



# Iowa

## Social Studies Standards



## Overview of the Standards

### Standards At-a-Glance

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



### How to Read the Standards

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

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

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

**Example:**

**SS.K.7**

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

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

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



## ***We the People* Curriculum Crosswalk for: Iowa Grade 3-5 Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Iowa Social Studies Standards for Grade 3-5 and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



### 3<sup>rd</sup> Grade: Immigration and Migration

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

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

Content Anchor Standard	3 <sup>rd</sup> Grade: Immigration and Migration
<b>Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)</b>	<p><b>SS.3.8.</b> Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"> <li>• <b>Unit 1, Lesson 1:</b> What were people like in the British colonies in America during the 1770s?</li> </ul>



<b>Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)</b>	<p><b>SS.3.9.</b> Compare and contrast the treatment of a variety of demographic groups in the past and present.</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 1:</b> What were people like in the British colonies in America during the 1770s?</li><li>● <b>Unit 2, Lesson 10:</b> What did the Framers do about the problem of slavery?</li><li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li></ul>
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<b>Interpret Processes, Rules and Laws (Civics/Government)</b>	<p><b>SS.3.10.</b> Explain how rules and laws impact society. (21st century skills)</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 2:</b> Why did the Founders believe that people needed a government?</li><li>● <b>Unit 1, Lesson 3:</b> What is a republican government?</li><li>● <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li></ul>
	<p><b>SS.3.11.</b> Provide examples of historical and contemporary ways that societies have changed. (21st century skills)</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 1:</b> What were people like in the British colonies in America during the 1770s?</li><li>● <b>Unit 1, Lesson 2:</b> Why did the Founders believe that people needed a government?</li><li>● <b>Unit 1, Lesson 3:</b> What is a republican government?</li><li>● <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li><li>● <b>Unit 1, Lesson 5:</b> What ideas did the Founders use in the Declaration of Independence?</li><li>● <b>Unit 1, Lesson 6:</b> What were the first state governments like?</li><li>● <b>Unit 2, Lesson 7:</b> What was the first national government like?</li><li>● <b>Unit 2, Lesson 10:</b> What did the Framers do about the problem of slavery?</li><li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>● <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li><li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li><li>● <b>Unit 5, Lesson 22:</b> What is the role of the United States in the world today?</li></ul>



<b>Engage in Economic Decision Making (Economics)</b>	<b>SS.3.12.</b> Use historical examples to describe how scarcity requires a person to make choices.
<b>Critique Exchange and Markets (Economics)</b>	<b>SS.3.13.</b> Identify how people use natural resources, human resources, and physical capital to produce goods and services.
	<b>SS.3.14.</b> Describe the role of various financial institutions in an economy.
<b>Assess the Global Economy (Economics)</b>	<b>SS.3.15.</b> Analyze why and how individuals, businesses, and nations around the world specialize and trade.
<b>Develop Financial and Career Goals (Financial Literacy)</b>	<b>SS.3.16.</b> Describe how people take risks to improve their family income through education, career changes and moving to new places.
<b>Create a Saving and Spending Plan (Financial Literacy)</b>	<b>SS.3.17.</b> Explain an individual's responsibility for credit and debt. (21st century skills)
<b>Evaluate Savings and Long Term Investments (Financial Literacy)</b>	<b>SS.3.18.</b> Determine the importance of saving/investing in relation to future needs. (21st century skills)
<b>Create Geographic Representations (Geography)</b>	<b>SS.3.19.</b> Create a geographic representation to explain how the unique characteristics of a place affect migration.
<b>Evaluate Human Environment Interaction (Geography)</b>	<b>SS.3.20.</b> Describe how cultural characteristics influence people's choices to live in different regions of the U.S.



Analyze Human Population Movements and Patterns (Geography)	<b>SS.3.21.</b> Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.
Analyze Change, Continuity, and Context (History)	<b>SS.3.22.</b> Compare and contrast events that happened at the same time.
Compare Perspectives (History)	<b>SS.3.23.</b> Compare and contrast conflicting historical perspectives about a past event or issue.
Critique Historical Sources and Evidence (History)	<b>SS.3.24.</b> Infer the intended audience and purpose of a primary source using textual evidence.
Justify Causation and Argumentation (History)	<b>SS.3.25.</b> Explain probable causes and effects of events and developments.
	<b>SS.3.26.</b> Develop a claim about the past based on cited evidence.
Iowa History (History)	<b>SS.3.27.</b> Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
	<b>SS.3.28.</b> Explain the cultural contributions that different groups have made on Iowa.





