

Iowa Academic Standards for Social Studies Crosswalk
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This document reflects a standards alignment of the 2017 K-12 Iowa Core in Social Studies and the 2026 Iowa Academic Standards For Social Studies.

Content that was edited/changed is highlighted in yellow.

Content that was added to a grade level is highlighted in green.

Content that was removed from a grade level is highlighted in red.

It should be noted there are crucial aspects of the standards document that are not included in this format. Educators should pay considerable attention to the front matter in the original document.

This document does not include the following:

- > Document Front Matter
- > Grade Level Front Matter
- > Connections boxes associated with standards
- > High School electives
- > Appendices



This document is not intended to contain all of the information passed by the state board that is needed to teach the standards. The complete standards can be found by clicking on the image below.



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Click below to go to the grade level you would like to see.

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

HS Inquiry

HS Civics & Government

HS Economics

HS Financial Literacy

HS Geography

HS US History

HS World History

HS Sociology (elective)

HS Psychology (elective)



Kindergarten Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Kindergarten	Me and My Communities	• I Belong
		• Comparing the Past to the Present
		• Rules and Responsibilities
		• Needs and Wants (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquires	SS.K.1. With teacher guidance, ask questions about disciplinary content and discuss ways to learn.	SS.K.1. Recognize a compelling question. SS.K.2. Identify the relationship between compelling and supporting questions.	<ul style="list-style-type: none"> • Questions about a topic being learned (such as "Where is our school?" or "What do firefighters do?"). • Ways to find answers using sources such as books, maps, pictures, videos, or asking questions during a class visitor or interview.
Inquiry Practice: Gather, Interpret, and Evaluate Sources	SS.K.2. With teacher guidance, gather information from different sources and explain what they show about a topic.	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.	<ul style="list-style-type: none"> • Variety of sources such as books, pictures, maps, or websites to find information about a topic being learned (such as communities or rules). • Talk about what they observe and think—for example, look at a map and say, "What can we learn when we look at this map?"
Inquiry Practice: Claims and Evidence	SS.K.3. With teacher guidance, share facts and opinions about topics and support them with evidence from sources.	N/A	<ul style="list-style-type: none"> • Facts and opinions connected to learning (such as "In the past, kids played with jacks at recess"). • Sources such as pictures, books, or maps to support statements—for example, point to a picture showing kids playing with jacks in the past.
Inquiry Practice: Communicate Conclusions	SS.K.4. Construct responses to questions using examples.	SS.K.3. Construct responses to compelling questions using examples.	<ul style="list-style-type: none"> • For example, a student might draw a picture of their classroom and say, "This is our classroom. I belong to our class."
Inquiry Practice: Civic Engagement and Participation	SS.K.5. Describe ways people can participate in their community and explain why being involved is important.	SS.K.4. Take group or individual action to help address local, regional, and/or global problems. SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	<ul style="list-style-type: none"> • How people help in their community, such as picking up trash, helping neighbors, or following rules at recess. • Why helping is important—such as keeping the community clean and safe.

Kindergarten Standards

I Belong			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human-Environment Interaction	SS.K.6. Describe students' roles in different groups of which they are members, including their family, school, and community.	SS.K.6. Describe students' roles in different groups of which they are members including their family, school, and community.	May include: <ul style="list-style-type: none"> · Roles in groups that students are members of · Identities (e.g., older sister, younger brother, kindergarten student, citizen in my neighborhood)
History: Multiple Perspectives	SS.K.7. Describe ways in which students and others are alike and different in a variety of contexts .	SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories .	May include: <ul style="list-style-type: none"> · Similarities and differences in the groups they are members of ("We both play sports, I like soccer, you like basketball") · How the groups they belong to are alike and different
Geography: Geographic Tools	SS.K.8. Create a route to a specific location.	SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models .	May include: <ul style="list-style-type: none"> · A map showing one route from one place to another (e.g., from their desk to the carpet, from the classroom to another spot at school) · Different routes from one place to another ("to go to the library, we go down the hall and past the gym")
Geography: Human Movement and Patterns	SS.K.9. Explain why and how people move from place to place.	SS.K.15. Explain why and how people move from place to place.	May include: <ul style="list-style-type: none"> · Why people move (e.g., to go to recess, to go home or to go to practice) · How people move (e.g., ways to get from school to home)
Comparing the Past to the Present			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity, and Context	SS.K.10. Describe ways in which students and others are alike and different in the past and present.	N/A	May include: <ul style="list-style-type: none"> · Games and toys that kids in the past played with · Games and toys kids play with today · Similarities and differences in games and toys from the past and today
History: Chronological Reasoning and Causation	SS.K.11. Distinguish between at least two related items or events by sequencing them from the past to the present.	SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present.	May include: <ul style="list-style-type: none"> · An image or artifact from the past to a similar item from the present (e.g., a picture of a doll from long ago, a picture of a doll from today) · A toy that previous generations may have played with a toy from today
History: Comparison and Corroboration	SS.K.12. Compare life in the past to life today.	SS.K.17. Compare life in the past to life today.	May include: <ul style="list-style-type: none"> · Ways life was different in the past from today ("People didn't use to have cell phones, tablets, or computers. How did they take pictures?") · Context clues from a source. ("Look at this picture of kids playing Double Dutch. Who do you think took this picture? Why might they have taken this picture?")

Kindergarten Standards

Rules and Responsibilities			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Multiple Perspectives	SS.K.13. Name the rules and responsibilities students have for different groups they are members of.	N/A	May include: <ul style="list-style-type: none"> · Rules students have in different places, such as at home, in the classroom, at recess, or in public spaces (e.g., libraries, businesses, places of worship, etc.) · Responsibilities students have, such as chores at home, jobs at school, or being responsible in community spaces (at a park) · Responsibilities students have as citizens, such as knowing the national anthem, following laws and voting
Civics/Government: Processes, Rules, and Laws	SS.K.14. Recognize ways people can effectively work together to make decisions to improve their classrooms or communities.	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)	May include: <ul style="list-style-type: none"> · Ways people work together (e.g., discuss why jobs in a classroom and school are made, and how it's decided who will do them) · Ways jobs improve classrooms or communities
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.K.15. Compare and contrast rules from different places.	SS.K.9. Compare and contrast rules from different places. (21st century skills)	May include: <ul style="list-style-type: none"> · Signs that indicate rules (e.g., symbols seen at crosswalks, symbols for recycling, etc.) · Rules displayed at different places (e.g., home, school, at a park, museums, theaters, or other public places)
Civics/Government: Role and Systems of Government	SS.K.16. Describe roles of community helpers and leaders.	N/A	May include: <ul style="list-style-type: none"> · Different types of helpers and leaders (e.g., custodian, firefighters, local business owners, principals, mayors, governors, presidents, etc.)
Geography: Places and Regions	SS.K.17. Compare rules and responsibilities in Iowa with other states.	N/A	May include: <ul style="list-style-type: none"> · Signs or images from rural and urban settings (e.g., subway station signs, horse and buggy signs, etc.) · Signs or images from places in Iowa and outside of Iowa (e.g., deer crossings in Iowa and panther crossings in Florida) · How and why rules are different in various places (e.g., at home versus at school, when camping, playing sports, etc.)
Geography: Human-Environment Interaction	SS.K.18. Compare and contrast rules and responsibilities in local environments, like towns and counties, to those in other parts of the state of Iowa.	SS.K.14. Compare environmental characteristics in Iowa with other places. SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	May include: <ul style="list-style-type: none"> · Signs or images from rural and urban settings in Iowa (e.g., bike lanes, deer crossings, etc.) · Maps to recognize different parts of Iowa that might have different rules and responsibilities (e.g., point out a local lake and discuss rules and responsibilities there, find a local state park and discuss rules and responsibilities there, etc.)

Kindergarten Standards

Needs and Wants (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Economic Decision Making	SS.K.19. Describe some needs and wants.	SS.K.10. Give examples of choices that are made because of scarcity.	May include: <ul style="list-style-type: none"> · Wants (e.g., games, toys, name-brand clothes, etc.) · Needs (e.g., food, water, shelter, etc.)
Economics/Financial Literacy: Credit and Risk Management	SS.K.20. Explain the difference between buying and borrowing.	SS.K.11. Explain the difference between buying and borrowing. (21st century skills)	May include: <ul style="list-style-type: none"> · Items people buy (e.g., groceries, clothes, shoes, etc.) · Items people borrow (e.g., books from the library, skates at a skating rink, paint brushes when doing art)
Economics/Financial Literacy: Financial and Career Goals	SS.K.21. Recognize ways to earn and save money.	SS.K.12. Distinguish between appropriate spending choices. (21st century skills)	May include: <ul style="list-style-type: none"> · Allowance, work, gifts · Example of goods and services jobs · Where to save money (e.g. jar, piggy bank, bank) · Saving for special items (e.g. book, toy, gift, special occasion)
Economics/Financial Literacy: Saving, Spending and Investing	SS.K.22. Identify forms of money.	N/A	May include: <ul style="list-style-type: none"> · Coins (penny, nickel, dime, quarter), dollar bills



First Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
First Grade	Places Near and Far	Where We Live
		People and Places
		Cultures and Traditions
		People at Work and Careers (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquires	SS.1.1. Ask questions about disciplinary content and discuss ways to learn.	SS.1.1. Explain why a compelling question is important.	May include: <ul style="list-style-type: none"> · Questions about a topic being learned (such as "Where is our school?" or "What do firefighters do?"). Students can find answers using sources such as books, maps, pictures, videos, or asking questions during a class visitor or interview.
		SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	
Inquiry Practice: Gather, Interpret, and Evaluate Sources	SS.1.2. With teacher guidance, gather information from different sources and explain what they show about a topic.	SS.1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	May include: <ul style="list-style-type: none"> · Variety of sources such as books, pictures, maps, or websites to find information about a topic being learned (such as communities or rules). · How information helps answer their question or supports their learning.
		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.	
Inquiry Practice: Claims and Evidence	SS.1.3. With teacher guidance, share facts and opinions about topics and support them with evidence.	N/A	May include: <ul style="list-style-type: none"> · An opinion is a statement or idea in regards to feelings or beliefs about a topic. · Evidence is the proof or facts that support the claim · Students say what they believe and show evidence using sources.
Inquiry Practice: Communicate Conclusions	SS.1.4. Construct responses to compelling questions using examples.	SS.1.4. Construct responses to compelling questions using examples.	May include: <ul style="list-style-type: none"> · What they found out about a topic. · Sentences, drawings, charts, or oral explanations to share their ideas. · Evidence from their research to explain their conclusions.
Inquiry Practice: Civic Engagement and Participation	SS.1.5. Describe ways people can participate in their community and explain why being involved is important.	SS.1.5. Take group or individual action to help address local, regional, and/or global problems.	May include: <ul style="list-style-type: none"> · People can help their community by following rules, voting, volunteering, and respecting others. · Being involved helps make the community a better place. · Ways they and their families participate locally.
		SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	

