



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



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

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Introduction

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

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

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

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

System Alignment

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

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

Access to Instruction and Assessment

The EEs developed by Iowa teachers are intended to create the maximum possible access to the Iowa Core Standards for students with the most significant cognitive disabilities. The way in which information is presented for instruction and assessment and the manner in which students demonstrate achievement is in no way intended to be limited by statements of EEs. To that end,

modes of communication, both for presentation or response, are not stated in either the EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with the most significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with the most significant cognitive disabilities, graphic organizers similar to those used by students without disabilities provide useful access to content and are adequate to maximize opportunities to learn and demonstrate achievement. Other students require a range of assistive technologies to access content and demonstrate achievement. For some students, AAC devices and accommodations for hearing and visual impairments will be needed. As with other physical disabilities, students with visual impairments may perform some expectations using modified items, presentations, or response formats. A few items may not lend themselves to such modifications. Decisions about the appropriate modifications for visual impairments are accounted for in the design of the assessments.

The access challenge for some is compounded by the presence of multiple disabilities. All of these needs, as well as the impact of levels of alertness due to medication and other physical disabilities which may affect opportunities to respond appropriately, need to be considered.

Guidance and Support

The authors of the Iowa Core Standards use the words, "prompting and support" at the earliest grade levels to indicate when students were not expected to achieve standards completely independently. Generally, "prompting" refers to "the action of saying something to persuade, encourage, or remind someone to do or say something" (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to communicate clearly that teacher assistance is permitted during instruction of the EEs, and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include

- Getting the student started (e.g., "Tell me what to do first."),
- Providing a hint in the right direction without revealing the answer (e.g., Student wants to write dog but is unsure how, the teacher might say, "See if you can write the first letter in the word, /d/og."),
- Narrowing the field of choices as a student provides an inaccurate response,
- Using structured technologies such as task specific word banks, or

- Providing the structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance)

Color Coding of the Standards

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

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

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

The K-12 inquiry anchor standards are:

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

Content Anchor Standards

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

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

Kindergarten: Spaces and Places

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

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Constructing Compelling Questions	Constructing Questions
SS.K.1. Recognize a compelling question.	EE.SS.K.1. With guidance and support, recognize a question about a familiar topic.
Constructing Supporting Questions	Constructing Supporting Questions
SS.K.2. Identify the relationship between compelling and supporting questions.	EE.SS.K.2. N/A
Communicating and Critiquing Conclusions	Communicating and Critiquing Conclusions
SS.K.3. Construct responses to compelling questions using examples.	EE.SS.K.3. N/A
Gathering and Evaluating Sources	Gathering and Evaluating Sources
N/A	N/A
Developing Claims and Using Evidence	Developing Claims and Using Evidence
N/A	N/A
Taking Informed Action	Taking Informed Action
SS.K.4. Take group or individual action to help address local, regional, and/or global problems.	EE.SS.K.4. With guidance and support, identify a civic problem in their classroom.
SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	EE.SS.K.5. N/A

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
SS.K.6. Describe students' roles in different groups of which they are members including their family, school, and community.	EE.SS.K.6. With guidance and support, identify one role within the student's family, school, or community.
Examine Factors that Led to Continuity and Change on Human Development and Behavior	Examine Factors that Led to Continuity and Change on Human Development and Behavior
SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.	EE.SS.K.7. With guidance and support identify one way in which students are alike and different within one social category.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. SS.K.9. Compare and contrast rules from different places.	EE.SS.K.8. With guidance and support, identify one way in which people work together to make a decision. EE.SS.K.9. With guidance and support, identify one school rule and one community rule.
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.K.10. Give examples of choices that are made because of scarcity.	EE.SS.K.10. N/A
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.K.11. Explain the difference between buying and borrowing.	EE.SS.K.11. With guidance and support identify the difference between buying and borrowing.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.K.12. Distinguish between appropriate spending choices.	EE.SS.K.12. N/A

Content Anchor Standards	Alternate Content Anchor Standard
Create Geographic Representations	Create Geographic Representations
SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models	EE.SS.K.13. Identify maps, globes or other simple geographic models.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.K.14. Compare environmental characteristics in Iowa with other places.	EE.SS.K.14. Identify environmental characteristics in Iowa.
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
SS.K.15. Explain why and how people move from place to place.	EE.SS.K.15. With guidance and support, identify reasons why people move from place to place.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.	EE.SS.K.16. With guidance and support, identify a past and a present event.
SS.K.17. Compare life in the past to life today.	EE.SS.K.17. With guidance and support categorize events/items according to when they existed in the past or the present.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.K.18. Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.	EE.SS.K.18. With guidance and support, identify the creator of a document.
Iowa History	Iowa History
SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	EE.SS.K.19. With guidance and support, identify how where you live in Iowa is different than another part of the state.

1st Grade: Communities and Culture

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

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

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

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

Content Anchor Standards	Alternate Content Anchor Standard
Assess the Global Economy	Assess the Global Economy
SS.1.12. Explain why people in one country trade goods and services with people in other countries.	EE.SS.1.12. With guidance and support, identify what goods and services are traded with other countries.
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.1.13. Explain why people have different jobs in the community.	EE.SS.1.13. With guidance and support, identify different jobs in the community.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.1.14. Explain why something borrowed must be returned.	EE.SS.1.14. With guidance and support, identify the meaning of borrow.
Evaluate Savings and Long-Term Investments	Evaluate Savings and Long-Term Investments
SS.1.15. Describe the role of financial institutions in the community in order to save and invest.	EE.SS.1.15. With guidance and support, identify the purpose of banks in the community.
Create Geographic Representation	Create Geographic Representation
SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.	EE.SS.1.16. With guidance and support, identify the difference between maps, globes, and other simple geographic models.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.	EE.SS.1.17. N/A
Analyze Human Population, Movement, and Patterns	Analyze Human Population, Movement, and Patterns

Content Anchor Standards	Alternate Content Anchor Standard
<p>SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</p> <p>SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>	<p>EE.SS.1.18. With guidance and support, identify a route on a map.</p> <p>EE.SS.1.19. With guidance and support, identify goods that are made locally and in distant places.</p>
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.</p> <p>SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.</p>	<p>EE.SS.1.20. Categorize events as past or present.</p> <p>EE.SS.1.21. N/A</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
<p>SS.1.22. Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.</p>	<p>EE.SS.1.22. Identify who created documents.</p>
Iowa History	Iowa History
<p>SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.</p>	<p>EE.SS.1.23. Identify past and present groups in Iowa.</p>

2nd Grade: Choices and Consequences

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

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

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
SS.2.7. Explain how people from different groups work through conflict when solving a community problem	EE.SS.2.7. With guidance and support, identify two different points of view to address a community problem.
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
SS.2.8. Explain the purpose of different government functions.	EE.SS.2.8. With guidance and support, identify a purpose of government.
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS.2.9. Develop an opinion on a decision about a local issue.	EE.SS.2.9. With guidance and support, identifies their opinion on a decision about a local issue.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
SS.2.10. Determine effective strategies for solving particular community problems.	EE.SS.2.10. With guidance and support, identify a community problem and solutions to the problem.
Evaluate the National Economy	Evaluate the National Economy
SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	EE.SS.2.11. With guidance and support, identify the difference between needs and wants.
SS.2.12. Identify how people use natural resources to produce goods and services.	EE.SS.2.12. Identify natural resources and how they can be used.
SS.2.13. Describe examples of the goods and services that governments provide	EE.SS.2.13. Identify goods and services the government provides.
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.2.14. Explain how different careers take different levels of education.	EE.SS.2.14. Identify the level of education necessary for a specific career.

Content Anchor Standards	Alternate Content Anchor Standard
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.2.15. Evaluate choices and consequences for spending and saving.	EE.SS.2.15. Identify the difference between spending and saving.
Create Geographic Representations	Create Geographic Representations
SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	EE.SS.2.16. Use maps to identify the appropriate routes used to move people and things.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.2.17. Explain how environmental characteristics impact the location of particular places.	EE.SS.2.17. N/A
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.2.18. Describe how the choices people make impact local and distant environments.	EE.SS.2.18. With guidance and support, indicate choices a person can make that impacts their environment.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.2.19. Make a prediction about the future based on past related events.	EE.SS.2.19. With guidance and support identify a reasonable prediction about the future based on past related events.
SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.	EE.SS.2.20. Identify how a person can influence events.
Compare Perspectives	Compare Perspectives
SS.2.21. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.	EE.SS.2.21. With guidance and support, compare how a person from the past and a person living today would think about a particular question or issue.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence

Content Anchor Standards	Alternate Content Anchor Standard
SS.2.22. Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it.	EE.SS.2.22. N/A
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.2.23. Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development.	EE.SS.2.23. N/A
Iowa History	Iowa History
SS.2.24. Describe the intended and unintended consequences of using Iowa's natural resources.	EE.SS.2.24. With guidance and support, identify uses of Iowa's natural resources.

3rd Grade: Immigration and Migration

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

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

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Taking Informed Action	Taking Informed Action
<p>SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.3.6. N/A</p> <p>EE.SS.3.7. Identify a civic problem within their classroom or community, and work with other partner(s) to create a possible solution</p>

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
<p>SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p>	<p>EE.SS.3.8. N/A</p>
Examine Factors that Led to Continuity and Change on Human Development and Behavior	Examine Factors that Led to Continuity and Change on Human Development and Behavior
<p>SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.</p>	<p>EE.SS.3.9. Compare the treatment of a demographic group in the past and present.</p>
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS.3.10. Explain how rules and laws impact society.</p> <p>SS.3.11. Provide examples of historical and contemporary ways that societies have changed.</p>	<p>EE.SS.3.10. Identify consequences of following or breaking rules/laws.</p> <p>EE.SS.3.11. N/A</p>
Engage in Economic Decision Making	Engage in Economic Decision Making

Content Anchor Standards	Alternate Content Anchor Standard
SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.	EE.SS.3.12. N/A
Critique Exchange and Markets	Critique Exchange and Markets
SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	EE.SS.3.13. Identify how people use natural resources and human resources to produce goods and services
SS.3.14. Describe the role of various financial institutions in an economy.	EE.SS.3.14. Identify the role of a financial institution in an economy. (i.e. banks, businesses).
Assess the Global Economy	Assess the Global Economy
SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	EE.SS.3.15. N/A
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.	EE.SS.3.16. Identify one way a person can improve their income.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.3.17. Explain an individual's responsibility for credit and debt.	EE.SS.3.17. Identify the difference between paying now and paying later.
Evaluate Savings and Long-Term Investments	Evaluate Savings and Long-Term Investments
SS.3.18. Determine the importance of saving/investing in relation to future needs.	EE.SS.3.18. Identify a benefit of saving money.
Create Geographic Representations	Create Geographic Representations
SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	EE.SS.3.19. Use a geographic representation to display the characteristics of a place.