## 4<sup>th</sup> Grade: Change and Continuity

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

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

<b>Content Anchor Standard</b>	<b>4<sup>th</sup> Grade: Change and Continuity</b>
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<p><b>Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)</b></p>	<p><b>SS.4.7.</b> Explain causes of conflict or collaboration among different social groups.</p>
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Content Anchor Standard	4 <sup>th</sup> Grade: Change and Continuity
<p><b>Apply Civic Virtues and Democratic Principles (Civics/Government)</b></p>	<p><b>SS.4.8.</b> Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1, Lesson 2:</b> Why did the Founders believe that people needed a government?</li> <li>● <b>Unit 1, Lesson 3:</b> What is a republican government?</li> <li>● <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li> <li>● <b>Unit 1, Lesson 5:</b> What ideas did the Founders use in the Declaration of Independence?</li> <li>● <b>Unit 3, Lesson 11:</b> What basic ideas about government are in the Preamble to the Constitution?</li> <li>● <b>Unit 3, Lesson 12:</b> How does the Constitution limit the powers of our government?</li> <li>● <b>Unit 3, Lesson 16:</b> How did the Constitution create a federal system of government?</li> <li>● <b>Unit 4, Lesson 17:</b> How does the Constitution protect your right to freedom of expression?</li> <li>● <b>Unit 4, Lesson 18:</b> How does the Constitution protect your right to freedom of religion?</li> <li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li> <li>● <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li> <li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li> <li>● <b>Unit 5, Lesson 22:</b> What is the role of the United States in the world today?</li> <li>● <b>Unit 5, Lesson 23:</b> What are some important responsibilities of citizens?</li> <li>● <b>Unit 5, Lesson 24:</b> How can citizens promote the common good?</li> </ul>
<p><b>Interpret Processes, Rules and Laws (Civics/Government)</b></p>	<p><b>SS.4.9.</b> Explain how the enforcement of a specific ruling or law changed society. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p>



	<ul style="list-style-type: none"><li>• <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>• <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li><li>• <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li></ul> <p><b>SS.4.10.</b> Describe how societies have changed in the past and continue to change. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1, Lesson 5:</b> What ideas did the Founders use in the Declaration of Independence?</li><li>• <b>Unit 2, Lesson 10:</b> What did the Framers do about the problem of slavery?</li><li>• <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>• <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li></ul>
<b>Engage in Economic Decision Making (Economics)</b>	<b>SS.4.11.</b> Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
<b>Critique Exchange and Markets (Economics)</b>	<b>SS.4.12.</b> Using historical and/or local examples, explain how competition has influenced the production of goods and services.
	<b>SS.4.13.</b> Compare and contrast different ways that the government interacts with the economy.
<b>Evaluate the National Economy (Economics)</b>	<b>SS.4.14.</b> Explain the reasons why the costs of goods and services rise and fall.
<b>Create a Saving and Spending Plan (Financial Literacy)</b>	<b>SS.4.15.</b> Identify factors that can influence people’s different spending and saving choices. (21st century skills)
<b>Measure Risk Management Tools (Financial Literacy)</b>	<b>SS.4.16.</b> Determine the consequences of sharing personal information with others. (21st century skills)
<b>Create Geographic Representations (Geography)</b>	<b>SS.4.17.</b> Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.



<b>Evaluate Human Environment Interaction (Geography)</b>	<b>SS.4.18.</b> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
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<b>Content Anchor Standard</b>	<b>4<sup>th</sup> Grade: Change and Continuity</b>
<b>Analyze Human Population Movement and Patterns (Geography)</b>	<b>SS.4.19.</b> Explain influences on the development and decline of different modes of transportation in U.S. regions.
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS.4.20.</b> Compare and contrast events that happened at the same time.
<b>Compare Perspectives (History)</b>	<b>SS.4.21.</b> Analyze conflicting perspectives on historical and current events/issues.
<b>Critique Historical Sources and Evidence (History)</b>	<b>SS.4.22.</b> Infer the purpose of a primary source and from that the intended audience.
<b>Justify Causation and Argumentation (History)</b>	<b>SS.4.23.</b> Explain probable causes and effects of events and developments.
	<b>SS.4.24.</b> Develop a claim about the past and cite evidence to support it.
<b>Iowa History (History)</b>	<b>SS.4.25.</b> Analyze the impact of technological changes in Iowa, across time and place.
	<b>SS.4.26.</b> Explain how Iowa's agriculture has changed over time.