First Grade Standards

Where We Live			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human-Environment Interaction	SS.1.6. Explain why people have different jobs in the community.	SS.1.13. Explain why people have different jobs in the community. (21st century skills)	May include: <ul style="list-style-type: none"> · People have different jobs because they have different interests and skills · Jobs exist to meet the needs and wants of a community. · Some jobs provide goods, and others provide services. · People have jobs to be able to own a home, car, provide for their family and to give to others in need.
Geography: Geographic Tools	SS.1.7. Locate and explain physical features on a variety of maps.		May include: <ul style="list-style-type: none"> · Communities have common features such as schools, parks, libraries, government buildings and hospitals. · Streets, roads, rivers, and neighborhoods are part of a community lay-out. · A map key is an inset on a map that explains the symbols, provides a scale, and usually identifies map projection.
Geography: Geographic Tools	SS.1.8. Construct a simple map.		May include: <ul style="list-style-type: none"> · Simple maps can show familiar places like classrooms, schools, or neighborhoods. · Globes, maps, and digital tools help us learn about direction, location, space. · Landmarks help people recognize where they are or where they are going. · Simple maps often include cardinal directions, physical features, symbols, and a key.
Geography: Places and Regions	SS.1.9. Compare and contrast routes within communities using maps and other geographic models.	SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.	May include: <ul style="list-style-type: none"> · People travel on roads and paths between home, school, and other places in the community · Maps and models can show different routes and how places are connected. · People make choices about the best route to take based on distance or landmarks.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.1.10. Describe ways people show belonging and citizenship in their community.	SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.	May include: <ul style="list-style-type: none"> · Community events such as parades, fairs, festivals, etc. · Unifying symbols, phrases and songs, such as the Pledge of Allegiance, National Anthem, symbols of America, school pledges, school songs, etc.

First Grade Standards

People and Places			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human Movement and Patterns	SS.1.11. Explain why people choose to live in various communities or regions.	SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.	May include: <ul style="list-style-type: none"> · People live in different regions because of various reasons such as needs, opportunities, resources, schools, jobs, climate, environment etc.
Geography: Geographic Tools	SS.1.12. Identify and locate the local community, county, and state capital on a map.	SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.	May include: <ul style="list-style-type: none"> · Addresses tell where something is located. · Cardinal directions (north, south, east, west) help describe where places are · People use directions to describe routes to familiar places like school, the store, or the park. · How a county/local surrounding counties were named.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.1.13. Explain that members of a town, city, or community have certain rights and responsibilities.	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) SS.1.10. Compare and contrast rules or laws within different communities and cultures. (21st century skills)	Must include: <ul style="list-style-type: none"> · Members of a community have both rights (like going to school) and responsibilities (like following rules). · Rules and laws help keep people safe and help communities run smoothly. · Members of a community make decisions by voting.
Economics/Financial Literacy: Exchange and Markets	SS.1.14. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	May include: <ul style="list-style-type: none"> · People settle in certain areas because of jobs, natural resources, transportation access, or family and cultural ties. · Communities may form near rivers, railroads, farms, or factories, depending on their purpose or history. · Regions may offer different climates, landforms, or access to resources that influence how and where people live.

First Grade Standards

Cultures and Traditions			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.1.15. Identify different beliefs, traditions, and customs within a community.	SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.	May include: <ul style="list-style-type: none"> · Communities are made up of people with different religious and cultural backgrounds. · People may speak different languages, wear different clothing, or eat different foods as part of their traditions. · Celebrations may be similar in purpose but different in how they are practiced.
History: Change, Continuity and Context	SS.1.16. Describe the ways beliefs, traditions, and customs are passed from previous generations to the present.	SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.	May include: <ul style="list-style-type: none"> · Some traditions are passed from parents or grandparents and celebrated every year. · Historical events, immigration, and heritage influence cultural customs. · Oral stories, recipes, music, and clothing are examples of traditions that are handed down.
Civics/ Government: Constitutional Principles and Civic Virtues	SS.1.17. Explain why respecting others' beliefs, traditions, and customs is part of being a good citizen.	N/A	May include: <ul style="list-style-type: none"> · Communities can have shared spaces, events, and schools with people of many traditions. · Learning about others' traditions builds respect and inclusion. · Civic values may include kindness, curiosity, fairness, and understanding differences.
History: Chronological Reasoning and Causation	SS.1.18. Describe the historical origins of festivals and celebrations that represent the diverse cultures of the state.	SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.	Must include: <ul style="list-style-type: none"> · Some Iowa communities have festivals with deep historical roots · Celebrations may honor heritage, agriculture, migration, or faith. · Local or state traditions reflect the people who settled or shaped the area.



First Grade Standards

People at Work and Careers (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Financial and Career Goals	SS.1.19. Explain how different jobs in the community help meet people’s needs through goods and services.	SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.	May include: <ul style="list-style-type: none"> · Community jobs and roles - (what people do, where they work, who they help) · Setting (e.g., indoors/outdoors), uniforms, schedules, and level of training or education. · How geography influences job types (e.g., fishing near oceans, mining near mountains) · Goods and services · Workplace, skills, tools
Economics/Financial Literacy: Financial and Career Goals	SS.1.20. Identify individual skills and interests that influence education, jobs and career goals.	N/A	May include: <ul style="list-style-type: none"> · Jobs can be chosen based on interests, skills, values, or needs. · A community works best when people have different roles and contribute in helpful ways. · People support members of their family by doing chores or jobs around the house, neighborhood or community. · Some workers keep us safe, some educate, and others provide necessities like food, clothing, or shelter.
Economics/Financial Literacy: Saving, Spending and Investing	SS.1.21. Describe spending, saving and borrowing.	SS.1.14. Explain why something borrowed must be returned. (21st century skills) SS.1.15. Describe the role of financial institutions in the community in order to save and invest. (21st century skills)	May include: <ul style="list-style-type: none"> · Spending - Using money to buy something now (a need or a want) · Saving - Keeping money for a later use (e.g. something important, something expensive, in case you need it for something in the future. <ul style="list-style-type: none"> o Saving includes planning and waiting · Borrowing - Using something that belongs to someone else for a short time, with a plan to return it. Borrowing doesn’t mean the item was free—must take care of it and give it back. (e.g. library book,
History: Change, Continuity, and Context	SS.1.22. Compare jobs from the past to the present and discuss how tools, technology, or transportation have changed how people work.	N/A	May include: <ul style="list-style-type: none"> · Jobs from the past may have looked very different due to lack of modern tools or machines. · Technology has made some jobs easier or created entirely new ones. · Students may explore changes like: old-fashioned mail delivery vs. email, farming with horses vs. tractors, or store shopping vs. online orders.
N/A	N/A	SS.1.12. Explain why people in one country trade goods and services with people in other countries.	
N/A	N/A	SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.	

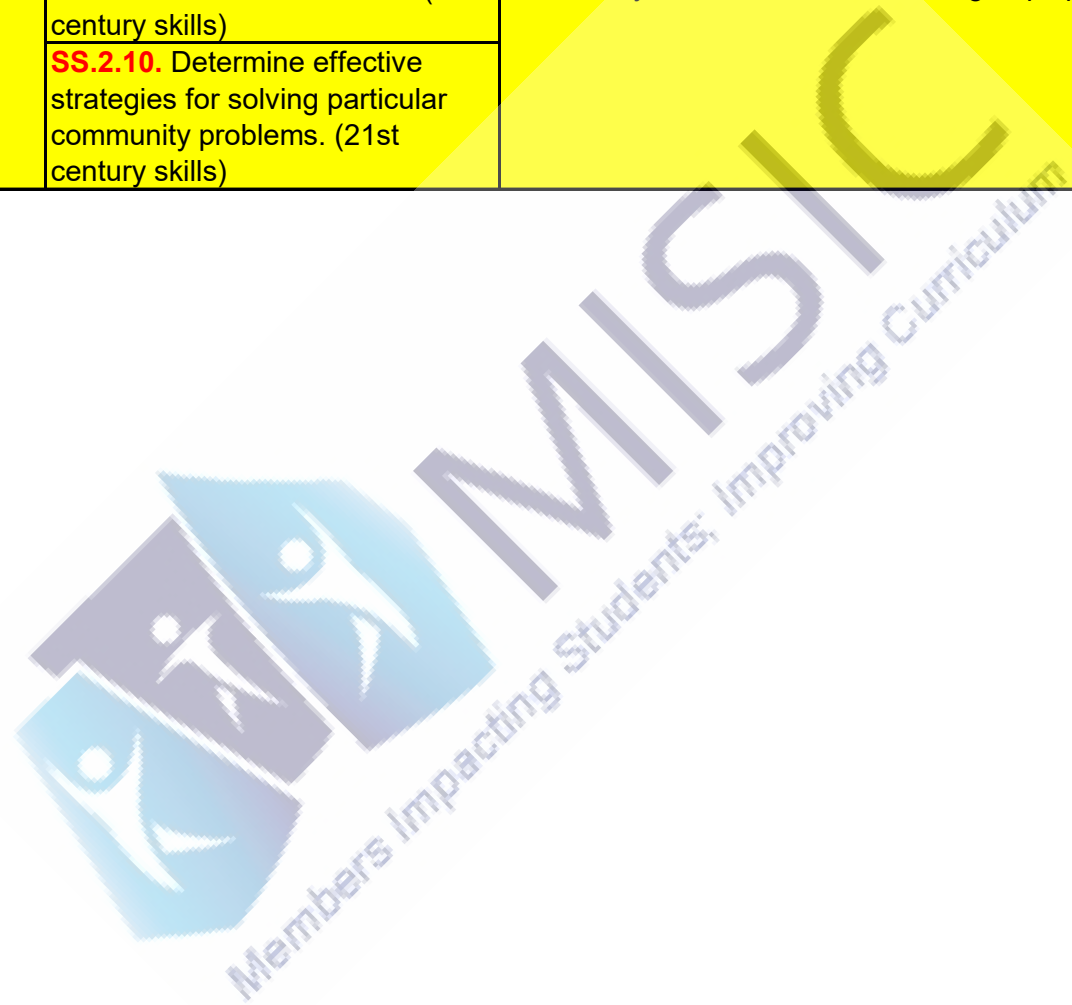
Second Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Second Grade	Our State	Culture and History of Native Americans in Iowa
		Iowa Communities: Past and Present
		Iowa: What Makes Us Unique?
		Saving and Spending (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquires	SS.2.1. Generate questions about a topic and plan how to learn more, using sources.	SS.2.1. Explain why a compelling question is important.	May include: <ul style="list-style-type: none"> · Questions relevant to a topic, research evidence that answers the generated questions · How to find answers (e.g., read a book, look at maps and pictures, talk to someone) · Primary sources like timelines, maps, books, photos, charts, interviews, websites to guide their inquiry
		SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.	
Inquiry Practice: Gather, Interpret, and Evaluate Sources	SS.2.2. Gather information from different sources and explain what they show about a topic.	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	May include: <ul style="list-style-type: none"> · Information from multiple sources (textbooks, images, videos, charts) · Interpreting what the source shows or tells (e.g., What does this map show? What is happening in this picture?). With guidance decide if the information helps answer their question or supports their learning.
		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.	
Inquiry Practice: Claims and Evidence	SS.2.3. Share facts and opinions about a topic and support them with evidence from sources.	SS.2.23. Given a set of options, using evidence, articulate why one reasons is more likely than others to explain a historical event or development.	May include: <ul style="list-style-type: none"> · Evidence is the proof or facts that support the opinion (e.g., a picture of a plantation, a sentence from a book) · Why sources are used, reasoning, evidence, and relevant details from learning experiences · Sentences, drawings, charts, or oral explanations
Inquiry Practice: Communicate Conclusions	SS.2.4. Construct responses to questions using reasoning, examples, and relevant details.	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	May include: <ul style="list-style-type: none"> · Information learned about a topic · Sentences, drawings, charts, or oral explanations · Evidence from their research to explain their conclusions