Content Anchor Standards	Alternate Content Anchor Standard
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.3.20. Describe how cultural characteristics influence people’s choices to live in different regions of the U.S.	EE.SS.3.20. Identify reasons that influence how people choose where to live.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.3.21. Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.	EE.SS.3.21. Use a geographic model to identify how the environment affects where people decide to live.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.3.22. Compare and contrast events that happened at the same time.	EE.SS.3.22. N/A
Compare Perspectives	Compare Perspectives
SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.	EE.SS.3.23. Identify two conflicting perspectives on one historical event or issue.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.3.24. Infer the intended audience and purpose of a primary source using textual evidence.	EE.SS.3.24. N/A
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.3.25. Explain probable causes and effects of events and developments.	EE.SS.3.25. Identify probable causes and effects of one historical event or development.
SS.3.26. Develop a claim about the past based on cited evidence.	EE.SS.3.26. N/A

Content Anchor Standards	Alternate Content Anchor Standard
Iowa History	Iowa History
<p>SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.</p> <p>SS.3.28. Explain the cultural contributions that different groups have made on Iowa.</p>	<p>EE.SS.3.27. N/A</p> <p>EE.SS.3.28. Identify how groups of people that live in Iowa impacted the state.</p>

4th Grade: Change and Continuity

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

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

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	

Content Anchor Standards	Alternate Content Anchor Standard
<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>Recognize the Interaction Between the Individual and Various Groups</p>
<p>SS.4.7. Explain causes of conflict or collaboration among different social groups.</p>	<p>EE.SS.4.7. Identify one cause of conflict or collaboration among different social groups.</p>
<p>Apply Civic Virtues and Democratic Principles</p>	<p>Apply Civic Virtues and Democratic Principles</p>
<p>SS.4.8. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities.</p>	<p>EE.SS.4.8. Identify how democratic principles guide government, societies, and/or communities.</p>
<p>Interpret Processes, Rules and Laws</p>	<p>Interpret Processes, Rules and Laws</p>
<p>SS.4.9. Explain how the enforcement of a specific ruling or law changed society.</p>	<p>EE.SS.4.9. Identify how the enforcement of a law changed society (i.e. seat belts, speed limits).</p>
<p>SS.4.10. Describe how societies have changed in the past and continue to change.</p>	<p>EE.SS.4.10. N/A</p>
<p>Engage in Economic Decision Making</p>	<p>Engage in Economic Decision Making</p>
<p>SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.</p>	<p>EE.SS.4.11. N/A</p>
<p>Critique Exchange and Markets</p>	<p>Critique Exchange and Markets</p>

Content Anchor Standards	Alternate Content Anchor Standard
<p>SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.13. Compare and contrast different ways that the government interacts with the economy.</p>	<p>EE.SS.4.12. N/A</p> <p>EE.SS.4.13. N/A</p>
Evaluate the National Economy	Evaluate the National Economy
<p>SS.4.14. Explain the reasons why the costs of goods and services rise and fall.</p>	<p>EE.SS.4.14. Identify a reason why the cost of goods and services change.</p>
Create a Saving and Spending Plan	Create a Saving and Spending Plan
<p>SS.4.15. Identify factors that can influence people’s different spending and saving choices.</p>	<p>EE.SS.4.15. Identify a reason why a person would choose to spend or save their money.</p>
Measure Risk Management Tools	Measure Risk Management Tools
<p>SS.4.16. Determine the consequences of sharing personal information with others.</p>	<p>EE.SS.4.16. N/A</p>
Create Geographic Representations	Create Geographic Representations
<p>SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p>	<p>EE.SS.4.17. Create a geographic representation identifying natural resources in an area.</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
<p>SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>	<p>EE.SS.4.18. Identify why people live in specific places or regions.</p>
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns

Content Anchor Standards	Alternate Content Anchor Standard
SS.4.19. Explain influences on the development and decline of different modes of transportation in U.S. regions.	EE.SS.4.19. Identify the different methods of transportation used throughout United States History.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.4.20. Compare and contrast events that happened at the same time.	EE.SS.4.20. Identify events that happened at the same time.
Compare Perspectives	Compare Perspectives
SS.4.21. Analyze conflicting perspectives on historical and current events/issues.	EE.SS.4.21. N/A
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.4.22. Infer the purpose of a primary source and from that the intended audience.	EE.SS.4.22. Identify the intended audience of a historical document.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.4.23. Explain probable causes and effects of events and developments. SS.4.24. Develop a claim about the past and cite evidence to support it.	EE.SS.4.23. N/A EE.SS.4.24. N/A
Iowa History	Iowa History
SS.4.25. Analyze the impact of technological changes in Iowa, across time and place. SS.4.26. Explain how Iowa’s agriculture has changed over time.	EE.SS.4.25. Identify technological change in Iowa across time. EE.SS.4.26. Identify changes in Iowa's agriculture over time.

5th Grade: Right and Responsibilities

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

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

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.</p>	

Content Anchor Standards	Alternate Content Anchor Standard
<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>Recognize the Interaction Between the Individual and Various Groups</p>
<p>SS.5.8. Analyze how rights and laws influence interactions between groups in society.</p>	<p>EE.SS.5.8. N/A</p>
<p>Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>	<p>Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>
<p>SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.</p>	<p>EE.SS.5.9. Identify a strategy that one demographic group has used to ensure its rights.</p>
<p>Apply Civic Virtues and Democratic Principles</p>	<p>Apply Civic Virtues and Democratic Principles</p>
<p>SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.</p>	<p>EE.SS.5.10. Determine a way in which the Declaration of Independence and the Constitution impacted society.</p>
<p>Interpret Processes, Rules and Laws</p>	<p>Interpret Processes, Rules and Laws</p>
<p>SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society.</p>	<p>EE.SS.5.11. Identify a process people can use to change laws/rules in the classroom, school, government, and/or society.</p>
<p>SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.</p>	<p>EE.SS.5.12. Identify how a law has changed over time.</p>

Content Anchor Standards	Alternate Content Anchor Standard
Critique Exchange and Markets	Critique Exchange and Markets
SS.5.13. Describe how goods and services are produced and distributed domestically and globally.	EE.SS.5.13. Identify how goods and services are produced and distributed.
Evaluate the National Economy	Evaluate the National Economy
SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.	EE.SS.5.14. Determine the purpose of taxes and how the government uses taxes to provide goods and services.
Assess the Global Economy	Assess the Global Economy
SS.5.15. Explain how trade impacts relationships between countries.	EE.SS.5.15. Identify how countries benefit from trading.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.5.16. Demonstrate ways to monitor how money is spent and saved.	EE.SS.5.16. Identify ways people can monitor how they save and spend money.
Measure Risk Management Tools	Measure Risk Management Tools
SS.5.17. Give examples of financial risks that individuals and households face.	EE.SS.5.17. N/A
SS.5.18. Investigate ways that personal information is fraudulently obtained.	EE.SS.5.18. N/A
Create Geographic Representations	Create Geographic Representations
SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	EE.SS.5.19. Using maps and other simple geographic models, create a route to a specific location.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns

Content Anchor Standards	Alternate Content Anchor Standard
SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	EE.SS.5.20. N/A
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.5.21. Describe the connections between historical developments that occurred within the same time period.	EE.SS.5.21. Identify the connection between historical developments that occurred within the same time period.
Compare Perspectives	Compare Perspectives
SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	EE.SS.5.22 Identify how someone's perspective can affect their view of historical events.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.5.23. Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.	EE.SS.5.23. N/A
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.5.24. Explain probable causes and effects of historical developments. SS.5.25. Develop a claim about the past and cite evidence to support it.	EE.SS.5.24. N/A EE.SS.5.25. N/A
Iowa History	Iowa History
SS.5.26. Analyze Iowa's role in civil rights history.	EE.SS.5.26. Identify Iowa's role in civil rights history.

6th Grade: World Regions and Cultures

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

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

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

Content Anchor Standards	Alternate Content Anchor Standard
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	EE.SS.6.13. Identify a culture by its beliefs and values.
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups

Content Anchor Standards	Alternate Content Anchor Standard
SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.	EE.SS.6.14. Identify how groups form in our society.
Assess the Global Economy	Assess the Global Economy
SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.	EE.SS.6.15. Identify characteristics of an economic system.
Create Geographic Representations	Create Geographic Representations
SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	EE.SS.6.16. Create a geographic representation that includes environmental characteristics.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	EE.SS.6.17. Identify the effects of physical and environmental characteristics of places and regions on the people who live there.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.	EE.SS.6.18. Identify how changes in transportation and technology can influence the movement of people and/or goods in the world.
Analyze Global Interconnections	Analyze Global Interconnections
SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	EE.SS.6.19. N/A
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.	EE.SS.6.20. Explain how two historical developments are connected from a geographic or cultural context.

Content Anchor Standards	Alternate Content Anchor Standard
Compare Perspectives	Compare Perspectives
SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.	EE.SS.6.21. Identify how perspectives of people have changed throughout different historical eras.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.6.22. Explain multiple causes and effects of events and developments in the past.	EE.SS.6.22. N/A
Iowa History	Iowa History
SS.6.23. Compare Iowa's geography, natural resources and climate to other regions of the world.	EE.SS.6.23. Compare Iowa's geography, natural resources, and/or climates to another region of the world.

Content Anchor Standards	Alternate Content Anchor Standard
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants.	EE.SS.6.24. Identify how a person's needs and wants can impact their financial decisions.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.6.25. Demonstrate how to allocate income for spending, saving and giving.	EE.SS.6.25. Create a budget.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts.	EE.SS.6.26. N/A

Content Anchor Standards	Alternate Content Anchor Standard
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS.6.27. Identify the advantages and disadvantages of various savings tools.	EE.SS.6.27. N/A
Measure Risk Management Tools	Measure Risk Management Tools
SS.6.28. Describe how to protect one’s identity from common threats.	EE.SS.6.28. N/A

7th Grade: Contemporary Global Studies

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

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Constructing Compelling Questions	Construct Questions
SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.	EE.SS.7.1. Identify how the different social studies disciplines would answer a compelling question.
Constructing Supporting Questions	Constructing Supporting Questions
SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.	EE.SS.7.2. N/A
Gathering and Evaluating Sources	Gathering and Evaluating Sources
<p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p> <p>SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>EE.SS.7.3. With guided practice, gather relevant information from multiple sources after determining their credibility.</p> <p>EE.SS.7.4. N/A</p>
Developing Claims and Using Evidence	Developing Claims and Using Evidence
<p>SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <p>SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>EE.SS.7.5. With guided practice, identify evidence that strengthens a claim.</p> <p>EE.SS.7.6. With guided practice, identify a limitation of a claim.</p>

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

Content Anchor Standards	Alternate Content Anchor Standard
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
<p>SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.</p>	<p>EE.SS.7.13. Identify one factor such as social, political or economic that can influence behavior.</p>

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS.7.14. Examine what causes inequalities and how they exist within a society.	EE.SS.7.14. Identify a cause of social inequality.
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
<p>SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements.</p> <p>SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p>	<p>EE.SS.7.15. N/A</p> <p>EE.SS.7.16. N/A</p> <p>EE.SS.7.17. N/A</p>
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	EE.SS.7.18. N/A
Critique Exchange and Markets	Critique Exchange and Markets
SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.	EE.SS.7.19. N/A
Assess the Global Economy	Assess the Global Economy
SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.	EE.SS.7.20. Identify how trade policies impact the availability of goods and services.

Content Anchor Standards	Alternate Content Anchor Standard
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.	EE.SS.7.21. N/A
Analyze Global Interconnections	Analyze Global Interconnections
<p>SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <p>SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.</p>	<p>EE.SS.7.22. Describe how the location of natural resources and the production of goods influences world trade.</p> <p>EE.SS.7.23. Identify how changes in global populations affect land use in particular areas.</p>
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.7.24. Analyze connections among historical events and developments in contemporary global issues.	EE.SS.7.24. N/A
Compare Perspectives	Compare Perspectives
SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.	EE.SS.7.25. Identify how perspectives on contemporary issues have changed over time.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.	EE.SS.7.26. N/A
Iowa History	Iowa History
SS.7.27. Analyze the role that Iowa plays in contemporary global issues	EE.SS.7.27. Determine a connection between Iowa and a contemporary world issue.