## 5<sup>th</sup> Grade: Rights and Responsibilities

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

Inquiry Anchor Standard	Inquiry Standard
<b>Constructing Compelling Questions</b>	<b>SS.5.1.</b> Identify the disciplinary concepts and ideas associated with a compelling question.
<b>Constructing Supporting Questions</b>	<b>SS.5.2.</b> Use supporting questions to help answer the compelling question in an inquiry.
<b>Gathering and Evaluating Sources</b>	<b>SS.5.3.</b> Determine the credibility of multiple sources.
<b>Developing Claims and Using Evidence</b>	<b>SS.5.4.</b> Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
<b>Communicating and Critiquing Conclusions</b>	<b>SS.5.5.</b> With teacher direction, construct responses to compelling questions supported by reasoning and evidence.
<b>Taking Informed Action</b>	<b>SS.5.6.</b> Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	<b>SS.5.7.</b> Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.

Content Anchor Standard	5 <sup>th</sup> Grade: Rights and Responsibilities
<b>Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)</b>	<b>SS.5.8.</b> Analyze how rights and laws influence interactions between groups in society. <i>We the People</i> <a href="#">Level 1 curriculum connections</a>



	<ul style="list-style-type: none"> <li>• <b>Unit 1, Lesson 2:</b> Why did the Founders believe that people needed a government?</li> <li>• <b>Unit 1, Lesson 3:</b> What is a republican government?</li> <li>• <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li> <li>• <b>Unit 1, Lesson 5:</b> What ideas did the Founders use in the Declaration of Independence?</li> <li>• <b>Unit 3, Lesson 11:</b> What basic ideas about government are in the Preamble to the Constitution?</li> <li>• <b>Unit 3, Lesson 12:</b> How does the Constitution limit the powers of our government?</li> <li>• <b>Unit 3, Lesson 16:</b> How did the Constitution create a federal system of government?</li> <li>• <b>Unit 4, Lesson 17:</b> How does the Constitution protect your right to freedom of expression?</li> <li>• <b>Unit 4, Lesson 18:</b> How does the Constitution protect your right to freedom of religion?</li> <li>• <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li> <li>• <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li> <li>• <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li> <li>• <b>Unit 5, Lesson 23:</b> What are some important responsibilities of citizens?</li> <li>• <b>Unit 5, Lesson 24:</b> How can citizens promote the common good?</li> </ul>
<p><b>Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)</b></p>	<p><b>SS.5.9.</b> Analyze the strategies that a variety of demographic groups have used to ensure their rights.</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4, Lesson 17:</b> How does the Constitution protect your right to freedom of expression?</li> <li>• <b>Unit 4, Lesson 18:</b> How does the Constitution protect your right to freedom of religion?</li> <li>• <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li> <li>• <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li> <li>• <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li> <li>• <b>Unit 5, Lesson 23:</b> What are some important responsibilities of citizens?</li> <li>• <b>Unit 5, Lesson 24:</b> How can citizens promote the common good?</li> </ul>

<b>Content Anchor Standard</b>	<b>5<sup>th</sup> Grade: Rights and Responsibilities</b>
<p><b>Apply Civic Virtues and Democratic Principles (Civics/Government)</b></p>	<p><b>SS.5.10.</b> Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)</p> <p><i>We the People</i></p>