Second Grade Standards

Inquiry Practice: Civic Engagement and Participation	SS.2.5. Describe ways people make a difference in their community.	SS.2.5. Take group or individual action to help address local, regional, and/or global problems.	May include: <ul style="list-style-type: none"> · Why people take action (e.g., for a change, for keeping something the same, etc.) · Ways people take action in their community (e.g., following rules, voting, volunteering, taking turns, sharing ideas and listening to the ideas of others) · Ways to be involved in a community · Ways students, families, and groups participate locally
		SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	
		SS.2.9. Develop an opinion on a decision about a local issue. (21st century skills)	
		SS.2.10. Determine effective strategies for solving particular community problems. (21st century skills)	



Second Grade Standards

Culture and History of Native Americans in Iowa			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human-Environment Interaction	SS.2.6. Explain how environmental characteristics shaped the locations and unique cultures of Native Americans in Iowa.	SS.2.17. Explain how environmental characteristics impact the location of particular places.	May include: <ul style="list-style-type: none"> · Plains cultures (e.g., Ioway, Dakota/Sioux, Arikara, Omaha, Otoe, Pawnee, Ponca) · Woodland cultures (e.g., Effigy Mounds, Ho-Chunk, Sauk, Meskwaki, Potawatomi)
History: Change, Continuity and Context	SS.2.7. Compare life in the past to life today within different communities and cultural groups, including Native American communities.		May include: <ul style="list-style-type: none"> · How communities function, clothing, homes, farming techniques · Celebrations · Meskwaki Settlement School · Penny postcards published in August 1905
Geography: Human-Environment Interaction	SS.2.8. Analyze the movement of different groups in and out of Iowa, including the removal and return of Native American people.	SS.2.18. Describe how the choices people make impact local and distant environments.	May include: <ul style="list-style-type: none"> · Native Americans migrated for various reasons (e.g., hunting lands, competition for resources, influx of European and American settlers). · Informational texts that include timelines, photos, diaries, or memoirs.
History: Change, Continuity, and Context	SS.2.9. Describe the contributions of Native American leaders in their homelands and in their communities today.		Must include: <ul style="list-style-type: none"> · Native Americans with Iowa connections and their involvement in important events in history. <ul style="list-style-type: none"> o May include Ioway (e.g., Mahaska I, Marie Dorion), Sauk (e.g., Black Hawk, Keokuk, Jim Thorpe), Meskwaki (e.g., Poweshiek, Wapello, WWII code talkers, Jean Morgan Adeline Wanatee, Donald Wanatee), Ho-Chunk (e.g., Waukon Decorah, Winneshiek, Emma Big Bear), Potawatomi (e.g., Johnny Green), Dakota (e.g., Palaneapape, Maria Pearson)

Second Grade Standards

Iowa Communities: Past and Present			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.2.10. Explain ways that communities within the state of Iowa have changed over time.		May include: <ul style="list-style-type: none"> · Innovations, inventions, technology has caused changes in our jobs, modes of transportation, daily life, forms of recreation · Changes in state and community buildings over time, including schools, courthouses, fire stations, etc. · Changes in cultural groups · The Iowa State Capitol moving from Iowa City to Des Moines · Daily Life: Clothing, schools, homes, food, transportation, communication
History: Comparison and Corroboration	SS.2.11. Compare perspectives from the past to the present.	SS.2.21. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.	May include: <ul style="list-style-type: none"> · Pictures, texts, family history or community stories, historical photos to compare homes, cars, schools, jobs and family from long ago to today. · Looking at two sources to see if they share similar information.
History: Multiple Perspectives	SS.2.12. Describe the perspectives and contributions of individuals associated with the community or state in the past and present.	SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.	Must include, but is not limited to: <ul style="list-style-type: none"> · People from Iowa's history, everyday life, and/or from literature and informational texts read or read aloud, and describe the individual's contributions (e.g. Alexander Clark, Annie Wittenmyer, Carrie Chapman Catt, Norman Borlaug, etc.) · Leaders demonstrating civic virtues.
History: Change, Continuity and Context	SS.2.13. Describe significant events in the history of the local community or state.		May include: <ul style="list-style-type: none"> · Sources of information such as festivals and celebrations (e.g., Covered Bridges Days, Tulip Time, Harvest Festivals, county fairs, etc.).



Second Grade Standards

Iowa: What Makes Us Unique?			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Role and Systems of Government	SS.2.14. Explain the roles of elected local and state officials.	SS.2.8. Explain the purpose of different government functions. (21st century skills)	Must include, but is not limited to: <ul style="list-style-type: none"> · Elected officials may include the mayor, representatives, county supervisors, school board members, etc. · Leaders of the community, state and nation are elected by the principles set forth in the Constitution. May include: <ul style="list-style-type: none"> · Photos of the past and present may include the governor, mayor, and other leaders in the community. · Sometimes classrooms and schools elect students to represent them in student councils.
Civics/Government: Constitutional Principles and Civic Virtues	SS.2.15. Describe symbols, places, or landmarks that make Iowa unique.		May include: <ul style="list-style-type: none"> · Iowa symbols such as goldfinch, oak tree, wild rose, geodes, Iowa motto or the Iowa flag. · Freedom Rocks are located in various areas in the state.
Geography: Places and Regions	SS.2.16. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	May include: <ul style="list-style-type: none"> · Loess Hills of western Iowa, Des Moines Lobe of central Iowa, the Driftless Area of northeast Iowa, the Alluvial Plains of the Missouri and Mississippi Rivers
Geography: Human-Environment Interaction	SS.2.17. Describe Iowa's natural resources and the consequences of using these resources.	2.24. Describe the intended and unintended consequences of using Iowa's natural resources.	May include: <ul style="list-style-type: none"> · Some natural resources found in Iowa include fertile soil, wind energy, limestone, corn, and ethanol. · Consequences of converting prairie to agricultural lands, damming streams and rivers, using more wind energy, etc. · Sources of information may include books, videos, class visitors, interviews, or images.

Second Grade Standards

Saving and Spending (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Financial and Career Goals	SS.2.18. Describe ways people can earn, spend and borrow money.	SS.2.12. Identify how people use natural resources to produce goods and services.	May include: <ul style="list-style-type: none"> · People acquire money or goods by: <ul style="list-style-type: none"> o Doing jobs, selling things, creating products and services. o Receiving inheritances or gifts · People spend/give money: <ul style="list-style-type: none"> o To buy goods and services o To help others or support causes (charity, community events). o To pay for education, utilities, insurance, etc.
		SS.2.14. Explain how different careers take different levels of education. (21st century skills)	
Economics/Financial Literacy: Saving, Spending and Investing	SS.2.19. Explain why and how people save money.	SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	May include: <ul style="list-style-type: none"> · People make different decisions about money depending on what they need or want or if they want to help others. · People use money to pay for things they need such as food, clothing, shelter and transportation. · People may need to save money for emergencies such as loss of jobs, medical or health problems. · People may save money to buy the expensive item or special events they want in the future. · How to save money (e.g. piggy bank/savings jar, wallet, bank, credit union, on-line bank account)
		SS.2.15. Evaluate choices and consequences for spending and saving. (21st century skills)	
Economics/Financial Literacy: Saving, Spending and Investing	SS.2.20. Identify different ways to make amounts of money out of coins and bills.	N/A	May include: <ul style="list-style-type: none"> · Making combinations of money · Identifying different ways to make the same amount · Real-world money scenarios
N/A	N/A	SS.2.7. Explain how people from different groups work through conflict when solving a community problem.	
N/A	N/A	SS.2.13. Describe examples of the goods and services that governments provide.	
N/A	N/A	SS.2.19. Make a prediction about the future based on past related events.	

Third Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Third Grade	America's Early Story	Native Americans
		Early Colonial America
		The Thirteen Colonies
		Budgeting (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquires	SS.3.1. Generate questions about a topic and plan how to learn more, using sources.	SS.3.1. Identify disciplinary ideas associated with a compelling question.	May include: · Complex questions and multiple types of questions (closed, open, etc.) · How to find answers (e.g., read a book, look at maps and pictures, talk to someone) · Tools like timelines, photos, charts to guide their inquiry
		SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.	
Inquiry Practice: Gather, Interpret, and Evaluate Sources	SS.3.2. Gather information from different sources and explain what they show about a topic.	SS.3.3. Determine the credibility of one source.	May include: · Information from multiple sources (textbooks, images, videos, charts) · Interpret what the source shows or tells (e.g., What does this map show? What is happening in this picture?) · Decide if the information helps answer their question or supports their learning.
		SS.3.24. Infer the intended audience and purpose of a primary source using textual evidence.	
Inquiry Practice: Claims and Evidence	SS.3.3. Share facts and opinions about a topic and support them with evidence from sources.	SS.3.4. Cite evidence that supports a response to supporting or compelling questions.	May include: · A claim is a statement or idea (e.g., "Farming was important in the Southern Colonies"). · Evidence is the proof or facts that support the claim (e.g., a picture of a plantation, a sentence from a book). Students should be able to say what they believe and show why they are using sources.
		SS.3.26. Develop a claim about the past based on cited evidence.	
Inquiry Practice: Communicate Conclusions	SS.3.4. Construct responses to questions using reasoning, examples, and relevant details.	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.	May include: · Reasoning, evidence and relevant details from learning experiences. Use sentences, drawings, charts, or oral explanations to share ideas.