Content Anchor Standards	Alternate Content Anchor Standard
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.7.28. Predict the relationship between financial goals and achievements.	EE.SS.7.28. N/A
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions.	EE.SS.7.29. Identify external factors that might influence a person's spending decisions.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.7.30. Explain an individual's rights and responsibilities as a consumer.	EE.SS.7.30. Identify rights and responsibilities of consumers.
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS.7.31. Explain how an investment differs from a savings account in potential risks and returns.	EE.SS.7.31. N/A

8th Grade: United States History and Civic Ideals

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

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

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

Content Anchor Standards	Alternate Content Anchor Standard
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
<p>SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens.</p>	<p>EE.SS.8.13. Indicate the powers and responsibilities of citizens.</p> <p>EE.SS.8.14. Indicate the purpose and functions of the branches of government.</p>
Engage in Economic Decision Making	Engage in Economic Decision Making
<p>SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>EE.SS.8.15. Identify how economic decisions can affect an individual.</p>
Critique Exchange and Markets	Critique Exchange and Markets
<p>SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.</p>	<p>EE.SS.8.16. Identify an early American innovation and provide details on how it impacted the market economy.</p>
Evaluate the National Economy	Evaluate the National Economy
<p>SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.</p>	<p>EE.SS.8.17. Describe regional economies throughout early American history.</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
<p>SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.</p>	<p>EE.SS.8.18. Identify how physical and human characteristics of a place or region influence culture.</p>

Content Anchor Standards	Alternate Content Anchor Standard
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.	EE.SS.8.19. Identify factors that caused people to migrate in early American history.
Analyze Global Interconnections	Analyze Global Interconnections
SS.8.20. Explain how global interconnections influenced early American history.	EE.SS.8.20. N/A
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.	EE.SS.8.21. Demonstrate connections between early American historical events.
Compare Perspectives	Compare Perspectives
SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	EE.SS.8.22. Identify how prevailing social, cultural, and/or political perspectives changed during early American history.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.8.23. Explain multiple causes and effects of events and developments in early American history.	EE.SS.8.23. Identify causes and effects of events/developments in Early American history.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.	EE.SS.8.24. Examine the source of information, the writer, its context, accuracy, and usefulness when researching historical events such. Examples are: The Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.
Iowa History	Iowa History

Content Anchor Standards	Alternate Content Anchor Standard
SS.8.25. Examine the evolution of the function and structure of government in Iowa.	EE.SS.8.25. Identify the structure of government in Iowa.

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

9-12 Social Studies

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Constructing Compelling Questions	Constructing Questions
<p>SS.9-12.1. Create compelling questions representing key ideas within the disciplines.</p>	<p>EE.SS.9-12.1. Create compelling questions representing key ideas within the disciplines.</p>
Constructing Supporting Questions	Constructing Supporting Questions
<p>SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>EE.SS.9-12. 2. Create supporting questions that contribute to the compelling question representing key ideas within the disciplines.</p>
Gathering and Evaluating Sources	Gathering and Evaluating Sources
<p>SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.</p>	<p>EE.SS.9-12.3. Gather relevant information to constructs response(s) to a compelling question using credible source(s).</p> <p>EE.SS.9-12.4. N/A</p>
Developing Claims and Using Evidence	Developing Claims and Using Evidence
<p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>EE.SS.9-12.5. Identify and compare evidence from multiple sources to revise or strengthen claims.</p> <p>EE.SS.9-12.6. N/A</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Communicating and Critiquing Conclusions	Communicating and Critiquing Conclusions
<p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p> <p>SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.</p>	<p>EE.SS.9-12.7. Construct an argument using evidence from 2 or more sources.</p> <p>EE.SS.9-12.8. N/A</p> <p>EE.SS.9-12.9. N/A</p> <p>EE.SS.9-12.10. Determine if a claim and/or evidence in an argument is true.</p>
Taking Informed Action	Taking Informed Action
<p>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.</p> <p>SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>	<p>EE.SS.9-12.11. Identify challenges and opportunities faced by others when taking action to address the problem.</p> <p>EE.SS.9-12.12. Choose a democratic strategy and procedure to make a decision and take action in their classroom.</p>

9-12 Behavioral Sciences

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

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction and Influence Between Individuals and Various Groups	Recognize the Interaction and Influence Between Individuals and Various Groups
<p>SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.</p> <p>SS-Psy.9-12.14. Examine how an individual’s involvement in a collective group can influence their individual thoughts and behaviors.</p> <p>SS-Psy.9-12.15. Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.</p>	<p>EE.SS-Psy.9-12.13. N/A</p> <p>EE.SS-Psy.9-12.14. N/A</p> <p>EE.SS-Psy.9-12.15. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standard
<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>	<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>
<p>SS-Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>SS-Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>SS-Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.</p> <p>SS-Psy.9-12.19. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.</p> <p>SS-Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.</p>	<p>EE.SS-Psy.9-12.16. N/A</p> <p>EE.SS-Psy.9-12.17. N/A</p> <p>EE.SS-Psy.9-12.18. N/A</p> <p>EE.SS-Psy.9-12.19. N/A</p> <p>EE.SS-Psy.9-12.20. N/A</p>
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>
<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p>	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standard
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	Apply Appropriate Research Procedures and Skills of a Behavioral Scientist
<p>SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge and develop ethical solutions to address those issues.</p>	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>

Content Anchor Standards	Alternate Content Anchor Standard
Recognize the Interaction and Influence Between Individuals and Various Groups	Recognize the Interaction and Influence Between Individuals and Various Groups
<p>SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.</p> <p>SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.</p> <p>SS-Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.</p> <p>SS-Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.</p>	<p>EE.SS-Soc.9-12.13. Identify a group and their societal norms and values for behavior within that group.</p> <p>EE.SS-Soc.9-12.14. Identify how individuals and groups can have an influence on a person's behavior.</p> <p>EE.SS-Soc.9-12.15. Identify different social inequalities and how they impact individuals and groups.</p> <p>EE.SS-Soc.9-12.16. N/A</p>
Examine Factors that Led to Continuity and Change in Human and Group Behavioral	Examine Factors that Led to Continuity and Change in Human and Group Behavioral

Content Anchor Standards	Alternate Content Anchor Standard
<p>SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.</p> <p>SS-Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.</p> <p>SS-Soc.9-12.19. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.</p> <p>SS-Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.</p>	<p>EE.SS-Soc.9-12.17. N/A</p> <p>EE.SS-Soc.9-12.18. N/A</p> <p>EE.SS-Soc.9-12.19. N/A</p> <p>EE.SS-Soc.9-12.20. N/A</p>
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>
<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p> <p>SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge and develop ethical solutions to address those issues.</p>	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p> <p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>

9-12 Civics and Government

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

Content Anchor Standards	Alternate Content Anchor Standard
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
<p>SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order.</p> <p>SS-Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time.</p> <p>SS-Gov.9-12.15. 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.</p> <p>SS-Gov.9-12.16. Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.</p> <p>SS-Gov.9-12.17. Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics.</p> <p>SS-Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations.</p>	<p>EE.SS-Gov.9-12.13. Compare the powers and responsibilities of local, state, and national political institutions and the role of government in maintaining order.</p> <p>EE.SS-Gov.9-12.14. Determine the role of citizens in the U.S. political system, with attention to the definition of who is a citizen and how that definition has changed over time.</p> <p>EE.SS-Gov.9-12.15. N/A</p> <p>EE.SS-Gov.9-12.16. Determine how the US Constitution establishes laws, governmental powers and responsibilities, as well as limits to a government.</p> <p>EE.SS-Gov.9-12.17. N/A</p> <p>EE.SS-Gov.9-12.18. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standard
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
<p>SS-Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.</p> <p>SS-Gov.9-12.20. Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.</p> <p>SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one’s political decisions.</p> <p>SS-Gov.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles.</p>	<p>EE.SS-Gov.9-12.19. Indicate how political actions (voting, debate, contacting officials, etc.) can lead to change in government/policy.</p> <p>EE.SS-Gov.9-12.20. Identify how civic value helps support a well-functioning democracy.</p> <p>EE.SS-Gov.9-12.21. N/A</p> <p>EE.SS-Gov.9-12.22. N/A</p>
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels.</p> <p>SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.</p> <p>SS-Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics.</p> <p>SS-Gov.9-12.26. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter</p>	<p>EE.SS-Gov.9-12.23. N/A</p> <p>EE.SS-Gov.9-12.24. N/A</p> <p>EE.SS-Gov.9-12.25. N/A</p> <p>EE.SS-Gov.9-12.26. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standard
demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating.	
Iowa History	Iowa History
<p>SS-Gov.9-12.27. Compare and contrast the institutions and systems of Iowa government and politics that are unique to the state including but not limited to Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands.</p> <p>SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.</p>	<p>EE.SS-Gov.9-12.27. Identify the unique systems and institutions in Iowa government and politics (i.e. presidential selection).</p> <p>EE.SS-Gov.9-12.28. Identify local and state issues in Iowa.</p>

9-12 Economics

The economics standards promote the concepts and tools necessary for economic decision making in order to help understand the interaction between buyers and sellers in markets, working of the national economy, and the interactions within the global marketplace.

Content Anchor Standards	Alternate Content Anchor Standards
Engage in Economic Decision Making	Engage in Economic Decision Making
<p>SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions.</p> <p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p>	<p>EE.SS-Econ.9-12.13. Identify what scarcity is and how it affects personal economic choices.</p> <p>EE.SS-Econ.9-12.14. N/A</p>
Critique Exchange and Markets	Critique Exchange and Markets
<p>SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.</p> <p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p> <p>SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p> <p>SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS-Econ.9-12.19. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p>	<p>EE.SS-Econ.9-12.15. Identify the factors that need to be considered when producing a good or service.</p> <p>EE.SS-Econ.9-12.16. Identify how competition and supply and demand can affect the price of a product.</p> <p>EE.SS-Econ.9-12.17. N/A</p> <p>EE.SS-Econ.9-12.18. Identify how government policies can alter market outcomes.</p> <p>EE.SS-Econ.9-12.19. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Evaluate the National Economy	Evaluate the National Economy
SS-Econ.9-12.20. Use economic indicators to evaluate economic conditions.	EE.SS-Econ.9-12.20. N/A
Assess the Global Economy	Assess the Global Economy
<p>SS-Econ.9-12.21. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>SS-Econ.9-12.22. Explain the role of specialization in trade.</p> <p>SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.</p>	<p>EE.SS-Econ.9-12.21. N/A</p> <p>EE.SS-Econ.9-12.22. N/A</p> <p>EE.SS-Econ.9-12.23. N/A</p>
Iowa History	Iowa History
SS-Econ.9-12.24. Analyze how national and global economic issues and systems impact Iowa's economy.	EE.SS-Econ.9-12.24. N/A