	<p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 5:</b> What ideas did the Founders use in the Declaration of Independence?</li><li>● <b>Unit 3, Lesson 12:</b> How does the Constitution limit the powers of our government?</li><li>● <b>Unit 3, Lesson 13:</b> What is the legislative branch?</li><li>● <b>Unit 3, Lesson 14:</b> What is the executive branch?</li><li>● <b>Unit 3, Lesson 15:</b> What is the judicial branch?</li><li>● <b>Unit 3, Lesson 16:</b> How did the Constitution create a federal system of government?</li><li>● <b>Unit 4, Lesson 17:</b> How does the Constitution protect your right to freedom of expression?</li><li>● <b>Unit 4, Lesson 18:</b> How does the Constitution protect your right to freedom of religion?</li><li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>● <b>Unit 4, Lesson 20:</b> How does the Constitution protect your right to due process of law?</li><li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li></ul>
<p><b>Interpret Processes, Rules and Laws (Civics/Government)</b></p>	<p><b>SS.5.11.</b> Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 2:</b> Why did the Founders believe that people needed a government?</li><li>● <b>Unit 1, Lesson 3:</b> What is a republican government?</li><li>● <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li><li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li><li>● <b>Unit 5, Lesson 23:</b> What are some important responsibilities of citizens?</li><li>● <b>Unit 5, Lesson 24:</b> How can citizens promote the common good?</li></ul> <p><b>SS.5.12.</b> Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 1 curriculum connections</b></p> <ul style="list-style-type: none"><li>● <b>Unit 4, Lesson 19:</b> How does the Constitution protect your right to equal protection of the laws?</li><li>● <b>Unit 4, Lesson 21:</b> How does the Constitution protect your right to vote?</li><li>● <b>Unit 5, Lesson 23:</b> What are some important responsibilities of citizens?</li><li>● <b>Unit 5, Lesson 24:</b> How can citizens promote the common good?</li></ul>



<b>Critique Exchange and Markets (Economics)</b>	<b>SS.5.13.</b> Describe how goods and services are produced and distributed domestically and globally.
<b>Evaluate the National Economy (Economics)</b>	<b>SS.5.14.</b> Explain how various levels of government use taxes to pay for the goods and services they provide.
<b>Assess the Global Economy (Economics)</b>	<b>SS.5.15.</b> Explain how trade impacts relationships between countries.
<b>Create a Saving and Spending Plan (Financial Literacy)</b>	<b>SS.5.16.</b> Demonstrate ways to monitor how money is spent and saved. (21st century skills)
<b>Measure Risk Management Tools (Financial Literacy)</b>	<b>SS.5.17.</b> Give examples of financial risks that individuals and households face. (21st century skills)
	<b>SS.5.18.</b> Investigate ways that personal information is fraudulently obtained. (21st century skills)
<b>Create Geographic Representations (Geography)</b>	<b>SS.5.19.</b> Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.
<b>Analyze Human Population Movements and Patterns (Geography)</b>	<b>SS.5.20.</b> Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.

<b>Content Anchor Standard</b>	<b>5<sup>th</sup> Grade: Rights and Responsibilities</b>
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS.5.21.</b> Describe the connections between historical developments that occurred within the same time period.
<b>Compare Perspectives (History)</b>	<b>SS.5.22.</b> Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.
<b>Critique Historical Sources and Evidence (History)</b>	<b>SS.5.23.</b> Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.





<b>Justify Causation and Argumentation (History)</b>	<b>SS.5.24.</b> Explain probable causes and effects of historical developments.
	<b>SS.5.25.</b> Develop a claim about the past and cite evidence to support it.
<b>Iowa History (History)</b>	<b>SS.5.26.</b> Analyze Iowa's role in civil rights history.



## ***We the People* Curriculum Crosswalk for: Iowa Grade 8 Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Iowa Social Studies Standards for Grade 8 and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

### **8<sup>th</sup> 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.

<b>Inquiry Anchor Standard</b>	<b>Inquiry Standard</b>
<b>Constructing Compelling Questions</b>	<b>SS.8.1.</b> Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.
<b>Constructing Supporting Questions</b>	<b>SS.8.2.</b> Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.
<b>Gathering and Evaluating Sources</b>	<b>SS.8.3.</b> Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	<b>SS.8.4.</b> Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
<b>Developing Claims and Using Evidence</b>	<b>SS.8.5.</b> Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	<b>SS.8.6.</b> Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.
	<b>SS.8.7.</b> Independently, construct arguments using claims and evidence from multiple sources.



<b>Communicating and Critiquing Conclusions</b>	<b>SS.8.8.</b> Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.
	<b>SS.8.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.
	<b>SS.8.10.</b> Independently, analyze disciplinary arguments of peers for credibility.