Third Grade Standards

Inquiry Practice: Civic Engagement and Participation	SS.3.5. Describe ways people engage in their community to make change or keep things the same.	SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.	May include: <ul style="list-style-type: none"> · Why do people take action (e.g., for a change, for keeping something the same, etc.) · Ways people take action in their community (e.g., following rules, voting, volunteering, taking turns, sharing ideas and listening to others' ideas) · Ways students, families, and groups participate locally.
		SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	



Third Grade Standards

Native Americans			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History:Change, Continuity, and Context	SS.3.6. Compare and contrast the different cultures of Native Americans, including prior to contact with Europeans.	SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.	May include: · National identities, religious beliefs, customs, various folklore traditions, how tribes are grouped regionally, interaction of new settlers with the already established Native Americans of the region.
Geography: Places and Regions	SS.3.7. Explain how the unique characteristics of a place affect Native American groups.	SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	May include: · Physical geography, including climate, influenced how the local Native American nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). Groups can include: Iroquois Confederacy, Lakota, Sioux, Hopi, Navajo, Chinook, Tlingit
Civics/Government: Role and Systems of Government	SS.3.8. Examine different structures of Native American government.	SS.3.10. Explain how rules and laws impact society. (21st century skills)	May include: · Systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments, The Seminole Tribe of Florida, Iroquois Confederacy
Economics/Financial Literacy: Economic Systems	SS.3.9. Analyze why and how Native American groups use natural resources.	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	May include: · Natural resources in specific regions, how resources were used for trade

Third Grade Standards

Early Colonial America			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human Movement and Patterns	SS.3.10. Examine ways geography influences communities and settlements.	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.	May include: <ul style="list-style-type: none"> · Maps of Native American groups, Dutch settlements, English settlements, people from settlements where they can meet basic needs (water, food, shelter), rivers, mountains, soil, climate influences where people choose to live, early settlements often began near natural resources, over time, settlements grow into towns or cities based on needs and opportunities like farming, trading, transportation
History: Chronological Reasoning and Causation	SS.3.11. Describe the interactions between Native Americans and Europeans.	SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other. SS.3.22. Compare and contrast events that happened at the same time.	May include: <ul style="list-style-type: none"> · North America, the Atlantic Ocean, and Europe on a map · Interaction of new settlers with the already established Native Americans of the region, desire for expansion, etc.
Civics/Government: Roles and Systems of Government	SS.3.12. Explain the purpose of the Mayflower Compact and the principle of self-government.		May include: <ul style="list-style-type: none"> · Fair agreement, organized colony, own rules, voting · Religious dimensions such as establishment of civil government as “divine mission.”
Economics/Financial Literacy: Economic Decision Making	SS.3.13. Describe the routes during the early explorations of the Americas.	SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	May include: <ul style="list-style-type: none"> · Routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe, maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

Third Grade Standards

The Thirteen Colonies			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human-Environment Interaction	SS.3.14. Analyze the regional differences of the geographic features of the Thirteen Colonies.	SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.	May include: <ul style="list-style-type: none"> · Location of the current 50 states and the names of their capitals, traditions and settlement of certain groups of people.
Economics/Financial Literacy: Production and Consumption	SS.3.15. Identify how people in the Thirteen Colonies used natural resources, human resources, and physical capital to produce goods and services.	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	May include: <ul style="list-style-type: none"> · Triangular Trade Route. Various resources were exchanged based on colony region (cash crops of the south, fishing, food crops, ship building, lumber, molasses)
Civics/Government: Processes, Rules, and Laws	SS.3.16. Evaluate the reasons for the establishment of the Thirteen Colonies.	SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)	May include: <ul style="list-style-type: none"> · Pursuit of wealth through new markets · Who was managing the colonies · Escape from religious persecution and seeking of religious liberty
History: Historical Interpretation and Argumentation	SS.3.17. Analyze the impact of slavery and how it shaped early American history.	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue. SS.3.25. Explain probable causes and effects of events and developments.	May include: <ul style="list-style-type: none"> · Different perspectives of slavery through time and the work of enslaved people.

Third Grade Standards

Budgeting (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Financial and Career Goals	SS.3.18. Identify personal financial goals and explore how different careers help people earn income.	SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.	<ul style="list-style-type: none"> · Simple financial goals (e.g., saving for a toy, trip, or future need). · How people choose careers based on interests, skills, and earning potential. · How saving, spending, and working (earning income) are part of reaching financial goals.
Economics/Financial Literacy: Saving, Spending and Investing	SS.3.19. Identify why and how people save and invest money to meet personal goals and prepare for the future.	SS.3.18. Determine the importance of saving/investing in relation to future needs. (21st century skills)	<ul style="list-style-type: none"> · Saving and investing · Why people save money (e.g., emergencies, future purchases, goals). · How people make choices about how to spend money wisely. · Basic understanding of investing (e.g., putting money into something to earn more over time). · The value of making a plan for how to use money
Economics/Financial Literacy: Credit and Risk Management	SS.3.20. Describe what credit is and how it is used.	SS.3.17. Explain an individual's responsibility for credit and debt. (21st century skills)	<ul style="list-style-type: none"> · Credit is borrowing money to buy something now and paying it back later. · People use credit for things like homes, cars, or emergencies. · Borrowing money means you often have to pay extra money in the form of interest · It's important to only borrow what you can afford to repay. · Risk management means making good choices to protect your money and avoid debt or loss.

Third Grade Standards

N/A	N/A	SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.	
N/A	N/A	SS.3.14. Describe the role of various financial institutions in an economy.	
N/A	N/A	SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.	
N/A	N/A	SS.3.28. Explain the cultural contributions that different groups have made on Iowa.	



Fourth Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Fourth Grade	Our New Nation	The American Revolution
		Westward Expansion/Migration
		Immigration
		Spending Wisely (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquiries	SS.4.1. Develop and refine questions to actively shape and advance the investigation of the topic.	SS.4.1. Explain how a compelling question represents key ideas in the field.	Questions to prioritize learning, examine nuances, or expand understanding.
		SS.4.2. Use supporting questions to help answer the compelling question in an inquiry.	
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.4.2. Interpret information about specific perspectives or beliefs from sources.	SS.4.22. Infer the purpose of a primary source and from that the intended audience.	What the source shows or tells (e.g., What does this writer reveal about prevailing beliefs or attitudes at the time of publication? What is happening in this picture?). Decide if the information helps answer their question or supports their learning.
Inquiry Practice: Claims and Evidence	SS.4.3. Make a claim about a topic and support it with evidence from one or more sources.	SS.4.3. Cite evidence that supports a response to supporting or compelling questions. SS.4.24. Develop a claim about the past and cite evidence to support it.	A claim is an arguable statement or idea (e.g., "Economics was the root of the dispute between northern and southern states"). Evidence is the proof or facts that support the claim (e.g., a picture of a one-room school house, a paragraph from a book). Students should be able to say what they believe and show why using sources.
Inquiry Practice: Communicate Conclusions	SS.4.4. Construct responses to questions using reasoning, examples, and relevant details.	SS.4.4. Construct responses to compelling questions using reasoning, examples, and relevant details.	Express information learned in the student's own words while maintaining the original meaning.
Inquiry Practice: Civic Engagement and Participation	SS.4.5. Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies.	SS.4.5. Identify challenges and opportunities when taking action to address problems, including predicting possible results.	Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government. May include examples such as: standing up for what is right, equal treatment for all, participating in community discussions.
		SS.4.6. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	

Fourth Grade Standards

The American Revolution			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.4.6. Explain the causes of the American Revolution.	SS.4.7. Explain causes of conflict or collaboration among different social groups.	Must include but is not limited to: The impact of key events that increased tension between the American colonists and the British government, the French and Indian War, the Boston Tea Party, the Stamp Act, the Boston Massacre, and “taxation without representation”
		SS.4.23. Explain probable causes and effects of events and developments.	
History: Chronological Reasoning and Causation	SS.4.7. Evaluate the impact of the strategies used by Great Britain and the American Colonists to win the Revolutionary War.		Must include but is not limited to: Military tactics and composition, blockades, and contributions from other nations and Native groups.
History: Change, Continuity, and Context	SS.4.8. Evaluate whether the outcomes of the Revolutionary War solved key problems of the Pre-Revolutionary period.		Must include but is not limited to: Independence, formation of a new government, opening of new markets and trade relationships, expansion of land
History: Multiple Perspectives	SS.4.9. Describe the perspectives and impact of key individuals and groups during the American Revolution.	SS.4.21. Analyze conflicting perspectives on historical and current events/issues.	May include: Patriots, Loyalists (Tories), Sons of Liberty, Daughters of Liberty, Committee of Five, King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, Abigail Adams, Maya Ludwig Hays (Molly Pitcher), and Mercy Otis Warren, and Phillis Wheatley
Geography: Geographic Tools	SS.4.10. Explain how the natural environment impacted decisions made during the American Revolution using geographic representations.	SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.	May include: Contributions from other nations and Native American groups, blockades of trade ports, strategic advantages/ disadvantages for troops.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.4.11. Summarize key principles of the Declaration of Independence.		Must include but is not limited to: The concepts of equality, natural rights, self-governance, right to alter/abolish government, and the purpose of government.

Fourth Grade Standards

Westward Expansion/Migration			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.4.12. Explain the process by which certain areas of land were added to the United States.	SS.4.26. Explain how Iowa's agriculture has changed over time.	Must include, but is not limited to: The areas of land that became territories and how those territories eventually became states, the Louisiana Purchase 1803, Lewis and Clark expedition, the Mexican-American War (annexation of Texas), and the War of 1812.
Geography: Human-Environment Interaction	SS.4.13. Clarify how westward expansion changed the landscape and how the landscape affected migration.	SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	May include: The impacts of the California Gold Rush, the Mormon Trail, the Oregon Trail, the Transcontinental Railroad, deforestation, increase of farmland, overhunting of American bison, crossing mountains and deserts.
Geography: Human Movement and Patterns	SS.4.14. Describe how the population of Iowa has changed, from a predominantly Native American population to one composed largely of European and American settlers.		Must include, but is not limited to: The impact of government policies on Native American groups, the exploration of the land, and new settlements. May include: Native tribes who lived in Iowa beginning in prehistoric times (e.g., Ioway, Otoe, Missouri, Omaha, Ponca, Pawnee, Arikara, Santee Dakota) Native tribes that moved into Iowa after European contact in the 1700s (e.g., Meskwaki, Sauk, Yankton Dakota) Native tribes forced into Iowa on temporary reservation lands in the 1800s (e.g., Ho-Chunk) The State of Iowa's role in supporting Native residency (e.g., Potawatomi, Meskwaki).
History: Change, Continuity and Context	SS.4.15. Describe the effects, opportunities, and conflicts that happened when people from different groups came into contact with each other.	SS.4.10. Describe how societies have changed in the past and continue to change. (21st century skills)	Must include, but is not limited to: Interactions between settlers and Native American people, settlers and Chinese immigrants in the West, people with differing opinions on the expansion of slavery.
Civics/Government: Processes, Rules and Laws	SS.4.16. Analyze the effects of government policies intended to promote westward settlement on diverse groups of people.	SS.4.9. Explain how the enforcement of a specific ruling or law changed society. (21st century skills)	Must include, but is not limited to: Policies that promoted exploration and settlement of new lands; the removal or restriction of Native American populations, including the principle of Manifest Destiny; and the expansion or restriction of slavery, including the principle of popular sovereignty. May include policies such as: The Northwest Ordinance of 1787, the Indian Removal Act of 1830, the Homestead Acts, the Missouri Compromise, the Compromise of 1850, Kansas-Nebraska Act of 1854, 5th Iowa General Assembly Law to "Allow Meskwaki to Purchase Land and Live in Tama, Iowa" in 1856.
Economics/Financial Literacy: Economic Decision Making	SS.4.17. Analyze the costs and benefits of migration and resettlement for various groups.	SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.	May include: People moving to new territories and/or participants in the California Gold Rush, the Mormon Trail, the Oregon Trail, and the Trail of Tears.