9-12 Financial Literacy

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

Content Anchor Standards	Alternate Content Anchor Standards
Develop Financial and Career Goals	Develop Financial and Career Goals
<p>SS-FL.9-12.13. Develop short- and long-term financial goals.</p> <p>SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living.</p>	<p>EE.SS-FL.9-12.13. Develop financial and career goals considering career options and the effect on the standard of living.</p> <p>EE.SS-FL.9-12.14. N/A</p>
Create a Saving and Spending Plan	Create a Saving and Spending Plan
<p>SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income.</p> <p>SS-FL.9-12.16. Develop a saving and spending plan using a financial recordkeeping tool.</p>	<p>EE.SS-FL.9-12.15. N/A</p> <p>EE.SS-FL.9-12.16. Develop a saving and spending plan based the effect of different factors on income such as taxes.</p>
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
<p>SS-FL.9-12.17. Apply consumer skills to saving and spending decisions.</p> <p>SS-FL.9-12.18. Analyze the cost and benefits of different types of credit and debt.</p> <p>SS-FL.9-12.19. Summarize a borrower's rights and responsibilities.</p> <p>SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively.</p>	<p>EE.SS-FL.9-12.17. N/A</p> <p>EE.SS-FL.9-12.18. Identify the difference between credit and debt, wants and needs, and the impacts of those concepts, and how they can affect your income level.</p> <p>EE.SS-FL.9-12.19. N/A</p> <p>EE.SS-FL.9-12.20. N/A</p>
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
<p>SS-FL.9-12.21. Evaluate short-term savings tools.</p>	<p>EE.SS-FL.9-12.21. Identify short-term savings tools.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Measure Risk Management Tools	Measure Risk Management Tools
<p>SS-FL.9-12.22. Apply investment tools to meet financial goals. Measure Risk Management Tools.</p> <p>SS-FL.9-12.23. Justify reasons to use various forms of insurance.</p> <p>SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud.</p>	<p>EE.SS-FL.9-12.22. N/A</p> <p>EE.SS-FL.9-12.23. Identify a reason to use health, auto, home, and life insurance.</p> <p>EE.SS-FL.9-12.24. Identify multiple strategies for protection of personal identify and fraud.</p>

9-12 Geography

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

Content Anchor Standards	Alternate Content Anchor Standards
Create Geographic Representations	Create Geographic Representations
<p>SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics</p> <p>SS-Geo.9-12.14. Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.</p>	<p>EE.SS-Geo.9-12.13. N/A</p> <p>EE.SS-Geo.9-12.14. Utilize a geographic representation (such as a map or globe) to explain how different places and regions are connected.</p> <p>EE.SS-Geo.9-12.15. N/A</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
<p>SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.</p> <p>SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.</p> <p>SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>EE.SS-Geo 9-12.16-18. Describe how humans living in a particular area can impact their environment, and how their physical environment can influence how humans live in that area.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
<p>SS-Geo.9-12.19. Analyze the reciprocal relationship between historical events and the spatial diffusion of ideas, technologies, cultural practices and the distribution of human population.</p> <p>SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.</p>	<p>EE.SS-Geo 9-12.19. Describe how a historical event can lead to the spreading of ideas, technologies, and cultural practices, as well as the distribution of human population.</p> <p>EE.SS-Geo 9-12.20. Explain the impact of economic activities and political decisions within an urban, suburban and/or rural region.</p>
Analyze Global Interconnections	Analyze Global Interconnections
<p>SS-Geo.9-12.21. Analyze how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>SS-Geo.9-12.22. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p>SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>EE.SS-Geo 9-12.21. Determine how a change in the environment and cultural characteristic influence trade and land use.</p> <p>EE.SS-Geo 9-12.22. Determine how using scarce resources contributes to conflict within and among countries.</p> <p>EE.SS-Geo 9-12.23. Determine how human-made and natural catastrophes affect trade, politics, and human migration.</p>
Iowa History	Iowa History
<p>SS-Geo.9-12.24. Identify and evaluate Iowans or groups of Iowans who have influenced Iowa's environmental or cultural geography.</p>	<p>EE.SS-Geo.9-12.24. Provide facts and details about the impact Iowans have had on Iowa's environmental or cultural geography.</p>

9-12 United States History

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

Content Anchor Standards	Alternate Content Anchor Standards
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.	EE.SS-US.9-12.13. Determine how diverse ideologies impacted political and social institutions during eras such as, Reconstruction, the Progressive Era, and the Civil Rights movement.
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.	EE.SS-US.9-12.14. Describe the impact of gender roles on economic, political, and social life in the US.
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties.	EE.SS-US.9-12.15. Explain how individuals and/or reform movements influenced changes to civil rights and liberties.
Evaluate the National Economy	Evaluate the National Economy
SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.	EE.SS-US.9-12.16. Describe key events during the Great Depression that impacted the economic system.

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
<p>SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.</p> <p>SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.</p>	<p>EE.SS-US.9-12.17. Identify the patterns and/or responses to immigration (on the development of American culture and law).</p> <p>EE.SS-US.9-12.18. Identify how changes in population patterns, urbanization, segregation, types of migration within regions of the US impacted social, political and/or economic structures.</p>
Analyze Global Interconnections	Analyze Global Interconnections
<p>SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.</p> <p>SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.</p>	<p>EE.SS-US.9-12.19. Describe how the role of the US in the world has changed over time.</p> <p>EE.SS-US.9-12.20. N/A</p>
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.</p> <p>SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.</p>	<p>EE.SS-US 9-12.21. Identify a change across eras from Civil War to modern America.</p> <p>EE.SS-US 9-12.22. Determine the impact of an invention on the American society.</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence

Content Anchor Standards	Alternate Content Anchor Standards
<p>SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>	<p>EE.SS-US.9-12.23. N/A</p> <p>EE.SS-US 9-12.24. Utilize a primary source of information and provide 2-3 details about one of the following: The Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>
Compare Perspectives	Compare Perspectives
<p>SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.</p>	<p>EE.SS-US.9-12.25. Describe how regional, racial, ethnic, and gender perspectives influenced American history and/or culture.</p>
Justify Causation and Argumentation	Justify Causation and Argumentation
<p>SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.</p>	<p>EE.SS-US.9-12.26. Determine multiple causes and effects of historical events in American history including, but not limited to Civil War, World War I and II the Korean Way and the Vietnam War.</p>
Iowa History	Iowa History
<p>SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.</p>	<p>EE.SS-US.9-12.27. Provide facts and details about lowans or groups of lowans who have influenced US history.</p>

9-12 World History

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

Content Anchor Standards	Alternate Content Anchor Standards
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	EE.SS-WH.9-12.13. Describe the impact of culture on societies.
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control.	EE.SS-WH.9-12.14. Compare how two systems of government, (such as monarchies, democracies/republics, empires, and dictatorships) maintain order and/or control.
Assess the Global Economy	Assess the Global Economy
SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.	EE.SS-WH.9-12.15. Compare various economic and/or labor systems within societies.
SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.	EE.SS-WH.9-12.16. Describe ways in which trade, commerce, and/or industrialization affected societies.
Analyze Global Interconnections	Analyze Global Interconnections
SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.	EE.SS-WH.9-12.17. Determine the consequences of human made and/or natural catastrophes on global trade, politics, and/or human migration.
SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.	EE.SS-WH.9-12.18. Determine the impact of conflict on international relations.
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns

Content Anchor Standards	Alternate Content Anchor Standards
SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.	EE.SS-WH.9-12.19. Explain how movement of people affects culture.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.</p> <p>SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.</p> <p>SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.</p>	<p>EE.SS-WH.9-12.20. Identify methods used to change or expand systems of power and/or authority.</p> <p>EE.SS-WH.9-12.21. Identify how belief systems, ideologies, the arts and sciences, and/or technology can lead to cultural advancements within a society.</p> <p>EE.SS-WH.9-12.22. Identify the influence of social, political, and/or economic developments on gender roles and/or social status.</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS-WH.9-12.23. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.	EE.SS-WH.9-12.23. Describe primary and secondary sources of information with attention to the sources, the context, and how useful it is throughout world history.
Compare Perspectives	Compare Perspectives
SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.	EE.SS-WH.9-12.24. Describe how the perspective of individuals and societies impact world history.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.	EE.SS-WH.9-12.25. Provide facts, and details about multiple causes of historical events within world history.
Iowa History	Iowa History

Content Anchor Standards	Alternate Content Anchor Standards
SS-WH.9-12.26. Assess lowans or groups of lowans who have influenced world history.	EE.SS-WH.9-12.26. Provide facts and details of how lowans or groups of lowans have influenced world history and their contribution.

K-12 Inquiry Standards Progressions

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Constructing Compelling Questions	Constructing Questions
<p>SS.K.1. Recognize a compelling question.</p> <p>SS.K.2. Identify the relationship between compelling and supporting questions.</p>	<p>EE.SS.K.1. With guidance and support, recognize a question about a familiar topic.</p> <p>EE.SS.K.2. N/A</p>
<p>SS.1.1. Explain why a compelling question is important.</p> <p>SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.</p>	<p>EE.SS.1.1. With guidance and support identify the compelling question about a familiar topic.</p> <p>EE.SS.1.2. N/A</p>
<p>SS.2.1. Explain why a compelling question is important.</p>	<p>EE.SS.2.1. With guidance and support identify a compelling question with an unfamiliar topic.</p>
<p>SS.3.1. Identify disciplinary ideas associated with a compelling question.</p>	<p>EE.SS.3.1. Identify supporting questions for a compelling question with a familiar inquiry.</p>
<p>SS.4.1. Explain how a compelling question represents key ideas in the field.</p>	<p>EE.SS.4.1. Identify a supporting question that answers the compelling question in a familiar inquiry.</p>
<p>SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.</p>	<p>EE.SS.5.1. N/A</p>
<p>SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.</p>	<p>EE.SS.6.1. Describe the relationship between a compelling question and a supporting question within a disciplinary concept.</p>
<p>SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.</p>	<p>EE.SS.7.1. Identify how the different social studies disciplines would answer a compelling question.</p>
<p>SS.8.1. Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.</p>	<p>EE.SS.8.1. Compare how the different social studies disciplines would answer a compelling question.</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
SS.9-12.1. Create compelling questions representing key ideas within the disciplines.	EE.SS.9-12.1. Create compelling questions representing key ideas within the disciplines.

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Constructing Supporting Questions	Constructing Supporting Questions
Kindergarten N/A	Kindergarten N/A
1st Grade N/A	1st Grade N/A
SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	EE.SS.2.2. N/A
SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.	EE.SS.3.2. N/A
SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	EE.SS.4.2. N/A
SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	EE.SS.5.2. Identify supporting questions that answer the compelling question in a familiar inquiry.
SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.	EE.SS.6.2. N/A
SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.	EE.SS.7.2. N/A
SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry	EE.SS.8.2. N/A

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.	EE.SS.9-12. 2. Create supporting questions that contribute to the compelling question representing key ideas within the disciplines.

