

<p>SS.6.1.</p> <p>Inquiry Anchor Standard: Constructing Compelling Questions</p> <p>Explain how disciplinary concepts and ideas are associated with a compelling question.</p>	<p>SS.6.2.</p> <p>Inquiry Anchor Standard: Constructing Supporting Questions</p> <p>Identify the relationship between supporting questions and compelling questions in an inquiry.</p>	<p>SS.6.3.</p> <p>Inquiry Anchor Standard: Gathering and Evaluating Sources</p> <p>Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.</p>
<p>SS.6.4.</p> <p>Inquiry Anchor Standard: Gathering and Evaluating Sources</p> <p>With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>SS.6.5.</p> <p>Inquiry Anchor Standard: Developing Claims and Using Evidence</p> <p>With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p>	<p>SS.6.6.</p> <p>Inquiry Anchor Standard: Developing Claims and Using Evidence</p> <p>With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>

<p>SS.6.7.</p> <p>Inquiry Anchor Standard: Communicating and Critiquing Conclusions</p> <p>With teacher direction, construct arguments using claims and evidence from multiple sources.</p>	<p>SS.6.8.</p> <p>Inquiry Anchor Standard: Communicating and Critiquing Conclusions</p> <p>With guided practice, construct responses to compelling questions supported by reasoning and evidence.</p>	<p>SS.6.9.</p> <p>Inquiry Anchor Standard: Communicating and Critiquing Conclusions</p> <p>Present original arguments based on credible sources using a variety of media to authentic audiences.</p>
<p>SS.6.10.</p> <p>Inquiry Anchor Standard: Communicating and Critiquing Conclusions</p> <p>With teacher direction, analyze the disciplinary arguments of peers' for credibility.</p>	<p>SS.6.11.</p> <p>Inquiry Anchor Standard: Taking Informed Action</p> <p>Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>	<p>SS.6.12.</p> <p>Inquiry Anchor Standard: Taking Informed Action</p> <p>Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>

<p>SS.6.13.</p> <p>Content Anchor Standard: Examine Factors that Led to Continuity and Change in Human and Group Behavior</p> <p>Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.</p>	<p>SS.6.14.</p> <p>Content Anchor Standard: Recognize the Interaction Between Individuals and Various Groups</p> <p>Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.</p>	<p>SS.6.15.</p> <p>Content Anchor Standard: Assess the Global Economy</p> <p>Distinguish how varying economic systems impact a nation and its citizens.</p>
<p>SS.6.16.</p> <p>Content Anchor Standard: Create Geographic Representations</p> <p>Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.</p>	<p>SS.6.17.</p> <p>Content Anchor Standard: Evaluate Human Environment Interaction</p> <p>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.</p>	<p>SS.6.18.</p> <p>Content Anchor Standard: Analyze Human Population Movements and Patterns</p> <p>Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.</p>

<p>SS.6.19.</p> <p>Content Anchor Standard: Analyze Global Interconnections</p> <p>Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.</p>	<p>SS.6.20.</p> <p>Content Anchor Standard: Analyze Change, Continuity, and Context</p> <p>Analyze connections among historical events and developments in various geographic and cultural contexts.</p>	<p>SS.6.21.</p> <p>Content Anchor Standard: Compare Perspectives</p> <p>Explain how and why perspectives of people have changed throughout different historical eras.</p>
<p>SS.6.22.</p> <p>Content Anchor Standard: Justify Causation and Argumentation</p> <p>Explain multiple causes and effects of events and developments in the past.</p>	<p>SS.6.23.</p> <p>Content Anchor Standard: Iowa History</p> <p>Compare Iowa's geography, natural resources and climate to other regions of the world.</p>	<p>SS.6.24.</p> <p>Content Anchor Standard: Develop Financial and Career Goals</p> <p>Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills)</p>

<p>SS.6.25.</p> <p>Content Anchor Standard: Create a Saving and Spending Plan</p> <p>Demonstrate how to allocate income for spending, saving and giving. (21st century skills)</p>	<p>SS.6.26.</p> <p>Content Anchor Standard: Analyze Credit and Debt Levels</p> <p>Explain how debit cards differ from credit cards, gift cards, and saving accounts. (21st century skills)</p>	<p>SS.6.27.</p> <p>Content Anchor Standard: Evaluate Savings and Long Term Investments</p> <p>Identify the advantage and disadvantage of various savings tools. (21st century skills)</p>
<p>SS.6.28.</p> <p>Content Anchor Standard: Measure Risk Management Tools</p> <p>Describe how to protect one's identity from common threat.</p>		