Fourth Grade Standards

Immigration			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.4.18. Identify patterns and trends in the locations where immigrant groups settled in the United States.		Must include but is not limited to: The use of geographic representations to analyze the settlement areas of immigrant groups in the United States.
Geography: Human Movement and Patterns	SS.4.19. Analyze the push and pull factors that led to new immigrant groups coming to the United States.	SS.4.19. Explain influences on the development and decline of different modes of transportation in U.S. regions.	Must include but is not limited to: Immigrant groups who entered the United States on the west coast, through Ellis Island, and from Canada or Mexico.
History: Comparison and Corroboration	SS.4.20. Compare and contrast the experiences of different immigrant groups to the United States.	SS.4.20. Compare and contrast events that happened at the same time.	May include: Chinese immigrants, Japanese immigrants, Northern and European immigrants (German, British, Irish), Southern and Eastern European immigrants (Italians, Poles, Russians), and Mexican immigrants.
History: Change, Continuity and Context	SS.4.21. Describe the diverse cultural makeup of Iowa's past and present in the local community, including Native American and agricultural communities.	SS.4.25. Analyze the impact of technological changes in Iowa, across time and place.	Must include but is not limited to: The cultural contributions that different groups have made in Iowa.
Civics/Government: Role and Systems of Government	SS.4.22. Explain why the United States made policies intended to encourage, restrict, and/or document populations of people entering the nation.		May include: Ellis Island, Angel Island, Chinese Exclusion Act (1882), Immigration Act of 1864, and Homestead Acts
Civics/Government: Constitutional Principles and Civic Virtues	SS.4.23. Evaluate civic virtues displayed by immigrants and immigrant groups coming to and settling in the United States.	SS.4.8. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)	Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government. May include: Examples such as acting responsibly, acting with honesty and integrity, advocating for fairness and other factors such as courage, honor, humility, integrity, justice, moderation, prudence, respect, and responsibility.

Fourth Grade Standards

Spending Wisely (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Saving, Spending and Investing	SS.4.24. Identify factors that can influence people's different spending and saving choices.	SS.4.15. Identify factors that can influence people's different spending and saving choices. (21st century skills)	May include:Wants and needs, quality versus quantity, and options for saving, costs of housing, transportation needs, and personal care items or services; interest rates for savings choices, scarcity, and marketing tactics.
Economics/Financial Literacy: Financial and Career Goals	SS.4.25. Create a simple budget to plan how to spend and save money to meet financial goals.		May include:Balancing income and spending/savings decisions, how change of income impacts budgetBudget, income, expenses, saving, needs and wants, goals, priorities, trade-offs, opportunity costs.Connect budgeting to a real-life goalIntroduce spending categories (e.g. food, fun, giving, saving)Expense types - fixed (occurs every month), variable (cost that can change time to time - e.g. food, gas, clothes), unexpected (cost you didn't plan for - e.g. repairs, trip to doctor)Planning helps achieve financial goals
Economics/Financial Literacy: Credit and Risk Management	SS.4.26. Identify why it is important and ways to protect personal financial information.	SS.4.16. Determine the consequences of sharing personal information with others. (21st century skills)	May include:Creating strong passwords and preventing identity theft to avoid negative financial impact.
Economics/Financial Literacy: Financial and Career Goals	SS.4.27. Explore how people and the government work together to meet community needs.	SS.4.13. Compare and contrast different ways that the government interacts with the economy.	May include:Government collects taxes to pay for roads, schools, and safety servicesPeople work in jobs that provide services to others (e.g. teachers, firefighters, police, mail carriers)Citizens help community by working, paying taxes, and voting
N/A	N/A	SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.	
N/A	N/A	SS.4.14. Explain the reasons why the costs of goods and services rise and fall.	

Fifth Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Fifth Grade	Our Changing Country	The Constitution and Bill of Rights
		The Civil War
		Industrial Revolution
		Civil Rights
		Making Smart Financial Decisions (Financial Literacy)

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquires	SS.5.1. Develop and refine questions to actively shape and advance the investigation of the topic.	SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.	Questions to prioritize learning, examine nuances, or expand understanding.
		SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.5.2. Interpret information about specific perspectives or beliefs from sources.	SS.5.3. Determine the credibility of multiple sources.	What the source shows or tells (e.g., What does this writer reveal about prevailing beliefs or attitudes at the time of publication? What is happening in this picture?). Decide if the information helps answer their question or supports their learning.
		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.	
Inquiry Practice: Claims and Evidence	SS.5.3. Make a claim about a topic and support it with evidence from one or more sources.	SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	A claim is an arguable statement or idea (e.g., "Economics was the root of the dispute between northern and southern states"). Evidence is the proof or facts that support the claim (e.g., an original source, information from a map). Students should be able to say what they believe and show why using sources.
		SS.5.25. Develop a claim about the past and cite evidence to support it.	
Inquiry Practice: Communicate Conclusions	SS.5.4. Construct responses to questions using reasoning, examples, and relevant details.	SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	Expressing information learned in the student's own words while maintaining the original meaning.
Inquiry Practice: Civic Engagement and Participation	SS.5.5. Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies.	SS.5.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.	Civic virtues are the character traits and behaviors that enable citizens to participate responsibly and constructively in their communities and government. May include examples such as: Standing up for what is right, equal treatment for all, participating in community discussions.

Fifth Grade Standards

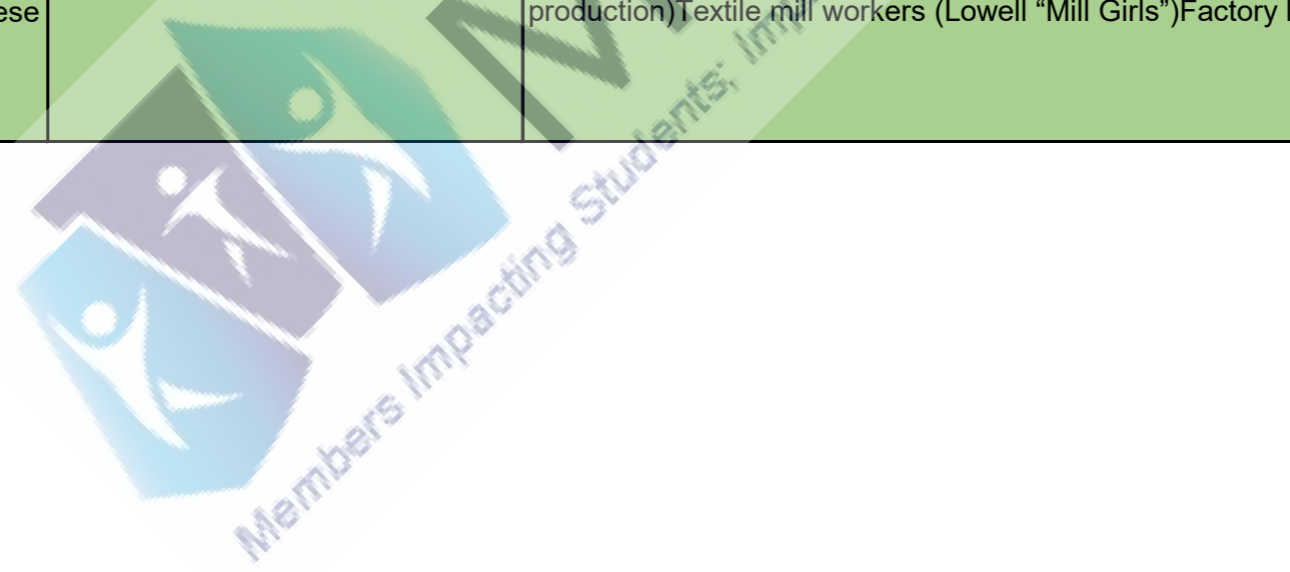
The Constitution and Bill of Rights			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Constitutional Principles and Civic Virtues	SS.5.6. Describe the origin, purpose, and impact of the Constitution and Bill of Rights.	SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)	Must include, but is not limited to:Core purposes of the Constitution and the reasons for the addition of a Bill of Rights.How the Constitution is designed to empower and limit the power of the central government and the powers granted to citizens under it.May include:Reasons for the Articles of Confederation being abandoned and replaced with the Constitution.Ideas borrowed or adapted from documents such as: Mayflower Compact, Magna Carta, Cato's Letters, Common Sense, and the Federalist Papers
Civics/Government: Processes, Rules and Laws	SS.5.7. Explain the processes by which laws are created, changed, limited, upheld, and removed.	SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)	Must include, but is not limited to:Process for drafting and enacting laws within the new legislative structure of the House and Senate, following the adoption of the U.S. ConstitutionRole of the executive branch (led by the President) in the process of creating laws.Limits placed on laws by the role and powers of the judiciaryThe Nature of Rights: The Constitution and its companion document, the Bill of Rights, does not grant rights (as they are inalienable), rather they are designed to protect these inalienable natural rights of citizens.
Civics/Government: Role and Systems of Government	SS.5.8. Describe how the Constitution ensures federalism, including examples of how power is shared between federal and state government.	N/A	Must include, but is not limited to:Structure of a federal republican form of government that uses democratic election processes compared to a direct democracy. Structures to include:Three branches of government and their roles and responsibilities (federal and state)Checks and balances of each branchThe election of executives and representativesThe powers granted to a limited central government, the states, and the citizens compared to other forms of government such as: monarchies, dictatorships, theocracies, oligarchies, and communist forms.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.5.9. Explain the protections provided under the Bill of Rights and the responsibilities that accompany exercising these rights.	SS.5.8. Analyze how rights and laws influence interactions between groups in society.	Must include, but is not limited to:Civil protections provided by the 1st, 2nd, 4th, 5th, 6th, 7th, and 8th AmendmentsThe meaning and purpose of the 9th Amendment.The limitations on a central government and empowerment of states under the 10th Amendment.Opportunities for and the role of individuals for engaging in both formal and informal political participation (e.g. voting, volunteerism, political donations, political demonstrations)Respect for the rights of others in discussion or classroom debates and consideration of alternate views.