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Communicating and Critiquing Conclusions	Communicating and Critiquing Conclusions
SS.K.3. Construct responses to compelling questions using examples.	EE.SS.K.3. N/A
SS.1.4. Construct responses to compelling questions using examples.	EE.SS.1.4. With guidance and support, identify an example that could be used to answer a compelling question.
SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	EE.SS.2.4. Identify an example that could be used to answer a compelling question.
SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details	EE.SS.3.5. Answer a compelling question with an example.
SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	EE.SS.4.4. Identify responses to a compelling question that use relevant details.
SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	EE.SS.5.5. With teacher direction, construct responses to a compelling question.
SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.	EE.SS.6.7. With teacher direction, construct and communicate responses to compelling questions based on credible sources.
SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.	EE.SS.6.8. N/A
SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.	EE.SS.6.9. N/A
	EE.SS.6.10. N/A

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.6.10. With teacher direction, analyze the disciplinary arguments of peers for credibility</p>	
<p>SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.</p> <p>SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>EE.SS.7.7. Construct a response to a compelling question based on credible sources.</p> <p>EE.SS.7.8. Present a response to a compelling question using a variety of media.</p> <p>EE.SS.7.9. N/A</p>
<p>SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.</p> <p>SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p> <p>SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.</p>	<p>EE.SS.8.8. Constructs response(s) to a compelling question using credible source(s).</p> <p>EE.SS.8.9. N/A</p> <p>EE.SS.8.10. N/A</p>
<p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p> <p>SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p>	<p>EE.SS.9-12.7. Construct an argument using evidence from 2 or more sources.</p> <p>EE.SS.9-12.8. N/A</p> <p>EE.SS.9-12.9. N/A</p> <p>EE.SS.9-12.10. Determine if a claim and/or evidence in an argument is true.</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.</p>	

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>Gathering and Evaluating Sources</p>	<p>Gathering and Evaluating Sources</p>
<p>Kindergarten N/A</p>	<p>Kindergarten N/A</p>
<p>1st Grade N/A</p>	<p>1st Grade N/A</p>
<p>SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p>	<p>EE.SS.2.3. With guidance and support, identify what characteristics make a source primary or secondary.</p>
<p>SS.3.3. Determine the credibility of one source.</p>	<p>EE.SS.3.3. Determine if a source is fact or opinion.</p>
<p>4th Grade N/A</p>	<p>4th Grade N/A</p>
<p>SS.5.3. Determine the credibility of multiple sources.</p>	<p>EE.SS.5.3. Determine how to tell if a source is credible.</p>
<p>SS.6.3. 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. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>EE.SS.6.3. Determine if a source is fact or opinion.</p> <p>EE.SS.6.4. N/A</p>
<p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p> <p>SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>EE.SS.7.3. With guided practice, gather relevant information from multiple sources after determining their credibility.</p> <p>EE.SS.7.4. N/A</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>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.</p> <p>SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>EE.SS.8.3. Locate and relevant information from multiple sources and determine its credibility.</p> <p>EE.SS.8.4. N/A</p>
<p>SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.</p>	<p>EE.SS.9-12.3. Gather relevant information to constructs response(s) to a compelling question using credible source(s).</p> <p>EE.SS.9-12.4. N/A</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Developing Claims and Using Evidence	Developing Claims and Using Evidence
Kindergarten N/A	Kindergarten N/A
1st Grade N/A	1st Grade N/A
2nd Grade N/A	2nd Grade N/A
<p>SS.3.4. Cite evidence that supports a response to supporting or compelling questions.</p>	<p>EE.SS.3.4. Identify evidence related to a compelling question.</p>
<p>SS.4.3. Cite evidence that supports a response to supporting or compelling questions.</p>	<p>EE.SS.4.3. Identify a response to a compelling question that uses evidence.</p>
<p>SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p>	<p>EE.SS.5.4. Cite evidence from sources that support a response to a compelling question.</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <p>SS.6.6. With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>EE.SS.6.5. With guidance and support, identify evidence that draws information from 1 perspective of a source to support claims.</p> <p>EE.SS.6.6. With guidance and support, identify a claim and point out a strength of the claim.</p>
<p>SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <p>SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>EE.SS.7.5. With guided practice, identify evidence that strengthens a claim.</p> <p>EE.SS.7.6. With guided practice, identify a limitation of a claim.</p>
<p>SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p> <p>SS.8.6. Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.</p>	<p>EE.SS.8.5. Identify evidence that draws information from multiple perspectives and sources to support claims.</p> <p>EE.SS.8.6. Identify a claim and determine a strength of the claim.</p> <p>EE.SS.8.7. Construct arguments using claims and evidence from 1-2 sources.</p>
<p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>EE.SS.9-12.5. Identify and compare evidence from multiple sources to revise or strengthen claims.</p> <p>EE.SS.9-12.6. N/A</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
Taking Informed Action	Taking Informed Action
<p>SS.K.4. Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.K.4 With guidance and support, identify a civic problem in their classroom.</p> <p>EE.SS.K.5. N/A</p>
<p>SS.1.5. Take group or individual action to help address local, regional, and/or global problems. SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.1.5. With guidance and support, identify the decision about a civic problem in the classroom.</p> <p>EE.SS.1.6. N/A</p>
<p>SS.2.5. Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.2.5. With guidance and support, identifies the decision about a civic problem in the classroom and participate in the group or individual action.</p> <p>EE.SS.2.6. NA</p>
<p>SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.3.6. N/A</p> <p>EE.SS.3.7. Identify a civic problem within their classroom or community, and work with other partner(s) to create a possible solution</p>
<p>SS.4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	<p>EE.SS.4.5. Identify a civic problem within their classroom or community, and one possible consequence of an action to solve that problem.</p> <p>EE.SS.4.6. N/A</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>	
<p>SS.5.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.</p>	<p>EE.SS.5.6. Predict outcomes when taking action to address a problem.</p> <p>EE.SS.5.7. N/A</p>
<p>SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p> <p>SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	<p>EE.SS.6.11. Identify consequences of actions when taking action to address problems.</p> <p>EE.SS.6.12. Identify a democratic procedure to make decisions in the classroom or community.</p>
<p>SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.</p> <p>SS.7.11. Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</p> <p>SS.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	<p>EE.SS.7.10. Compares the consequence(s) of their (group) actions when taking action to address problems.</p> <p>EE.SS.7.11. N/A</p> <p>EE.SS.7.12. Choose a democratic procedure to make decisions in the classroom or community.</p>
<p>SS.8.11. Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>EE.SS.8.11. Identify challenges people face and opportunities created when taking action to address local and regional problems.</p> <p>EE.SS.8.12. Choose from multiple democratic procedures to make decisions and take action in the classroom, school, and community.</p>

Inquiry Anchor Standard	Alternate Inquiry Anchor Standard
<p>SS.8.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	
<p>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.</p> <p>SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>	<p>EE.SS.9-12.11. Identify challenges and opportunities faced by others when taking action to address the problem.</p> <p>EE.SS.9-12.12. Choose a democratic strategy and procedure to make a decision and take action in their classroom.</p>

K-12 Standards Progressions

Behavioral Sciences

Content Anchor Standards	Alternate Content Anchor Standards
<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>	<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>
<p>SS.K.6. Describe students' roles in different groups of which they are members including their family, school, and community.</p> <p>SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</p>	<p>EE.SS.K.6. With guidance and support, identify one role within the student's family, school, or community.</p> <p>EE.SS.K.7. With guidance and support identify one way in which students are alike and different within one social category".</p>
<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>Recognize the Interaction Between the Individual and Various Groups</p>
<p>SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.</p>	<p>EE.SS.1.7. N/A</p>
<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>	<p>Recognize the Interaction Between the Individual and Various Groups Examine Factors that Led to Continuity and Change on Human Development and Behavior</p>
<p>SS.1.8. Identify students' own cultural practices and those of others within the community and around the world</p>	<p>EE.SS.1.8. With guidance and support, identify one cultural practice within your community or around the world.</p>
<p>Recognize the Interaction Between the Individual and Various Groups</p>	<p>Recognize the Interaction Between the Individual and Various Groups</p>
<p>SS.2.7. Explain how people from different groups work through conflict when solving a community problem</p>	<p>EE.SS.2.7. With guidance and support, identify two different points of view to address a community problem.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	EE.SS.3.8. N/A
Examine Factors that Led to Continuity and Change on Human Development and Behavior	Examine Factors that Led to Continuity and Change on Human Development and Behavior
SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.	EE.SS.3.9. Compare the treatment of a demographic group in the past and present.
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
SS.4.7. Explain causes of conflict or collaboration among different social groups.	EE.SS.4.7. Identify one cause of conflict or collaboration among different social groups.
Recognize the Interaction Between the Individual and Various Groups	Recognize the Interaction Between the Individual and Various Groups
SS.5.8. Analyze how rights and laws influence interactions between groups in society.	EE.SS.5.8. N/A
Examine Factors that Led to Continuity and Change on Human Development and Behavior	Examine Factors that Led to Continuity and Change on Human Development and Behavior
SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.	EE.SS.5.9. Identify a strategy that one demographic group has used to ensure its rights.
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	EE.SS.6.13. Identify a culture by its beliefs and values.

Content Anchor Standards	Alternate Content Anchor Standards
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.	EE.SS.6.14. Identify how groups form in our society.
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.	EE.SS.7.13. Identify one factor such as social, political or economic that can influence behavior.
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS.7.14. Examine what causes inequalities and how they exist within a society.	EE.SS.7.14. Identify a cause of social inequality.
Recognize the Interaction and Influence Between Individuals and Various Groups	Recognize the Interaction and Influence Between Individuals and Various Groups
<p>SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.</p> <p>SS-Psy.9-12.14. Examine how an individual’s involvement in a collective group can influence their individual thoughts and behaviors.</p> <p>SS-Psy.9-12.15. Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.</p>	<p>EE.SS-Psy.9-12.13. N/A</p> <p>EE.SS-Psy.9-12.14. N/A</p> <p>EE.SS-Psy.9-12.15. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>	<p>Examine Factors that Led to Continuity and Change in Human and Group Behavioral</p>
<p>SS-Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>SS-Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>SS-Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.</p> <p>SS-Psy.9-12.19. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.</p> <p>SS-Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.</p>	<p>EE.SS-Psy.9-12.16. N/A</p> <p>EE.SS-Psy.9-12.17. N/A</p> <p>EE.SS-Psy.9-12.18. N/A</p> <p>EE.SS-Psy.9-12.19. N/A</p> <p>EE.SS-Psy.9-12.20. N/A</p>
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>
<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p>	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>	<p>Apply Appropriate Research Procedures and Skills of a Behavioral Scientist</p>
<p>SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge and develop ethical solutions to address those issues.</p>	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>
<p>Recognize the Interaction and Influence Between Individuals and Various Groups</p>	<p>Recognize the Interaction and Influence Between Individuals and Various Groups</p>
<p>SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.</p> <p>SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.</p> <p>SS-Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.</p> <p>SS-Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.</p>	<p>EE.SS-Soc.9-12.13. Identify a group and their societal norms and values for behavior within that group.</p> <p>EE.SS-Soc.9-12.14. Identify how individuals and groups can have an influence on a person’s behavior.</p> <p>EE.SS-Soc.9-12.15. Identify different social inequalities and how they impact individuals and groups.</p> <p>EE.SS-Soc.9-12.16. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Examine Factors that Led to Continuity and Change in Human and Group Behavioral	Examine Factors that Led to Continuity and Change in Human and Group Behavioral
<p>SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.</p> <p>SS-Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.</p> <p>SS-Soc.9-12.19. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.</p> <p>SS-Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.</p>	<p>EE.SS-Soc.9-12.17. N/A</p> <p>EE.SS-Soc.9-12.18. N/A</p> <p>EE.SS-Soc.9-12.19. N/A</p> <p>EE.SS-Soc.9-12.20. N/A</p>
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	Apply Appropriate Research Procedures and Skills of a Behavioral Scientist
<p>SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.</p>	<p>EE.SS-Psy.9-12.21./SS-Soc.9-12.21. N/A</p> <p>EE.SS-Psy.9-12.21./SS-Soc.9-12.22. N/A</p>
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	Apply Appropriate Research Procedures and Skills of a Behavioral Scientist
<p>SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge and develop ethical solutions to address those issues.</p>	<p>EE.SS-Psy.9-12.23/EE.SS-Soc.9-12.23 Identify social issues within society and propose ethical solutions to address the problem.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Examine Factors that Led to Continuity and Change in Human and Group Behavior	Examine Factors that Led to Continuity and Change in Human and Group Behavior
SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.	EE.SS-US.9-12.13. Determine how diverse ideologies impacted political and social institutions during eras such as, Reconstruction, the Progressive Era, and the Civil Rights movement.
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.	EE.SS-US.9-12.14. Describe the impact of gender roles on economic, political, and social life in the US.
Recognize the Interaction Between Individuals and Various Groups	Recognize the Interaction Between Individuals and Various Groups
SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	EE.SS-WH.9-12.13. Describe the impact of culture on societies.

