how resource availability, economics, politics, culture, and the environment influence human migration and settlement. Through the use of multiple geographic tools, students will also develop the ability to practice geography (i.e., use of geographic tools, mapping, etc.) Geography standards can be implemented into a stand-alone high school course, and/or can be implemented into other existing high school social studies courses. Geography is critical for framing contemporary issues and solving problems in both a local and global context. Unique to the discipline is its ability to address complex, multifaceted issues such as homeland security, natural hazards, and sustainability/resource management. Geography prepares students for success in college, career and civic life.

Content Anchor Standard	9-12 Geography
Create Geographic Representations	SS-G.9-12.13. Employ geospatial and related technologies to create maps to display and explain the spatial patterns of human (e.g. cultural, economic, etc.) and environmental characteristics.
	SS-G.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-G.9-12.15. Use geographic data (e.g. to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.
Evaluate Human Environment Interaction	SS-G.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
	SS-G.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.
	SS-G.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-G.9-12.19. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
	SS-G.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.
	SS-G.9-12.21. Evaluate environmental influences on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
Analyze Global Interconnections	SS-G.9-12.22. Analyze how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	SS-G.9-12.23. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
	SS-G.9-12.24. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

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9-12 Civics and Government

Productive civic engagement in the U.S. context, requires knowledge of the historical foundations and principles of American democracy; understanding the unique processes of local, state and national institutions; and the skills necessary to apply civic dispositions and democratic principles. The following standards are broken down into three thematic categories called anchor standards:

- Analyze Civic and Political Institutions
- Apply Civic Dispositions and Democratic Principles
- Interpret Processes, Rules and Laws

Under each anchor standard, related content standards identify the essential learning targets that each Iowa high school student is expected to master upon completing the civics and government course. In order to emphasize the importance of civic engagement at the local level, special attention is paid to local and state systems and each anchor standard has an Iowa specific standard related to its theme.

Analyze Civic and Political Institutions: A civically-minded society requires citizens who possess detailed knowledge of how government operates. Meaningful engagement in the democratic process also demands that citizens possess the critical ability to analyze and evaluate the effectiveness of their political institutions, and take informed action to hold them accountable. This course begins with an introduction to the origins of government, paying particular attention to democracies and republics and those individuals and cultures that have inspired the United States' founding documents. A specific focus on continuity and change over time, chronology, and causation support student inquiry and understanding of how and why local, state, and federal governments function as they do today.

Apply Civic Dispositions and Democratic Principles: Fostering civic engagement requires openness to multiple perspectives and the ability to balance competing interests within a pluralistic society. It is critical that students develop the skills and tools necessary to convey their ideas effectively and respectfully, question their own and others' assumptions, and work collaboratively to promote formal and informal means for change within their communities. Democracy demands that citizens understand the tensions and balance between conviction and compromise, majority rule and minority rights, state interests and individual interests, and rights and responsibilities.

Interpret Processes, Rules and Laws: The critical interpretation of processes, rules, and laws depends on an understanding of the myriad ways in which individuals and groups challenge the status quo, affect change, and interact with governing bodies. Active political engagement requires that students learn to evaluate the impact of political norms, procedures, rules, and regulations in order to take effective and informed action.

Anchor Standard	9-12 Civics and Government
Analyze Civic and Political Institutions	SS-GV.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.
	SS-GV.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.

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	SS-GV.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.
	SS-GV.9-12.16. Evaluate how the US Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.
	SS-GV.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.
	SS-GV.9-12.18. Critique the influence of linkage 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.
	SS-GV.9-12.19. 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.
Apply Civic Dispositions and Democratic Principles	SS-GV.9-12.20. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, and any alternative methods to participation.
	SS-GV.9-12.21. Explain the significance of civic values to a well-functioning democracy including such concepts as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.
	SS-GV.9-12.22. 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.
	SS-GV.9-12.23. Identify and evaluate the contributions of Iowans who have played a role in promoting civic & democratic principles.
Interpret Processes, Rules and Laws	SS-GV.9-12.24. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels.
	SS-GV.9-12.25. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.
	SS-GV.9-12.26. Evaluate the intended and unintended consequences from the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics.
	SS-GV.9-12.27. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies & trends, and alternative means of participating.
	SS-GV.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.

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9-12 Economics

Economics is grounded in knowledge about how people choose to use resources. Decision making within economics involves setting goals and identifying the resources available to achieving those goals. These standards provide students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Anchor Standard	9-12 Economics
Engage in Economic Decision Making	SS-EC.9-12.13. Using the concept of scarcity, evaluate what is gained and what is given up when choices are made.
	SS-EC.9-12.14. Use a cost-benefit analysis to construct an argument for or against an approach or solution to an economic issue.
Explain Exchange and Markets	SS-EC.9-12.15. Analyze what goes into determining and who determines what is produced and distributed in a market system.
	SS-EC.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.
	SS-EC.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.
	SS-EC.9-12.18. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
	SS-EC.9-12.19. Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy.
Evaluate the National Economy	SS-EC.9-12.20. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
	SS-EC.9-12.21. Identify economic indicators and use them to analyze current and future economies.
	SS-EC.9-12.22. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
	SS-EC.9-12.23. Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
Assess the Global Economy	SS-EC.9-12.24. Analyze how governments throughout the world influence international trade of goods and services
	SS-EC.9-12.25. 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-EC.9-12.26. Evaluate a significant contribution(s) of an Iowan to economic progress.
	SS-EC.9-12.27. Analyze how national and global economic issues and systems impact Iowa's economy.

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9-12 Financial Literacy

The purpose of financial literacy is to equip every student with the knowledge and skills to successfully manage money. Students will be introduced to setting financial goals, the means to achieving these goals, and the tools and risks involved with the goal. Each student will learn to evaluate or assess their personal financial literacy and determine its chance of success in this complex global environment. Ultimately, students need to be financially capable of making economic decisions that promote their own financial stability and economic well-being.

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