Fifth Grade Standards

The Civil War			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.5.10. Analyze the multiple economic, political, and social changes and divisions that brought about and affected the Civil War.	SS.5.21. Describe the connections between historical developments that occurred within the same time period.	Must include, but is not limited to: The rise of Abraham Lincoln as a leader and politician, and his eventual ascendancy to the presidency. Exceptional Americans' (abolitionists) leadership toward social change pre-Civil War (e.g. Frederick Douglass, William Lloyd Garrison, Harriet Tubman, Sojourner Truth, and Alexander Clark). The progression and conclusion of the Civil War, which may include: 1861 secession of 7 initial states Fort Sumter and addition of 4 additional states joining the Confederacy Introduction of new technologies and the impact on the Civil War Women's roles in the war The Gettysburg Address Sherman's March to the Sea Surrender at Appomattox May include: First Industrial Revolution's role in both furthering slavery in the south (cotton gin) as well as bringing the need for it to a close in the northern states (mechanization, steam power in factories) The 1808 banning of the importation of slaves
Geography: Places and Region	SS.5.11. Generate geographic representations to illustrate how cultural and physical characteristics of U.S. regions affected the Civil War.	SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	May include: Relationship between environment and crop production. How manufacturing versus agriculture continued to separate the North and the South during and following the Civil War. Geographical layout of the division between Northern (free) and Southern (slave) states as well as those that chose to remain in the Union while continuing slavery Discussion of strategies used by Union generals during the Civil War (i.e.: The Anaconda Plan and Sherman's March)
Civics/Government: Constitutional Principles and Civic Virtues	SS.5.12. Examine legislative efforts, court decisions, and social movements intended to promote peace before, during and after the Civil War.	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	May include: Efforts before the war The Missouri Compromise of 1820s The Compromise of 1850 in exchange for the admission of the New Mexico and California territories as states Fugitive Slave Law of 1850 The Dred Scott Supreme Court decision Efforts during the war Hampton Roads Peace Conference (Abraham Lincoln) Terms of Surrender at Appomattox Efforts after the war Reconstruction Acts of 1867 Reconstruction Amendments 13th, 14th and 15th Amendment

Fifth Grade Standards

Industrial Revolution			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human Movement and Patterns	SS.5.13. Examine the impact that railroad transportation had on the movement of populations in the United States.	SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	May include: Westward expansion Homestead Act of 1862 Boomtowns and Ghost Towns Creation of railheads and stockyard towns to support cattle drives
History: Change, Continuity and Context	SS.5.14. Analyze the impacts of significant inventions of the Industrial Revolution.	N/A	May include: Impact on labor, economic output, economic well-being, and stability of citizens Inventions and their impacts Inventions can include but not limited to: Cotton gin Interchangeable parts Mechanized powered yarn spinning machines Powered loom (flying shuttle) Horse drawn reapers and improved plows Steam engine and applications Internal combustion engine Telecommunications (telegraph)
History: Historical Interpretation and Argumentation	SS.5.15. Identify how the Industrial Revolution changed living conditions for people in both rural areas and growing cities.	N/A	May include: Living conditions in cities after rural influx to include but not limited to: disease, economic conditions of workers, and dangerous working conditions By 1850, manufacturing, construction, and transportation overtook agriculture as the main source of income in the United States Labor conditions and the resulting child labor laws and organization of labor The rise and fall of the cowboy era of the Southwest
Economics/Financial Literacy: Economic Decision Making	SS.5.16. Explain how the Industrial Revolution caused significant population shifts and analyze the effects of these shifts on cities and rural populations, labor, and society.	N/A	May include: Population shifts from 1800 to 1900 (rural agrarian to urbanization) Rise of industrial towns Baltimore (Railroads) Chicago (Stockyards and Railroads) Pittsburgh (Iron and Steel) Cincinnati (Meat packing) Massachusetts (Textiles) New England (Factories) New York grew to be the largest city in US Unmarried women entering the workforce (cloth production) Textile mill workers (Lowell "Mill Girls") Factory laborers Seamstresses



Fifth Grade Standards

Civil Rights			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Constitutional Principles and Civic Virtues	SS.5.17. Analyze key events, individuals, and campaigns that have been driven by a desire to create positive social change.	SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.	May include: Women's Suffrage Movement 1900-1920 Individual state adoption of women's right to vote Women's war efforts in World War I Civil Rights Movement 1954 - 1968 Martin Luther King Jr. Malcolm X Disability Rights Movement, beginning in the 1960s
Civics/Government: Processes, Rules and Laws	SS.5.18. Examine various laws and their impact on the equal rights of American citizens.	SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)	Must include, but is not limited to: 13th, 14th, and 15th Amendments (abolishing slavery, granting citizenship, guaranteeing the right to vote to all men regardless of race) Black Codes Literacy tests 19th Amendment guaranteeing women's suffrage Jim Crow laws Civil Rights Act of 1964 Voting Rights Act of 1965
History: Chronological Reasoning and Causation	SS.5.19. Evaluate the progression of key events of the Civil Rights Movement.	SS.5.24. Explain probable causes and effects of historical developments.	May include: Exploration of how key events sought to create change in laws and society. Key events: Forced integration/national guard of southern schools Brown v. Board of Education Tinker v. Des Moines Independent Community School District Montgomery Bus Boycott March on Washington (MLK) Birmingham Campaign Voting rights protests Greensboro Sit-in Tenant Farmer's strike
History: Multiple Perspectives	SS.5.20. Investigate how youth played a role in the Civil Rights Movement by engaging in various forms of activism in Iowa and around the nation.	SS.5.26. Analyze Iowa's role in civil rights history.	May include: Ruby Bridges Katz Drug Store Sit-in (Marilyn Luper Hildreth) The Young Crusaders The Tougaloo Nine Birmingham Children's March (Audrey Faye Hicks) Susan Clark, Muscatine 1868 Justice Chester Cole, 1968



Fifth Grade Standards

Making Smart Financial Decisions (Financial Literacy)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Credit and Risk Management	SS.5.21. Describe reasons and considerations for financial borrowing.	SS.5.17. Give examples of financial risks that individuals and households face. (21st century skills)	Must include, but is not limited to: The concept of credit, the purpose and structure of a loan, interest, payment plans, and an individual's credit score. Understanding credit as borrowing money with the obligation to repay it. May include: Lending, debt, credit, credit cards, Advertising impact on decisions Opportunity cost - spending money one thing may mean giving up something else Consideration of want versus need
Economics/Financial Literacy: Saving, Spending, and Investing	SS.5.22. Compare different ways to save and invest money.	SS.5.16. Demonstrate ways to monitor how money is spent and saved. (21st century skills)	Must include, but is not limited to: Savings accounts, stocks, bonds, and certificates of deposit (CDs) at financial institutions.
Economics/Financial Literacy: Financial and Career Goals	SS.5.23. Determine aspects of long-term financial goals.	N/A	May include: Planning for education and/or career post high school, purchase of large assets (e.g. homes, vehicles), retirement saving, and building wealth through investment.
Economics/Financial Literacy: Economic Systems	SS.5.24. Describe different types of taxes, including how they are collected and the public benefits they fund.	SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.	Must include but is not limited to: Income taxes, payroll taxes, sales taxes, and property taxes May include: Federal and state individual income taxes, FICA taxes, unemployment tax, state and local portions of sales tax, capital gains tax, estate tax, and inheritance tax
N/A	N/A	SS.5.13. Describe how goods and services are produced and distributed domestically and globally.	
N/A	N/A	SS.5.15. Explain how trade impacts relationships between countries.	
N/A	N/A	SS.5.18. Investigate ways that personal information is fraudulently obtained. (21st century skills)	

Sixth Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Sixth Grade	The Ancient/Medieval World Studies	The Foundation and Rise of Civilization: Mesopotamia
		The Ancient World: Egypt and the Beginnings of Judaism
		The Ancient World: Greece
		Ancient Rome
		The Ancient World: China
		The Early Civilizations of Central and South America
		Medieval Europe
		Renaissance, Reformation, and Age of Exploration
		Financial Literacy

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquiries	SS.6.1. Develop or refine compelling or supporting questions about a disciplinary issue.	SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.	A compelling question is a content-based question that sets the stage for inquiry. Example: Why do civilizations rise and fall? A supporting question guides the learner to investigation and helps gather details to explain or support answers to a compelling question. Example: What economic, political, or environmental factors might explain the decline of a civilization?
		SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.	
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.6.2. Gather relevant information from primary or secondary sources by evaluating the source's origin.	SS.6.3. Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.	Who created this source? When and where was it created? Why was it created? What perspectives might the creator have? Is this source a firsthand account (primary) or an interpretation (secondary)?
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.6.3. Evaluate the credibility of primary or secondary sources by determining their relevance and intended purpose.	SS.6.4. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	How useful and relevant is this source to your question or topic? What is the purpose of this source? Is this source trustworthy and helpful for your research?
Inquiry Practice: Claims and Evidence	SS.6.4. Identify evidence from multiple sources and perspectives to support a claim.	SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.	Evidence comes from multiple sources and perspectives that helps support a claim. Different types of sources—such as letters, diaries, official records, or news reports—that may show different points of view. Evidence can sometimes be incomplete or biased, meaning some important facts or perspectives might be missing.
		SS.6.6. With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.	
Inquiry Practice: Communicate Conclusions	SS.6.5. Construct responses to a compelling or supporting question using reasoning and evidence.	SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.	A good response includes a clear claim (main idea). Reasoning explains why the evidence matters and how it supports the claim. Evidence comes from reliable primary or secondary sources and should show different points of view when possible.
		SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.	
Inquiry Practice: Civic Engagement and Participation	SS.6.6. Explain the opportunities and challenges people face when trying to address issues in a community.	SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.	Opportunities: Some civilizations had strong leaders, organized governments, and shared beliefs or religions that helped people work together. Challenges: People had to deal with conflicts with neighboring groups, unfair social classes, and limits on who could help make decisions in the government. Actions: To address problems, people formed alliances, created laws, and built defenses to protect their communities
		SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	