<b>Inquiry Anchor Standard</b>	<b>Inquiry Standard</b>
<b>Taking Informed Action</b>	<b>SS.8.11.</b> 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.
	<b>SS.8.12.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

<b>Content Anchor Standard</b>	<b>8<sup>th</sup> Grade: US History and Civic Ideals</b>
<b>Analyze Civic and Political Institutions (Civics/Government)</b>	<p><b>SS.8.13.</b> Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)</p> <p><i>We the People</i>  <b>Level 2 curriculum connections</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4, Lesson 20:</b> How did political parties develop?</li> <li>• <b>Unit 5, Lesson 25:</b> How has the right to vote expanded since the Constitution was adopted?</li> <li>• <b>Unit 5, Lesson 26:</b> How does the Constitution safeguard the right to equal protection of the law?</li> <li>• <b>Unit 6, Lesson 29:</b> What are the rights and responsibilities of citizenship?</li> <li>• <b>Unit 6, Lesson 30:</b> How might citizens participate in civic affairs?</li> </ul>



	<p><b>SS.8.14.</b> Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 2 curriculum connections</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1, Lesson 2:</b> Why do we need government?</li><li>• <b>Unit 1, Lesson 3:</b> What is a republican government?</li><li>• <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li><li>• <b>Unit 1, Lesson 5:</b> How can we organize government to prevent abuse of power?</li><li>• <b>Unit 2, Lesson 6:</b> How did constitutional government develop in Great Britain?</li><li>• <b>Unit 2, Lesson 8:</b> What basic ideas about government are in the Declaration of Independence?</li><li>• <b>Unit 2, Lesson 10:</b> How did the states govern themselves after the Revolution?</li><li>• <b>Unit 2, Lesson 11:</b> How did the Articles of Confederation organize the first national government?</li><li>• <b>Unit 3, Lesson 13:</b> How did the Framers resolve the conflict about representation in Congress?</li><li>• <b>Unit 3, Lesson 14:</b> How did the Framers resolve the conflict between the Northern and Southern states?</li><li>• <b>Unit 3, Lesson 15:</b> How did the Framers resolve the conflict about the powers of the legislative branch?</li><li>• <b>Unit 3, Lesson 16:</b> How much power should be given to the executive and judicial branches?</li><li>• <b>Unit 4, Lesson 17:</b> How did the Constitution create a federal system of government?</li><li>• <b>Unit 4, Lesson 19:</b> How did Congress organize the new government?</li><li>• <b>Unit 4, Lesson 21:</b> How does the U.S. Supreme Court use the power of judicial review?</li><li>• <b>Unit 4, Lesson 22:</b> How does the U.S. Supreme Court determine the meaning of the words in the Constitution?</li></ul>
<b>Engage in Economic Decision Making (Economics)</b>	<p><b>SS.8.15.</b> Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>
<b>Critique Exchange and Markets (Economics)</b>	<p><b>SS.8.16.</b> Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.</p>
<b>Evaluate the National Economy (Economics)</b>	<p><b>SS.8.17.</b> Use historical evidence to evaluate the state of regional economies throughout early American history.</p>



<b>Evaluate Human Environment Interaction (Geography)</b>	<b>SS.8.18.</b> Explain how the physical and human characteristics of places and regions influence culture.
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<b>Content Anchor Standard</b>	<b>8<sup>th</sup> Grade: US History and Civic Ideals</b>
<b>Analyze Human Population Movements and Patterns (Geography)</b>	<b>SS.8.19.</b> Explain how push and pull factors contributed to immigration and migration in early American history.
<b>Analyze Global Interconnections (Geography)</b>	<b>SS.8.20.</b> Explain how global interconnections influenced early American history.
<b>Analyze Change, Continuity, and Context (History)</b>	<p><b>SS.8.21.</b> Analyze connections among early American historical events and developments in broader historical contexts.</p> <p><i>We the People</i>  <b>Level 2 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 2, Lesson 7:</b> What experiences led to the American Revolution?</li> <li>● <b>Unit 2, Lesson 8:</b> What basic ideas about government are in the Declaration of Independence?</li> <li>● <b>Unit 2, Lesson 9:</b> What happened during the American Revolution? How did the government function?</li> <li>● <b>Unit 2, Lesson 11:</b> How did the Articles of Confederation organize the first national government?</li> <li>● <b>Unit 3, Lesson 13:</b> How did the Framers resolve the conflict about representation in Congress?</li> <li>● <b>Unit 3, Lesson 14:</b> How did the Framers resolve the conflict between the Northern and Southern states?</li> <li>● <b>Unit 5, Lesson 25:</b> How has the right to vote expanded since the Constitution was adopted?</li> <li>● <b>Unit 5, Lesson 26:</b> How does the Constitution safeguard the right to equal protection of the law?</li> <li>● <b>Unit 5, Lesson 27:</b> How does the Constitution protect the right to due process of law?</li> </ul>
<b>Compare Perspectives (History)</b>	<b>SS.8.22.</b> Explain how and why prevailing social, cultural, and political perspectives changed during early American history.