Civics and Government

Content Anchor Standards	Alternate Content Anchor Standards
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities.	EE.SS.K.8. With guidance and support, identify one way in which people work together to make a decision.
SS.K.9. Compare and contrast rules from different places.	EE.SS.K.9. With guidance and support, identify one school rule and one community rule.

Content Anchor Standards	Alternate Content Anchor Standards
Apply Civic Virtues and Democratic Principles Interpret Processes, Rules and Laws	Apply Civic Virtues and Democratic Principles Interpret Processes, Rules and Laws
<p>SS.1.9. Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p> <p>SS.1.10. Compare and contrast rules or laws within different communities and cultures.</p>	<p>EE.SS.1.9. N/A</p> <p>EE.SS.1.10. With guidance and support, identify rights, rules or laws that are specific to a community or culture.</p>
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
SS.2.8. Explain the purpose of different government functions.	EE.SS.2.8. With guidance and support, identify a purpose of government.
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS.2.9. Develop an opinion on a decision about a local issue.	EE.SS.2.9. With guidance and support, identifies their opinion on a decision about a local issue.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
SS.2.10. Determine effective strategies for solving particular community problems.	EE.SS.2.10. With guidance and support, identify a community problem and solutions to the problem.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS.3.10. Explain how rules and laws impact society.</p> <p>SS.3.11. Provide examples of historical and contemporary ways that societies have changed.</p>	<p>EE.SS.3.10. Identify consequences of following or breaking rules/laws.</p> <p>EE.SS.3.11. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS.4.8. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities.	EE.SS.4.8. Identify how democratic principles guide government, societies, and/or communities.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS.4.9. Explain how the enforcement of a specific ruling or law changed society.</p> <p>SS.4.10. Describe how societies have changed in the past and continue to change.</p>	<p>EE.SS.4.9. Identify how the enforcement of a law changed society (i.e. seat belts, speed limits).</p> <p>EE.SS.4.10. N/A</p>
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.	EE.SS.5.10. Determine a way in which the Declaration of Independence and the Constitution impacted society.
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society.</p> <p>SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.</p>	<p>EE.SS.5.11. Identify a process people can use to change laws/rules in the classroom, school, government, and/or society.</p> <p>EE.SS.5.12. Identify how a law has changed over time.</p>
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.	<p>EE.SS.7.15. N/A</p> <p>EE.SS.7.16. N/A</p> <p>EE.SS.7.17. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
<p>SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements.</p> <p>SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p>	
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
<p>SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens.</p>	<p>EE.SS.8.13. Indicate the powers and responsibilities of citizens.</p> <p>EE.SS.8.14. Indicate the purpose and functions of the branches of government.</p>
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
<p>SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order.</p> <p>SS-Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time.</p> <p>SS-Gov.9-12.15. 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.</p>	<p>EE.SS-Gov.9-12.13. Compare the powers and responsibilities of local, state, and national political institutions and the role of government in maintaining order.</p> <p>EE.SS-Gov.9-12.14. Determine the role of citizens in the U.S. political system, with attention to the definition of who is a citizen and how that definition has changed over time.</p> <p>EE.SS-Gov.9-12.15. N/A</p> <p>EE.SS-Gov.9-12.16. Determine how the US Constitution establishes laws, governmental powers and responsibilities, as well as limits to a government.</p> <p>EE.SS-Gov.9-12.17. N/A</p> <p>EE.SS-Gov.9-12.18. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
<p>SS-Gov.9-12.16. Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.</p> <p>SS-Gov.9-12.17. Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics.</p> <p>SS-Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations.</p>	
<p>Apply Civic Virtues and Democratic Principles</p>	<p>Apply Civic Virtues and Democratic Principles</p>
<p>SS-Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.</p> <p>SS-Gov.9-12.20. Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.</p> <p>SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions.</p> <p>SS-Gov.9-12.22. Identify and evaluate the contributions of lowans who have played a role in promoting civic and democratic principles.</p>	<p>EE.SS-Gov.9-12.19. Indicate how political actions (voting, debate, contacting officials, etc.) can lead to change in government/policy.</p> <p>EE.SS-Gov.9-12.20. Identify how civic value helps support a well-functioning democracy.</p> <p>EE.SS-Gov.9-12.21. N/A</p> <p>EE.SS-Gov.9-12.22. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Interpret Processes, Rules and Laws	Interpret Processes, Rules and Laws
<p>SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels.</p> <p>SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.</p> <p>SS-Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics.</p> <p>SS-Gov.9-12.26. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating.</p>	<p>EE.SS-Gov.9-12.23. N/A</p> <p>EE.SS-Gov.9-12.24. N/A</p> <p>EE.SS-Gov.9-12.25. N/A</p> <p>EE.SS-Gov.9-12.26. N/A</p>
Apply Civic Virtues and Democratic Principles	Apply Civic Virtues and Democratic Principles
SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties.	EE.SS-US.9-12.15. Explain how individuals and/or reform movements influenced changes to civil rights and liberties.
Analyze Civic and Political Institutions	Analyze Civic and Political Institutions
SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control.	EE.SS-WH.9-12.14. Compare how two systems of government, (such as monarchies, democracies/republics, empires, and dictatorships) maintain order and/or control.

Economics

Content Anchor Standards	Alternate Content Anchor Standards
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.K.10. Give examples of choices that are made because of scarcity.	EE.SS.K.10. N/A
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.	EE.SS.1.11. With guidance and support, identify local goods and services.
Assess the Global Economy	Assess the Global Economy
SS.1.12. Explain why people in one country trade goods and services with people in other countries.	EE.SS.1.12. With guidance and support, identify what goods and services are traded with other countries.
Evaluate the National Economy	Evaluate the National Economy
SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	EE.SS.2.11. With guidance and support, identify the difference between needs and wants.
SS.2.12. Identify how people use natural resources to produce goods and services.	EE.SS.2.12. Identify natural resources and how they can be used.
SS.2.13. Describe examples of the goods and services that governments provide	EE.SS.2.13. Identify goods and services the government provides.
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.	EE.SS.3.12. N/A
Critique Exchange and Markets	Critique Exchange and Markets
SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	EE.SS.3.13. Identify how people use natural resources and human resources to produce goods and services

Content Anchor Standards	Alternate Content Anchor Standards
SS.3.14. Describe the role of various financial institutions in an economy.	EE.SS.3.14. Identify the role of a financial institution in an economy. (i.e. banks, businesses).
Assess the Global Economy	Assess the Global Economy
SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	EE.SS.3.15. N/A
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice	EE.SS.4.11. N/A
Critique Exchange and Markets	Critique Exchange and Markets
SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services SS.4.13. Compare and contrast different ways that the government interacts with the economy.	EE.SS.4.12. N/A EE.SS.4.13. N/A
Evaluate the National Economy	Evaluate the National Economy
SS.4.14. Explain the reasons why the costs of goods and services rise and fall.	EE.SS.4.14. Identify a reason why the cost of goods and services change.
Critique Exchange and Markets	Critique Exchange and Markets
SS.5.13. Describe how goods and services are produced and distributed domestically and globally.	EE.SS.5.13. Identify how goods and services are produced and distributed.
Evaluate the National Economy	Evaluate the National Economy
SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.	EE.SS.5.14. Determine the purpose of taxes and how the government uses taxes to provide goods and services.

Content Anchor Standards	Alternate Content Anchor Standards
Assess the Global Economy	Assess the Global Economy
SS.5.15. Explain how trade impacts relationships between countries.	EE.SS.5.15. Identify how countries benefit from trading.
Assess the Global Economy	Assess the Global Economy
SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.	EE.SS.6.15. Identify characteristics of an economic system.
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	EE.SS.7.18. N/A
Critique Exchange and Markets	Critique Exchange and Markets
SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.	EE.SS.7.19. N/A
Assess the Global Economy	Assess the Global Economy
SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.	EE.SS.7.20. Identify how trade policies impact the availability of goods and services.
Engage in Economic Decision Making	Engage in Economic Decision Making
SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	EE.SS.8.15. Identify how economic decisions can affect an individual.
Critique Exchange and Markets	Critique Exchange and Markets
SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.	EE.SS.8.16. Identify an early American innovation and provide details on how it impacted the market economy.

Content Anchor Standards	Alternate Content Anchor Standards
Evaluate the National Economy	Evaluate the National Economy
SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.	EE.SS.8.17. Describe regional economies throughout early American history.
Engage in Economic Decision Making	Engage in Economic Decision Making
<p>SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions.</p> <p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p>	<p>EE.SS-Econ.9-12.13. Identify what scarcity is and how it affects personal economic choices.</p> <p>EE.SS-Econ.9-12.14. N/A</p>
Critique Exchange and Markets	Critique Exchange and Markets
<p>SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.</p> <p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p> <p>SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p> <p>SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS-Econ.9-12.19. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p>	<p>EE.SS-Econ.9-12.15. Identify the factors that need to be considered when producing a good or service.</p> <p>EE.SS-Econ.9-12.16. Identify how competition and supply and demand can affect the price of a product.</p> <p>EE.SS-Econ.9-12.17. N/A</p> <p>EE.SS-Econ.9-12.18. Identify how government policies can alter market outcomes.</p> <p>EE.SS-Econ.9-12.19. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Evaluate the National Economy	Evaluate the National Economy
SS-Econ.9-12.20. Use economic indicators to evaluate economic conditions.	EE.SS-Econ.9-12.20. N/A
Assess the Global Economy	Assess the Global Economy
<p>SS-Econ.9-12.21. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>SS-Econ.9-12.22. Explain the role of specialization in trade.</p> <p>SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.</p>	<p>EE.SS-Econ.9-12.21. N/A</p> <p>EE.SS-Econ.9-12.22. N/A</p> <p>EE.SS-Econ.9-12.23. N/A</p>
Evaluate the National Economy	Evaluate the National Economy
SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.	EE.SS-US.9-12.16. Describe key events during the Great Depression that impacted the economic system.
Assess the Global Economy	Assess the Global Economy
<p>SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.</p> <p>SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.</p>	<p>EE.SS-WH.9-12.15. Compare various economic and/or labor systems within societies.</p> <p>EE.SS-WH.9-12.16. Describe ways in which trade, commerce, and/or industrialization affected societies.</p>

Financial Literacy

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.K.11. Explain the difference between buying and borrowing.	EE.SS.K.11. With guidance and support identify the difference between buying and borrowing.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.K.12. Distinguish between appropriate spending choices.	EE.SS.K.12. N/A
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.1.13. Explain why people have different jobs in the community.	EE.SS.1.13. With guidance and support, identify different jobs in the community.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.1.14. Explain why something borrowed must be returned.	EE.SS.1.14. With guidance and support, identify the meaning of borrow.
Evaluate Savings and Long-Term Investments	Evaluate Savings and Long-Term Investments
SS.1.15. Describe the role of financial institutions in the community in order to save and invest.	EE.SS.1.15. With guidance and support, identify the purpose of banks in the community.
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.2.14. Explain how different careers take different levels of education.	EE.SS.2.14. Identify the level of education necessary for a specific career.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.2.15. Evaluate choices and consequences for spending and saving.	EE.SS.2.15. Identify the difference between spending and saving.