Sixth Grade Standards

The Foundation and Rise of Civilizations: Mesopotamia			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.7. Identify physical features of Mesopotamia.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Rivers:Tigris — flowed through the eastern part of Mesopotamia.Euphrates — join with the Tigris River in Iraq before emptying into the Persian Gulf.Mountains:Zagros Mountains — northeast of Mesopotamia.
Geography: Places and Regions	SS.6.8. Identify how geography affected daily life in Mesopotamia.	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.	May include:Location:In the Middle East, part of the Fertile Crescent.Modern countries: Iraq, Syria, Turkey, Iran, Kuwait.Lived near the Tigris and Euphrates Rivers.There were few natural barriers like mountains or deserts.Built walls around their cities to keep safe.Provided water for drinking, irrigation, transportation, and tradeGeography influenced farming and trade (rivers brought fertile soil, irrigation for crops, trade and moving goods)
Geography: Places and Regions	SS.6.9. Compare Iowa's geography, natural resources and climate to other regions of the world.	SS.6.23. Compare Iowa's geography, natural resources and climate to other regions of the world.	May include:Iowa's fertile soil was created by glacial activity that deposited nutrient-rich glacial till and created flat plains as they retreatedMesopotamia's fertile soils were created by flooding of the Tigris and Euphrates which deposited nutrient-rich river silt
History: Chronological Reasoning and Causation	SS.6.10. Identify the meaning of time labels and abbreviations used by historians.	N/A	May include:BC (Before Christ)/AD (anno domini)BCE (Before the Common Era)/CE (Common Era)Circa (around)
History: Change, Continuity and Context	SS.6.11. Define the characteristics of a civilization.	SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems. 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.	May include.Civilization: a society that has developed arts, sciences, and organization.Social classes: organized into groups.Kings, priests, merchants, farmers, and slaves.Writing: to keep records and communicate.CuneiformReligion: a system of beliefs and practices.Polytheism - belief in more than one god (Primary source for this sub theme may include the Epic of Gilgamesh).Stable food supply:Made possible by irrigation systems (canals, dams, and reservoirs).Made possible by the invention of the plowGovernment: keep order and enforce laws (Primary source for this sub theme may include Hammurabi's Code) Kings ruled city states and made laws (like Hammurabi's
History: Change, Continuity, and Context	SS.6.12. Summarize the lasting achievements of Mesopotamia.	N/A	May include:Mathematics: Developed basic math skills.Astronomy: Used the stars and planets to create calendars.Calendar: Invented a calendar to track time and seasons.Monumental building projects: Built large structures like ziggurats.Irrigation System: Created canals and dams to bring water to crops.Plough: Invented the plow to help farm land more efficiently.Writing: Cuneiform to record laws, trade, and stories.

Sixth Grade Standards

The Ancient World: Egypt and the Beginnings of Judaism			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.13. Identify physical features of present-day Egypt.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Bodies of Water:Nile River — the longest river in the worldNile Delta — a fertile, triangular area where the Nile spreads out and flows into the Mediterranean SeaMediterranean SeaRed SeaDeserts:The Sahara — the vast desert west of the Nile Valley
Geography: Places and Regions	SS.6.14. Identify how geography affected daily life in Ancient Egypt.	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.	May include:Most Egyptians lived along the Nile River because the desert made other areas hard to live in.Deserts and seas acted as natural barriers against enemies.The Nile’s yearly floods deposited fertile soil, making farming possible and successful.The river provided water, food, and a way to travel and trade.The Nile connected communities, supporting shared culture, beliefs, and government.
History: Chronological Reasoning and Causation	SS.6.15. Identify what characterized each major era in Egyptian history.	N/A	May include:Old Kingdom:Built pyramidsPharaohs ruled as godsMiddle Kingdom:Reunited EgyptExpanded trade and artsNew Kingdom:Egypt’s heightened powerFamous pharaohs ruledExpanded territory
History: Change, Continuity, and Context	SS.6.16. Describe the characteristics of Ancient Egypt that make it a civilization.	N/A	May include:Civilization:Social Classes: pharaoh, priests, nobles, scribes, merchants, farmers, and slavesWriting: used hieroglyphics for record-keeping, laws, and religious texts (primary source for this sub theme may include hieroglyphic inscriptions)Religion: Polytheistic, believing in many godsBelieved pharaohs were gods on EarthStable food supply: The Nile River provided fertile soil through flooding, which allowed for successful farming.Government:Ruled by a pharaoh, who was both a king and a religious leaderPharaoh ruled, made laws, collected taxesCity Life:Major cities like Thebes and MemphisMarkets, temples, palaces, and schools for scribesArts and Sciences:Monumental architecture — pyramids, templesIrrigation systemsMedicine — surgeries and herbal remedies (primarysource for this sub theme may include The Book of the Dead
History: Change, Continuity, and Context	SS.6.17. Explain how migration and key figures impacted the origins and expansion of Judaism to the geographic area of modern-day Israel.	N/A	Must include:Began with nomadic people led by Abraham, who made a covenant (agreement) with GodThe Israelites were nomads who moved from place to place before settlingMoses led the Exodus, freeing the Israelites from slavery in EgyptUnder Solomon, Jerusalem became a religious and political center, where he built the temple
History: Change, Continuity, and Context	SS.6.18. Identify the central beliefs of Judaism.	N/A	May include:Holy scriptures and laws (primary sources for this sub theme may include the Torah and the 10 Commandments)Justice, equality, and traditions in daily life

Sixth Grade Standards

The Ancient World: Greece			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.19. Identify physical features of present-day Greece.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Mountains: Pindus Mountains — rugged range running through mainland GreeceSeas: Aegean, Ionian, and Mediterranean Seas surround GreeceIslands: Crete (home of the Minoans), Rhodes, and Cyprus.Peninsulas: Peloponnesus (Peloponnese Peninsula) — southern mainland Greece, home to city-states like Sparta, Corinth, and MycenaeBalkan Peninsula — the larger landmass that includes most of mainland GreeceAttica Peninsula — where Athens is located, extending into the Aegean Sea
Geography: Places and Regions	SS.6.20. Identify how geography affected daily life in Ancient Greece.	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.	May include:Location: Located in southeastern Europe, on the Balkan PeninsulaSurrounded by the Aegean Sea, Ionian Sea, and Mediterranean SeaMost Greeks lived near the coast or in small valleys because mountains made travel and farming hard.City-states formed in isolated areas separated by mountains and seas.Farming was limited because of little flat land; Greeks grew olives and grapes.The seas provided food, trade routes, and jobs like sailors and fishermen.They built colonies in other lands to get more farmland and resources.Mountains and seas protected city-states, keeping them independent and safe.Geography shaped unique cultures but seas also connected Greeks through trade.
History: Chronological Reasoning and Causation	SS.6.21. Identify characteristics of major periods in Ancient Greek history.	N/A	May include:Minoans and Mycenaeans: Early civilizations known for trade and legendsArchaic Period: Formation of city-states form, early democracy, rise of tyrantsClassical Period: Wars, arts, philosophy, democracy.Hellenistic Period: Alexander the Great's empire spread Greek culture.
Civics/Government: Role and Systems of Government	SS.6.22. Explain the various forms of government in Ancient Greece.	N/A	Must include:Monarchy: Rule by one king (common in early Greek city-states)Oligarchy: Rule by a few wealthy or powerful people (like Sparta)Democracy: Rule by the people; in Athens, free male citizens voted in assembliesAthenian Democracy: Citizens voted, held office, ostracized powerful individuals, served on juries; laws applied equally
History: Multiple Perspectives	SS.6.23. Compare and contrast life in Athens and Sparta.	SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.	May include:Economy:Athens — based on trade with access to the seaSparta — based on farming and conquestEducation:Athens — focused on education, philosophy, arts, and public speakingSparta — focused on military training and disciplineMilitary:Athens — strong navy, military service was importantSparta — strong land army, military service was the duty of male citizensRole of Women:Athens — limited rights, managed the home and familySparta — more freedoms, managed estates during war
History: Change, Continuity and Context	SS.6.24. Summarize the lasting achievements of Ancient Greece.	N/A	May include:Art and Architecture: Distinct columns, idealized sculptures, and grand templesLiterature and Theater:Epic poems and the start of drama and theater (Primary sources for this sub theme may include The Iliad, The Odyssey)Fables (Primary source for this sub theme may include Aesop's Fables)Two main types of plays:Tragedies: Serious themes about human suffering and moral lessonsComedies: Lighthearted plays that mocked politics, society, and well-known citizens.Philosophy: Socrates, Plato, and Aristotle explored ethics, politics, and knowledge
History: Chronological Reasoning and Causation	SS.6.25. Analyze the causes and effects of key wars in Ancient Greece.	SS.6.22. Explain multiple causes and effects of events and developments in the past.	May include:Persian Wars: United Greek city-states defeated Persia, leading to pride and Athens' rise.Peloponnesian War: Rivalry between Athens and Sparta led to conflict; Sparta won but Greece was weakened and divided.

Sixth Grade Standards

Ancient Rome			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.26. Identify the physical features of present-day Rome and Italy.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Mountains:The Apennine Mountains ran down the length of ItalyThe Alps Mountains are located in northern ItalySeas: The Mediterranean Sea surrounds much of the peninsulaHills: Seven Hills of Rome within the city areaClimate: Warm, dry summers and mild, wet winters
Geography: Places and Regions	SS.6.27. Identify how geography affected daily life in Ancient Rome.	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.	May include:Location:Located in central Italy, on the Italian PeninsulaNear the Tiber RiverMost Romans lived near the Tiber River and in fertile plains for fresh water, good soil, and resourcesThe Seven Hills provided protection from floods and attacks.Fertile land grew grains, olives, and grapesThe Mediterranean Sea allowed trade and empire growthAlps provided natural defenseHills served as lookout points and shieldsThe location connected Rome with other cultures
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.6.28. Analyze how Roman laws and government influenced Roman society.	N/A	Must include, but is not limited to:Written Laws (Primary source for this sub theme may include The Twelve Tables).Rule of Law: Laws applied equally to all citizens.Government Structure: The idea of separation of government powers into branches.Concept of Citizenship: Rights and responsibilities of citizens in a government.The Three Branches of Government in the Roman Republic:Consuls — Two leaders who ran the government and armySenate — A group of wealthy, powerful men who made laws and advised the consulsAssemblies — Groups of Roman citizens who voted on laws and leaders
History: Historical Interpretation and Argumentation	SS.6.29. Analyze the causes and effects of Rome's transition from a republic to an empire.	N/A	May include:Key Periods:Roman Republic: Development of a Republic with elected leaders, voting rights developed.Julius Caesar and the End of the Republic: The rise of strong leaders and civil war.Roman Empire:Augustus Caesar (Caesar's adopted son) became Rome's first emperorPax Romana — a long period of peace and growthThe Roman Empire expanded.Fall of the Western Roman Empire: Invasions and internal problems cause the empire to fall.
Civics/Government: Constitutional Principles and Civic Virtues	SS.6.30. Investigate the beginning and growth of the Christianity and its impact on the Roman Empire.	N/A	May include:Founded by Jesus, spread by Paul.The Bible was the text, which included the teachings about One God, forgiveness, eternal life, and Jesus as MessiahChristianity became Rome's official religionContrast with traditional Roman polytheism
History: Chronological Reasoning and Causation	SS.6.31. Determine the political, economic, and social factors that led to the fall of the Western Roman Empire.	N/A	May include:Political:Collapse of centralized government led to fragmentation into smaller kingdoms.Decline of law and order, rise of feudalism and local rule.Charlemagne restored stability and promoted education (Primary source for this sub theme may include Einhard's biography of Charlemagne).Conflicts like the Hundred Years' War shifted power between kings and nobles.Economic:Disruption of trade networks caused economic decline.Feudalism and manorialism structured economic life.Social:Breakdown of social structures and loss of Roman cultural unity.Increased power of the Christian church as a unifying force.Feudalism and manorialism reinforced the social hierarchy.