<p><b>Justify Causation and Argumentation (History)</b></p>	<p><b>SS.8.23.</b> Explain multiple causes and effects of events and developments in early American history.</p> <p><i>We the People</i>  <b>Level 2 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1, Lesson 1:</b> What were the British colonies in America like during the 1770s?</li> <li>● <b>Unit 1, Lesson 2:</b> Why do we need government?</li> <li>● <b>Unit 1, Lesson 3:</b> What is a republican government?</li> <li>● <b>Unit 1, Lesson 4:</b> What is a constitutional government?</li> <li>● <b>Unit 1, Lesson 5:</b> How can we organize government to prevent abuse of power?</li> <li>● <b>Unit 2, Lesson 6:</b> How did constitutional government develop in Great Britain?</li> <li>● <b>Unit 2, Lesson 7:</b> What experiences led to the American Revolution?</li> <li>● <b>Unit 2, Lesson 8:</b> What basic ideas about government are in the Declaration of Independence?</li> <li>● <b>Unit 2, Lesson 9:</b> What happened during the American Revolution? How did the government function?</li> <li>● <b>Unit 2, Lesson 10:</b> How did the states govern themselves after the Revolution?</li> <li>● <b>Unit 2, Lesson 11:</b> How did the Articles of Confederation organize the first national government?</li> </ul>
<p><b>Critique Historical Sources and Evidence (History)</b></p>	<p><b>SS.8.24.</b> Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington’s Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.</p>
<p><b>Iowa History (History)</b></p>	<p><b>SS.8.25.</b> Examine the evolution of the function and structure of government in Iowa.</p>

<p><b>Content Anchor Standard</b></p>	<p><b>8<sup>th</sup> Grade Financial Literacy</b></p>
<p><b>Create a Saving and Spending Plan</b></p>	<p><b>SS.8.26.</b> Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills)</p>



Content Anchor Standard	8 <sup>th</sup> Grade Financial Literacy
<b>Analyze Credit and Debt Levels</b>	<b>SS.8.27.</b> Calculate the cost of borrowing money for different types of goods. (21st century skills)
<b>Evaluate Savings and Long Term Investments</b>	<b>SS.8.28.</b> Explain how investing may build wealth and help meet financial goals. (21st century skills)
<b>Measure Risk Management Tools</b>	<b>SS.8.29.</b> Identify ways insurance may minimize personal financial risk. (21st century skills)



## ***We the People* Curriculum Crosswalk for: Iowa High School Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Iowa Social Studies Standards for High School and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.





## 9-12 Social Studies Standards

Inquiry Anchor Standard	Inquiry Standard
<b>Constructing Compelling Questions</b>	<b>SS.9-12.1.</b> Create compelling questions representing key ideas within the disciplines.
<b>Constructing Supporting Questions</b>	<b>SS.9-12.2.</b> Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
<b>Gathering and Evaluating Sources</b>	<b>SS.9-12.3.</b> 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.
	<b>SS.9-12.4.</b> Evaluate the credibility of a source by examining how experts value the source.
<b>Developing Claims and Using Evidence</b>	<b>SS.9-12.5.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	<b>SS.9-12.6.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<b>Communicating and Critiquing Conclusions</b>	<b>SS.9-12.7.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	<b>SS.9-12.8.</b> 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.
	<b>SS.9-12.9.</b> 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.
	<b>SS.9-12.10.</b> Critique the use of claims and evidence in arguments for credibility.
<b>Taking Informed Action</b>	<b>SS.9-12.11.</b> 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.
	<b>SS.9-12.12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.



## 9-12 Civics and Government

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

Content Anchor Standard	9-12 Civics and Government
Analyze Civic and Political Institutions	<p><b>SS-Gov.9-12.13.</b> Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 4, Lesson 21:</b> What is the role of Congress in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 22:</b> How does Congress perform its functions in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 23:</b> What is the role of the president in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 24:</b> How are national laws administered in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 25:</b> What is the role of the Supreme Court in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 26:</b> How does American federalism work?</li> <li>● <b>Unit 6, Lesson 36:</b> How have American political ideas and the American constitutional system influenced other nations?</li> </ul>
	<p><b>SS-Gov.9-12.14.</b> Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)</p> <p><i>We the People</i></p> <p><b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 3, Lesson 16:</b> What is the role of political parties in the American constitutional system?</li> <li>● <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform the American constitutional system?</li> <li>● <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li> <li>● <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li> <li>● <b>Unit 5, Lesson 27:</b> What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?</li> <li>● <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li> <li>● <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li> <li>● <b>Unit 6, Lesson 33:</b> What does it mean to be a citizen?</li> <li>● <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li> </ul>