Content Anchor Standards	Alternate Content Anchor Standards
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.	EE.SS.3.16. Identify one way a person can improve their income.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.3.17. Explain an individual's responsibility for credit and debt.	EE.SS.3.17. Identify the difference between paying now and paying later.
Evaluate Savings and Long-Term Investments	Evaluate Savings and Long-Term Investments
SS.3.18. Determine the importance of saving/investing in relation to future needs.	EE.SS.3.18. Identify a benefit of saving money.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.4.15. Identify factors that can influence people's different spending and saving choices.	EE.SS.4.15. Identify a reason why a person would choose to spend or save their money.
Measure Risk Management Tools	Measure Risk Management Tools
SS.4.16. Determine the consequences of sharing personal information with others.	EE.SS.4.16. N/A
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.5.16. Demonstrate ways to monitor how money is spent and saved.	EE.SS.5.16. Identify ways people can monitor how they save and spend money.

Content Anchor Standards	Alternate Content Anchor Standards
Measure Risk Management Tools	Measure Risk Management Tools
SS.5.17. Give examples of financial risks that individuals and households face.	EE.SS.5.17. N/A
SS.5.18. Investigate ways that personal information is fraudulently obtained.	EE.SS.5.18. N/A
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants.	EE.SS.6.24. Identify how a person's needs and wants can impact their financial decisions.
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.6.25. Demonstrate how to allocate income for spending, saving and giving.	EE.SS.6.25. Create a budget.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts	EE.SS.6.26. N/A
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS.6.27. Identify the advantages and disadvantages of various savings tools.	EE.SS.6.27. N/A
Measure Risk Management Tools	Measure Risk Management Tools
SS.6.28. Describe how to protect one's identity from common threats.	EE.SS.6.28. N/A
Develop Financial and Career Goals	Develop Financial and Career Goals
SS.7.28. Predict the relationship between financial goals and achievements.	EE.SS.7.28. N/A

Content Anchor Standards	Alternate Content Anchor Standards
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions.	EE.SS.7.29. Identify external factors that might influence a person's spending decisions.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.7.30. Explain an individual's rights and responsibilities as a consumer.	EE.SS.7.30. Identify rights and responsibilities of consumers.
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS.7.31. Explain how an investment differs from a savings account in potential risks and returns.	EE.SS.7.31. N/A
Create a Saving and Spending Plan	Create a Saving and Spending Plan
SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses.	EE.SS.8.26. Identify the components of a personal spending plan, including income, saving, and expenses.
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
SS.8.27. Calculate the cost of borrowing money for different types of goods.	EE.SS.8.27. N/A
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS.8.28. Explain how investing may build wealth and help meet financial goals.	EE.SS.8.28. Identify how saving can help meet financial goals.
Measure Risk Management Tools	Measure Risk Management Tools
SS.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills)	EE.SS.8.29. Define insurance and identify its purpose.

Content Anchor Standards	Alternate Content Anchor Standards
Develop Financial and Career Goals	Develop Financial and Career Goals
<p>SS-FL.9-12.13. Develop short- and long-term financial goals.</p> <p>SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living.</p>	<p>EE.SS-FL.9-12.13. Develop financial and career goals considering career options and the effect on the standard of living.</p> <p>EE.SS-FL.9-12.14. N/A</p>
Create a Saving and Spending Plan	Create a Saving and Spending Plan
<p>SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income.</p> <p>SS-FL.9-12.16. Develop a saving and spending plan using a financial recordkeeping tool.</p>	<p>EE.SS-FL.9-12.15. N/A</p> <p>EE.SS-FL.9-12.16. Develop a saving and spending plan based the effect of different factors on income such as taxes.</p>
Analyze Credit and Debt Levels	Analyze Credit and Debt Levels
<p>SS-FL.9-12.17. Apply consumer skills to saving and spending decisions.</p> <p>SS-FL.9-12.18. Analyze the cost and benefits of different types of credit and debt.</p> <p>SS-FL.9-12.19. Summarize a borrower's rights and responsibilities.</p> <p>SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively.</p>	<p>EE.SS-FL.9-12.17. N/A</p> <p>EE.SS-FL.9-12.18. Identify the difference between credit and debt, wants and needs, and the impacts of those concepts, and how they can affect your income level.</p> <p>EE.SS-FL.9-12.19. N/A</p> <p>EE.SS-FL.9-12.20. N/A</p>
Evaluate Savings and Long Term Investments	Evaluate Savings and Long Term Investments
SS-FL.9-12.21. Evaluate short-term savings tools.	EE.SS-FL.9-12.21. Identify short-term savings tools.

Content Anchor Standards	Alternate Content Anchor Standards
Measure Risk Management Tools	Measure Risk Management Tools
<p>SS-FL.9-12.22. Apply investment tools to meet financial goals. Measure Risk Management Tools.</p> <p>SS-FL.9-12.23. Justify reasons to use various forms of insurance.</p> <p>SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud.</p>	<p>EE.SS-FL.9-12.22. N/A</p> <p>EE.SS-FL.9-12.23. Identify a reason to use health, auto, home, and life insurance.</p> <p>EE.SS-FL.9-12.24. Identify multiple strategies for protection of personal identify and fraud.</p>

Geography

Content Anchor Standards	Alternate Content Anchor Standards
Create Geographic Representations Evaluate Human Environment Interaction	Create Geographic Representations Evaluate Human Environment Interaction
<p>SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models</p> <p>SS.K.14. Compare environmental characteristics in Iowa with other places.</p>	<p>EE.SS.K.13. Identify maps, globes or other simple geographic models.</p> <p>EE.SS.K.14. Identify environmental characteristics in Iowa.</p>
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
<p>SS.K.15. Explain why and how people move from place to place.</p>	<p>EE.SS.K.15. With guidance and support, identify reasons why people move from place to place.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Create Geographic Representation	Create Geographic Representation
<p>SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>	<p>EE.SS.1.16. With guidance and support, identify the difference between maps, globes, and other simple geographic models.</p>
Evaluate Human Environment Interaction Analyze Human Population, Movement, and Patterns	Evaluate Human Environment Interaction Analyze Human Population, Movement, and Patterns
<p>SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.</p> <p>SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</p> <p>SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>	<p>EE.SS.1.17. N/A</p> <p>EE.SS.1.18. With guidance and support, identify a route on a map.</p> <p>EE.SS.1.19. With guidance and support, identify goods that are made locally and in distant places.</p>
Create Geographic Representations	Create Geographic Representations
<p>SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.</p>	<p>EE.SS.2.16. Use maps to identify the appropriate routes used to move people and things.</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
<p>SS.2.17. Explain how environmental characteristics impact the location of particular places.</p>	<p>EE.SS.2.17. NA</p>

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.2.18. Describe how the choices people make impact local and distant environments.	EE.SS.2.18. With guidance and support, indicate choices a person can make that impacts their environment.
Create Geographic Representations	Create Geographic Representations
SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	EE.SS.3.19. Use a geographic representation to display the characteristics of a place.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.3.20. Describe how cultural characteristics influence people’s choices to live in different regions of the U.S.	EE.SS.3.20. Identify reasons that influence how people choose where to live.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.3.21. Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.	EE.SS.3.21. Use a geographic model to identify how the environment affects where people decide to live.
Create Geographic Representations	Create Geographic Representations
SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.	EE.SS.4.17. Create a geographic representation identifying natural resources in an area.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	EE.SS.4.18. Identify why people live in specific places or regions.

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
SS.4.19. Explain influences on the development and decline of different modes of transportation in U.S. regions.	EE.SS.4.19. Identify the different methods of transportation used throughout United States History.
Create Geographic Representations	Create Geographic Representations
SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	EE.SS.5.19. Using maps and other simple geographic models, create a route to a specific location.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	EE.SS.5.20. N/A
Create Geographic Representations	Create Geographic Representations
SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	EE.SS.6.16. Create a geographic representation that includes environmental characteristics.
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	EE.SS.6.17. Identify the effects of physical and environmental characteristics of places and regions on the people who live there.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.	EE.SS.6.18. Identify how changes in transportation and technology can influence the movement of people and/or goods in the world.

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Global Interconnections	Analyze Global Interconnections
SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	EE.SS.6.19. N/A
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.	EE.SS.7.21. N/A
Analyze Global Interconnections	Analyze Global Interconnections
<p>SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <p>SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.</p>	<p>EE.SS.7.22. Describe how the location of natural resources and the production of goods influences world trade.</p> <p>EE.SS.7.23. Identify how changes in global populations affect land use in particular areas.</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.	EE.SS.8.18. Identify how physical and human characteristics of a place or region influence culture.
Analyze Human Population Movements and Patterns	Analyze Human Population Movements and Patterns
SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.	EE.SS.8.19. Identify factors that caused people to migrate in early American history.
Analyze Global Interconnections	Analyze Global Interconnections
SS.8.20. Explain how global interconnections influenced early American history.	EE.SS.8.20. N/A

Content Anchor Standards	Alternate Content Anchor Standards
Create Geographic Representations	Create Geographic Representations
<p>SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics</p> <p>SS-Geo.9-12.14. Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.</p>	<p>EE.SS-Geo.9-12.13. N/A</p> <p>EE.SS-Geo.9-12.14. Utilize a geographic representation (such as a map or globe) to explain how different places and regions are connected.</p> <p>EE.SS-Geo.9-12.15. N/A</p>
Evaluate Human Environment Interaction	Evaluate Human Environment Interaction
<p>SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.</p> <p>SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.</p> <p>SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>EE.SS-Geo 9-12.16-18. Describe how humans living in a particular area can impact their environment, and how their physical environment can influence how humans live in that area.</p>
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
<p>SS-Geo.9-12.19. Analyze the reciprocal relationship between historical events and the spatial diffusion of ideas, technologies, cultural practices and the distribution of human population.</p> <p>SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.</p>	<p>EE.SS-Geo 9-12.19. Describe how a historical event can lead to the spreading of ideas, technologies, and cultural practices, as well as the distribution of human population.</p> <p>EE.SS-Geo 9-12.20. Explain the impact of economic activities and political decisions within an urban, suburban and/or rural region.</p>

Content Anchor Standards	Alternate Content Anchor Standards
<p data-bbox="201 204 659 233">Analyze Global Interconnections</p> <p data-bbox="201 269 1026 370">SS-Geo.9-12.21. Analyze how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p data-bbox="201 404 1020 501">SS-Geo.9-12.22. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p data-bbox="201 535 999 633">SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p data-bbox="1060 204 1518 233">Analyze Global Interconnections</p> <p data-bbox="1060 269 1915 334">EE.SS-Geo 9-12.21. Determine how a change in the environment and cultural characteristic influence trade and land use.</p> <p data-bbox="1060 368 1845 433">EE.SS-Geo 9-12.22. Determine how using scarce resources contributes to conflict within and among countries.</p> <p data-bbox="1060 467 1871 532">EE.SS-Geo 9-12.23. Determine how human-made and natural catastrophes affect trade, politics, and human migration.</p>
<p data-bbox="201 719 919 748">Analyze Human Population Movement and Patterns</p> <p data-bbox="201 784 995 849">SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.</p> <p data-bbox="201 883 1010 980">SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.</p>	<p data-bbox="1060 719 1778 748">Analyze Human Population Movement and Patterns</p> <p data-bbox="1060 784 1875 849">EE.SS-US.9-12.17. Identify the patterns and/or responses to immigration (on the development of American culture and law).</p> <p data-bbox="1060 883 1906 980">EE.SS-US.9-12.18. Identify how changes in population patterns, urbanization, segregation, types of migration within regions of the US impacted social, political and/or economic structures.</p>
<p data-bbox="201 1125 659 1154">Analyze Global Interconnections</p> <p data-bbox="201 1190 1010 1255">SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.</p> <p data-bbox="201 1289 999 1354">SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.</p>	<p data-bbox="1060 1125 1518 1154">Analyze Global Interconnections</p> <p data-bbox="1060 1190 1948 1255">EE.SS-US.9-12.19. Describe how the role of the US in the world has changed over time.</p> <p data-bbox="1060 1289 1373 1318">EE.SS-US.9-12.20. N/A</p>

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Global Interconnections	Analyze Global Interconnections
SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.	EE.SS-WH.9-12.17. Determine the consequences of human made and/or natural catastrophes on global trade, politics, and/or human migration.
SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.	EE.SS-WH.9-12.18. Determine the impact of conflict on international relations.
Analyze Human Population Movement and Patterns	Analyze Human Population Movement and Patterns
SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.	EE.SS-WH.9-12.19. Explain how movement of people affects culture.