**SS-Gov.9-12.15.** Analyze the origins of government with attention to the purpose(s) of government, various theories of democracy, rule of law, and alternative models from other nations and groups. (21st century skills)

*We the People*

**Level 3 curriculum connections**

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 1, Lesson 6:** Why did the American colonists want to free themselves from Great Britain?
- **Unit 1, Lesson 7:** What basic ideas about government and rights did the state constitutions include?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?

**SS-Gov.9-12.16.** Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government. (21st century skills)

*We the People*

**Level 3 curriculum connections**

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?

**SS-Gov.9-12.17.** Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics. (21st century skills)



	<p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 3, Lesson 15:</b> How have Amendments and judicial review changed the Constitution?</li><li>● <b>Unit 4, Lesson 21:</b> What is the role of Congress in American constitutional democracy?</li><li>● <b>Unit 4, Lesson 22:</b> How does Congress perform its functions in American constitutional democracy?</li><li>● <b>Unit 4, Lesson 23:</b> What is the role of the president in American constitutional democracy?</li><li>● <b>Unit 4, Lesson 24:</b> How are national laws administered in American constitutional democracy?</li><li>● <b>Unit 4, Lesson 25:</b> What is the role of the Supreme Court in American constitutional democracy?</li><li>● <b>Unit 4, Lesson 26:</b> How does American federalism work?</li></ul> <p><b>SS-Gov.9-12.18.</b> Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills)</p>
<p><b>Apply Civic Virtues and Democratic Principles</b></p>	<p><b>SS-Gov.9-12.19.</b> Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li><li>● <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li><li>● <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li><li>● <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li><li>● <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li></ul> <p><b>SS-Gov.9-12.20.</b> Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics. (21st century skills)</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 1:</b> What did the Founders think about constitutional government?</li></ul>



	<ul style="list-style-type: none"> <li>● <b>Unit 1, Lesson 2:</b> What ideas about civic life informed the founding generation?</li> <li>● <b>Unit 1, Lesson 3:</b> What historic developments influenced modern ideas of individual rights?</li> <li>● <b>Unit 1, Lesson 4:</b> What were the British origins of American Constitutionalism?</li> <li>● <b>Unit 1, Lesson 5:</b> What basic ideas about rights and constitutional government did Colonial America hold?</li> <li>● <b>Unit 1, Lesson 6:</b> Why did the American colonists want to free themselves from Great Britain?</li> <li>● <b>Unit 1, Lesson 7:</b> What basic ideas about government and rights did the state constitutions include?</li> <li>● <b>Unit 5, Lesson 27:</b> What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?</li> <li>● <b>Unit 5, Lesson 28:</b> How does the First Amendment affect the establishment and free exercise of religion?</li> <li>● <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li> <li>● <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li> <li>● <b>Unit 5, Lesson 31:</b> How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?</li> <li>● <b>Unit 5, Lesson 32:</b> How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?</li> <li>● <b>Unit 6, Lesson 33:</b> What does it mean to be a citizen?</li> <li>● <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li> <li>● <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li> <li>● <b>Unit 6, Lesson 36:</b> How have American political ideas and the American constitutional system influenced other nations?</li> <li>● <b>Unit 6, Lesson 37:</b> What key challenges does the United States face in the future?</li> <li>● <b>Unit 6, Lesson 38:</b> What are the challenges of the participation of the United States in world affairs?</li> <li>● <b>Unit 6, Lesson 39:</b> What does returning to fundamental principles mean?</li> </ul>
	<p><b>SS-Gov.9-12.21.</b> Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one’s political decisions. (21st century skills)</p>
	<p><b>SS-Gov.9-12.22.</b> Identify and evaluate the contributions of lowans who have played a role in promoting civic and democratic principles. (21st century skills)</p>
<p><b>Interpret Processes, Rules and Laws</b></p>	<p><b>SS-Gov.9-12.23.</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills)</p>
	<p><i>We the People</i>  <b>Level 3 curriculum connections</b></p>



	<ul style="list-style-type: none"> <li>● <b>Unit 4, Lesson 21:</b> What is the role of Congress in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 22:</b> How does Congress perform its functions in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 23:</b> What is the role of the president in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 24:</b> How are national laws administered in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 25:</b> What is the role of the Supreme Court in American constitutional democracy?</li> <li>● <b>Unit 4, Lesson 26:</b> How does American federalism work?</li> <li>● <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li> <li>● <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li> <li>● <b>Unit 6, Lesson 36:</b> How have American political ideas and the American constitutional system influenced other nations?</li> <li>● <b>Unit 6, Lesson 37:</b> What key challenges does the United States face in the future?</li> <li>● <b>Unit 6, Lesson 38:</b> What are the challenges of the participation of the United States in world affairs?</li> </ul>
<b>SS-Gov.9-12.24.</b> Analyze how people use and challenge public policies through formal and informal means	

Content Anchor Standard	9-12 Civics and Government
	<p>with attention to important judicial processes and landmark court cases. (21st century skills)</p> <p><i>We the People</i>  <b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 4, Lesson 25:</b> What is the role of the Supreme Court in American constitutional democracy?</li> <li>● <b>Unit 5, Lesson 27:</b> What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?</li> <li>● <b>Unit 5, Lesson 28:</b> How does the First Amendment affect the establishment and free exercise of religion?</li> <li>● <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li> <li>● <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li> <li>● <b>Unit 5, Lesson 31:</b> How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?</li> <li>● <b>Unit 5, Lesson 32:</b> How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?</li> <li>● <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li></ul>
	<b>SS-Gov.9-12.25.</b> Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills)
<b>Iowa History (History)</b>	<b>SS-Gov.9-12.26.</b> Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)
	<b>SS-Gov.9-12.27.</b> 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.
	<b>SS-Gov.9-12.28.</b> Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.



## 9-12 United States History

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

Content Anchor Standard	9-12 United States History
<b>Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)</b>	<p><b>SS-US.9-12.13.</b> Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.</p> <p><i>We the People</i>  <b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li> <li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li> <li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li> </ul>
<b>Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)</b>	<p><b>SS-US.9-12.14.</b> Evaluate the impact of gender roles on economic, political, and social life in the U.S.</p> <p><i>We the People</i>  <b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li> </ul>
<b>Apply Civic Virtues and Democratic Principles (Civics/Government)</b>	<p><b>SS-US.9-12.15.</b> Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)</p> <p><i>We the People</i>  <b>Level 3 curriculum connections</b></p>





	<ul style="list-style-type: none"> <li>• <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li> <li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li> <li>• <b>Unit 5, Lesson 27:</b> What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?</li> <li>• <b>Unit 5, Lesson 28:</b> How does the First Amendment affect the establishment and free exercise of religion?</li> <li>• <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li> <li>• <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li> <li>• <b>Unit 5, Lesson 31:</b> How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?</li> <li>• <b>Unit 5, Lesson 32:</b> How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?</li> <li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li> </ul>
<b>Evaluate the National Economy (Economics)</b>	<b>SS-US.9-12.16.</b> Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.
<b>Analyze Human Population Movement and Patterns (Geography)</b>	<b>SS-US.9-12.17.</b> Explain the patterns of and responses to immigration on the development of American culture and law.
<b>Analyze Global Interconnections (Geography)</b>	<b>SS-US.9-12.18.</b> Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS-US.9-12.19.</b> Examine how imperialism changed the role of the United States on the world stage prior to World War I.
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS-US.9-12.20.</b> Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS-US.9-12.21.</b> Analyze change, continuity and context across eras and places of study from civil war to modern America.
<b>Analyze Change, Continuity, and Context (History)</b>	<b>SS-US.9-12.22.</b> Evaluate the impact of inventions and technological innovations on the American society and culture.
<b>Critique Historical Sources and Evidence (History)</b>	<b>SS-US.9-12.23.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.

<b>Content Anchor Standard</b>	<b>9-12 United States History</b>
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<b>Critique Historical Sources and Evidence (History)</b>	<b>SS-US.9-12.24.</b> 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.
<b>Compare Perspectives (History)</b>	<b>SS-US.9-12.25.</b> Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.
<b>Justify Causation and Argumentation (History)</b>	<b>SS-US.9-12.26.</b> 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.
<b>Iowa History (History)</b>	<b>SS-US.9-12.27.</b> Evaluate Iowans or groups of Iowans who have influenced U.S. History.