History

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.	EE.SS.K.16. With guidance and support, identify a past and a present event.
SS.K.17. Compare life in the past to life today.	EE.SS.K.17. With guidance and support categorize events/items according to when they existed in the past or the present.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.K.18. Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.	EE.SS.K.18. With guidance and support, identify the creator of a document.
Iowa History	Iowa History
SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	EE.SS.K.19. With guidance and support, identify how where you live in Iowa is different than another part of the state.

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.</p> <p>SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.</p>	<p>EE.SS.1.20. Categorize events as past or present.</p> <p>EE.SS.1.21. N/A</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
<p>SS.1.22. Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.</p>	<p>EE.SS.1.22. Identify who created documents.</p>
Iowa History	Iowa History
<p>SS.1.23. Describe the diverse cultural makeup of Iowa’s past and present in the local community, including indigenous and agricultural communities.</p>	<p>EE.SS.1.23. Identify past and present groups in Iowa.</p>
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS.2.19. Make a prediction about the future based on past related events.</p> <p>SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.</p>	<p>EE.SS.2.19. With guidance and support identify a reasonable prediction about the future based on past related events.</p> <p>EE.SS.2.20. Identify how a person can influence events.</p>
Compare Perspectives	Compare Perspectives
<p>SS.2.21. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.</p>	<p>EE.SS.2.21. With guidance and support, compare how a person from the past and a person living today would think about a particular question or issue.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.2.22. Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it.	EE.SS.2.22. N/A
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.2.23. Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development.	EE.SS.2.23. N/A
Iowa History	Iowa History
SS.2.24. Describe the intended and unintended consequences of using Iowa's natural resources.	EE.SS.2.24. With guidance and support, identify uses of Iowa's natural resources.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.3.22. Compare and contrast events that happened at the same time.	EE.SS.3.22. N/A
Compare Perspectives	Compare Perspectives
SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.	EE.SS.3.23. Identify two conflicting perspectives on one historical event or issue.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.3.24. Infer the intended audience and purpose of a primary source using textual evidence.	EE.SS.3.24. N/A
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.3.25. Explain probable causes and effects of events and developments.	EE.SS.3.25. Identify probable causes and effects of one historical event or development.

Content Anchor Standards	Alternate Content Anchor Standards
SS.3.26. Develop a claim about the past based on cited evidence.	EE.SS.3.24. N/A
Iowa History	Iowa History
SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people. SS.3.28. Explain the cultural contributions that different groups have made on Iowa.	EE.SS.3.27. N/A EE.SS.3.28. Identify how groups of people that live in Iowa impacted the state.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.4.20. Compare and contrast events that happened at the same time.	EE.SS.4.20. Identify events that happened at the same time.
Compare Perspectives	Compare Perspectives
SS.4.21. Analyze conflicting perspectives on historical and current events/issues.	EE.SS.4.21. N/A
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.4.22. Infer the purpose of a primary source and from that the intended audience.	EE.SS.4.22. Identify the intended audience of a historical document.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.4.23. Explain probable causes and effects of events and developments. SS.4.24. Develop a claim about the past and cite evidence to support it.	EE.SS.4.23. N/A EE.SS.4.24. N/A

Content Anchor Standards	Alternate Content Anchor Standards
Iowa History	Iowa History
<p>SS.4.25. Analyze the impact of technological changes in Iowa, across time and place.</p> <p>SS.4.26. Explain how Iowa's agriculture has changed over time.</p>	<p>EE.SS.4.25. Identify technological change in Iowa across time.</p> <p>EE.SS.4.26. Identify changes in Iowa's agriculture over time.</p>
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS.5.21. Describe the connections between historical developments that occurred within the same time period.</p>	<p>EE.SS.5.21. Identify the connection between historical developments that occurred within the same time period.</p>
Compare Perspectives	Compare Perspectives
<p>SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.</p>	<p>EE.SS.5.22 Identify how someone's perspective can affect their view of historical events.</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
<p>SS.5.23. Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</p>	<p>EE.SS.5.23. N/A</p>
Justify Causation and Argumentation	Justify Causation and Argumentation
<p>SS.5.24. Explain probable causes and effects of historical developments.</p> <p>SS.5.25. Develop a claim about the past and cite evidence to support it.</p>	<p>EE.SS.5.24. N/A</p> <p>EE.SS.5.25. N/A</p>
Iowa History	Iowa History
<p>SS.5.26. Analyze Iowa's role in civil rights history.</p>	<p>EE.SS.5.26. Identify Iowa's role in civil rights history.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.	EE.SS.6.20. Explain how two historical developments are connected from a geographic or cultural context.
Compare Perspectives	Compare Perspectives
SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.	EE.SS.6.21. Identify how perspectives of people have changed throughout different historical eras.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.6.22. Explain multiple causes and effects of events and developments in the past.	EE.SS.6.22. N/A
Iowa History	Iowa History
SS.6.23. Compare Iowa's geography, natural resources and climate to other regions of the world.	EE.SS.6.23. Compare Iowa's geography, natural resources, and/or climates to another region of the world.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.7.24. Analyze connections among historical events and developments in contemporary global issues.	EE.SS.7.24. N/A
Compare Perspectives	Compare Perspectives
SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.	EE.SS.7.25. Identify how perspectives on contemporary issues have changed over time.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.	EE.SS.7.26. N/A

Content Anchor Standards	Alternate Content Anchor Standards
Iowa History	Iowa History
SS.7.27. Analyze the role that Iowa plays in contemporary global issues	EE.SS.7.27. Determine a connection between Iowa and a contemporary world issue.
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.	EE.SS.8.21. Demonstrate connections between early American historical events.
Compare Perspectives	Compare Perspectives
SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	EE.SS.8.22. Identify how prevailing social, cultural, and/or political perspectives changed during early American history.
Justify Causation and Argumentation	Justify Causation and Argumentation
SS.8.23. Explain multiple causes and effects of events and developments in early American history.	EE.SS.8.23. Identify causes and effects of events/developments in Early American history.
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.	EE.SS.8.24. Examine the source of information, the writer, its context, accuracy, and usefulness when researching historical events such. Examples are: The Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.
Iowa History	Iowa History
SS.8.25. Examine the evolution of the function and structure of government in Iowa.	EE.SS.8.25. Identify the structure of government in Iowa.

Content Anchor Standards	Alternate Content Anchor Standards
<p>Iowa History</p> <p>SS-Gov.9-12.27. Compare and contrast the institutions and systems of Iowa government and politics that are unique to the state including but not limited to Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands.</p> <p>SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.</p>	<p>Iowa History</p> <p>EE.SS-Gov.9-12.27. Identify the unique systems and institutions in Iowa government and politics (i.e. presidential selection).</p> <p>EE.SS-Gov.9-12.28. Identify local and state issues in Iowa.</p>
<p>Iowa History</p> <p>SS-Econ.9-12.24. Analyze how national and global economic issues and systems impact Iowa's economy.</p>	<p>Iowa History</p> <p>EE.SS-Econ.9-12.24. N/A</p>
<p>Iowa History</p> <p>SS-Geo.9-12.24. Identify and evaluate Iowans or groups of Iowans who have influenced Iowa's environmental or cultural geography.</p>	<p>Iowa History</p> <p>EE.SS-Geo.9-12.24. Provide facts and details about the impact Iowans have had on Iowa's environmental or cultural geography.</p>
<p>Analyze Change, Continuity, and Context</p> <p>SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.</p> <p>SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.</p>	<p>Analyze Change, Continuity, and Context</p> <p>EE.SS-US 9-12.21. Identify a change across eras from Civil War to modern America.</p> <p>EE.SS-US 9-12.22. Determine the impact of an invention on the American society.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
<p>SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>	<p>EE.SS-US.9-12.23. N/A</p> <p>EE.SS-US 9-12.24. Utilize a primary source of information and provide 2-3 details about one of the following: The Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>
Compare Perspectives	Compare Perspectives
<p>SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.</p>	<p>EE.SS-US.9-12.25. Describe how regional, racial, ethnic, and gender perspectives influenced American history and/or culture.</p>
Justify Causation and Argumentation	Justify Causation and Argumentation
<p>SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.</p>	<p>EE.SS-US.9-12.26. Determine multiple causes and effects of historical events in American history including, but not limited to Civil War, World War I and II the Korean Way and the Vietnam War.</p>
Iowa History	Iowa History
<p>SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.</p>	<p>EE.SS-US.9-12.27. Provide facts and details about lowans or groups of lowans who have influenced US history.</p>

Content Anchor Standards	Alternate Content Anchor Standards
Analyze Change, Continuity, and Context	Analyze Change, Continuity, and Context
<p>SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.</p> <p>SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.</p> <p>SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.</p>	<p>EE.SS-WH.9-12.20. Identify methods used to change or expand systems of power and/or authority.</p> <p>EE.SS-WH.9-12.21. Identify how belief systems, ideologies, the arts and sciences, and/or technology can lead to cultural advancements within a society.</p> <p>EE.SS-WH.9-12.22. Identify the influence of social, political, and/or economic developments on gender roles and/or social status.</p>
Critique Historical Sources and Evidence	Critique Historical Sources and Evidence
<p>SS-WH.9-12.23. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.</p>	<p>EE.SS-WH.9-12.23. Describe primary and secondary sources of information with attention to the sources, the context, and how useful it is throughout world history.</p>
Compare Perspectives	Compare Perspectives
<p>SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.</p>	<p>EE.SS-WH.9-12.24. Describe how the perspective of individuals and societies impact world history.</p>
Justify Causation and Argumentation	Justify Causation and Argumentation
<p>SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.</p>	<p>EE.SS-WH.9-12.25. Provide facts, and details about multiple causes of historical events within world history.</p>
Iowa History	Iowa History
<p>SS-WH.9-12.26. Assess lowans or groups of lowans who have influenced world history.</p>	<p>EE.SS-WH.9-12.26. Provide facts and details of how lowans or groups of lowans have influenced world history and their contribution.</p>