Sixth Grade Standards

The Ancient World: China			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.32. Identify the physical features of present-day China.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Deserts:Gobi Desert — northern China and southern Mongolia.Taklamakan Desert — in the far west.Plateaus/Hills:Tibetan Plateau — the world’s highest and largest plateau, called the "Roof of the World.Loess Hills (Iowa) — one of only two places in the world (along with China’s Loess Plateau) with this kind of thick loess soil formation.Mountains: Himalayan Mountain — located in the southwest, home to Mount Everest, the world’s highest peak.Bodies of Water:Yangtze River (Chang Jiang) — longest river in Asia, runs through central China.Yellow River (Huang He) — known as the "cradle" of Chinese civilization.East China Sea, South China Sea, and Yellow Sea border China to the east and southeast.
Geography: Places and Regions	SS.6.33. Identify how geography affected life in Ancient China.	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.	May include:Location:Located in eastern Asia, mainly along the Yellow River and Yangtze River valleys.Surrounded by mountains, deserts, and seas that helped protect the region.Most settled in river valleys and plains because of fertile soil and water.Mountains and deserts limited movement and isolated communities.Rivers provided water for crops and transportationDeserts and mountains made trade and travel difficultNatural barriers helped defend against invasionsIsolation led to unique traditions and inventionsFlooding forced early engineering solutions
Geography: Places and Regions	SS.6.34. Compare Iowa’s geography, natural resources and climate to other regions of the world.	SS.6.23. Compare Iowa’s geography, natural resources and climate to other regions of the world.	May include:Loess is a fine-grained, wind-deposited yellowish-brown sediment found in both the Loess Hills of western Iowa and on the Loess Plateau in China.
Geography: Global Connections	SS.6.35. Explain how the Silk Road connected people through trade, ideas, or beliefs.	SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.	May include:Linked China to Central Asia, India, Persia, and Rome (Primary source for this sub theme may include a map of the Silk Road).Traded silk, jade, spices, glassware, and horses.Ideas spread, including Buddhism.Shared technologies, customs, and religious beliefs.
History: Chronological Reasoning and Causation	SS.6.36. Explain what a dynasty is and how rule by a succession of familiesdemonstrated how power was passed down.	N/A	May include:Shang Dynasty — first recorded dynastyZhou Dynasty — longest-lasting dynastyQin Dynasty — united China under Shi HuangdiHan Dynasty — expanded territory and trade (Silk Road)
History: Multiple Perspectives	SS.6.37. Describe the relationship among social classes in China.	N/A	May include:Social Classes:EmperorAristocrats (nobles)Farmers (majority)ArtisansMerchants (lowest status)Filial Piety emphasized respect and duty to family, especially elders.Women managed the household, status linked to family.
Civics/Government: Role and Systems of Government	SS.6.38. Identify the main tenets of major Chinese philosophies regarding political and social organization.	N/A	May include:Confucianism:Stressed respect, duty, and loyalty.Led to civil service exams for government jobs (Primary source for this sub theme may include excerpts from the Civil Service exam).Strengthened family roles and social order.Valued education.Daoism:Promoted peace and harmony with nature.Believed in limited government control.Inspired art, medicine, and poetry.Legalism:Believed in strict laws and harsh punishments.Gave rulers strong, absolute power.Limited personal freedoms.Focused on control and order.

Sixth Grade Standards

The Early Civilizations of Central and South America			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.39. Identify the physical features of present-day Central and South America.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Bodies of Water:Caribbean SeaPacific OceanAtlantic OceanGulf of America (Gulf of Mexico)Mountains: AndesPeninsula: YucatanAmazon and other rainforest areas
Geography: Human-Environment Interaction	SS.6.40. Describe how geography affected life in the Maya, Aztec, and Inca civilizations.	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.	May include:Maya:Used raised fields, terraces, and slash-and-burn.Traded jade, cacao, obsidian, and textiles by foot and water.Dense jungles and rugged land limited invasions.Built reservoirs and terraces to manage droughts and poor soil.Aztec:Built chinampas (floating gardens) on the lake.Traded obsidian, cacao, textiles, and feathers via lakes and mountain passes.Surrounding mountains acted as natural defenses.Lake setting inspired causeways, aqueducts, and artificial islands.Inca:Built terraces and irrigation canals on steep slopes.Used llamas and alpacas on mountain roads for trade.Mountains and valleys guarded cities from invaders.Engineered roads, suspension bridges, and cities like Machu Picchu to handle tough terrain and high altitudes
History: Multiple Perspectives	SS.6.41. Examine the relationships among social classes in the Maya, Aztec, and Inca civilizations.	N/A	May include:Maya:Kings and nobles ruled.Priests lead religious ceremonies.Farmers and merchants made food and goods.Enslaved people had the lowest status.Aztec:The Emperor was the top leader.Nobles and priests had some power.Warriors protected the empire.Common people farmed and traded.Enslaved people had some rights.Inca:The Emperor was seen as a god.Nobles and priests helped run the empire.Farmers and workers supported the empire.No enslaved people like others, but people had to work for the government.
History: Change, Continuity, and Context	SS.6.42. Describe the role of religion in the Maya, Aztec, and Inca civilizations.	N/A	May include:Maya:Religion was central to daily life and government.Believed in many gods connected to nature (sun, rain, corn).Performed rituals including bloodletting and offerings to maintain balance with the gods (Possible primary source for this sub theme may include images of Chichén Itzá).Aztec:Polytheistic religion involved many gods related to war, agriculture, and the sun.Human sacrifice was a major ritual to appease gods and ensure cosmic order.Priests held high status and conducted complex ceremonies.Inca:Worshipped the sun god Inti as the most important deity.Religion reinforced the emperor's divine status.Rituals included offerings and festivals, but less emphasis on human sacrifice than the Aztec.
History: Comparison and Corroboration	SS.6.43. Analyze the reasons behind the decline of the Maya, Aztec, and Inca civilizations.	N/A	May include:Maya:Decline in society.Aztec:Spanish conquest, aided by disease and local alliances (primary source for this sub theme may include Spanish Conquistadors' accounts).Inca:Combination of civil war, disease, and Spanish conquest (primary source for this sub theme may include Spanish Conquistadors' accounts).

Sixth Grade Standards

Medieval Europe			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.6.44. Identify the physical features of present-day Europe.	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	May include:Mountains:Alps across central Europe.Apennines between Spain and France.Pyrenees in eastern Europe.Bodies of Water:Atlantic Ocean to the west.Mediterranean Sea to the south.English Channel separates England from France.Danube River, the longest river in Europe, flows through central and eastern Europe.Rhine River, important for trade and transportation, runs through Germany and the Netherlands.Seine River runs through northern France, including Paris.Thames River flows through southern England, including London.
History: Chronological Reasoning and Causation	SS.6.45. Describe the importance of the Roman Catholic Church as a political, intellectual, and spiritual institution.	N/A	May include:Spread of Christianity:Growth of the Roman Catholic Church (the Church)Missionaries (like St. Patrick) helped spread Christianity across Europe.Kings (like Clovis I) converted, encouraging their people to follow Christianity.Monasteries were founded, becoming centers of worship and learning.Impact on Daily Life and Government Structures:The Church's hierarchy made it a stable and powerful institution.Popes and kings fought for power (e.g., Pope Gregory VII vs. Emperor Henry IV).Monks and nuns cared for the sick and poor.Churches and cathedrals were key places for worship and gatherings.
Civics/Government: Constitutional Principles and Civic Virtues	SS.6.46. Describe how new laws and government changes in medieval England helped shape the rules and freedoms we have today.	N/A	Must include, but is not limited to:Magna Carta — a list of rules that limited the king's power and gave people certain rights, like fair trials.Parliament — a group of people who help make laws and advise the king or queen in England.Habeas corpus — a law that says a person can't be put in jail without being told why and given a fair trial.VotingRepresentative Democracy
History: Change, Continuity and Context	SS.6.47. Outline the causes and course of the religious Crusades and their impact on the Christian, Muslim, and Jewish populations in Europe and the Middle East.	N/A	May include:Causes of the Crusades: People fought in the Crusades for religious reasons (to take back the Holy Land), for wealth and land, and to gain power. (primary source for this sub-theme may include Pope Urban II's call to Crusade)Routes of the Crusaders: Crusaders traveled from Europe to the Middle East. They passed through many cities and dangerous places on their journey.Effects of the Crusades: The Crusades increased trade between Europe and Asia. People shared ideas, goods, and inventions.Spread of the Plague: Increased trade after the Crusades helped spread the plague to Europe through trade routes.
History: Change, Continuity and Context	SS.6.48. Describe the significance of the 100 Years War.	N/A	May include:A long war between England and France (1337–1453).Fought over who should be king of France and control land.Joan of Arc helped lead the French to victory.New weapons like the longbow changed battles.

Sixth Grade Standards

Renaissance, Reformation, and Age of Exploration			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.6.49. Describe cultural and economic developments in Italy and Northern Europe that allowed for the start of the Renaissance.	N/A	May include: Rich merchants and families like the Medici supported art. Italy's location helped ideas spread. Important people: Michelangelo, Leonardo da Vinci, Boccaccio, Petrarch, Cervantes (Primary sources for this sub theme may include Mona Lisa and Sistine Chapel).
History: Change, Continuity and Context	SS.6.50. Summarize major technological innovations of the Renaissance and their impacts on society	N/A	May include: Printing press: A machine that quickly copies books. It spread ideas, knowledge, and reading across Europe, changing education, religion, and science (Primary source for this sub theme may include In Praise of Folly). Navigation tools: Tools like the compass and astrolabe helped sailors find their way and explore new places safely, boosting trade and exploration. Ships and sails: New ship designs with better sails let ships travel farther and against the wind, leading to more exploration and trade worldwide.
History: Chronological Reasoning and Causation	SS.6.51. Analyze the historical development of the Protestant Reformation.	N/A	May include: Problems in the Church: Corruption and leaders not following their own rules. Power Struggles: Conflicts between kings/rulers and the Church. Society: Many were unhappy and wanted change. Spread of Ideas: The printing press helped share ideas quickly. Important Individuals: Martin Luther and his 95 Theses (list of complaints about the Church).
History: Change, Continuity, and Context	SS.6.52. Discuss the response to the Protestant Reformation among political and religious institutions.	N/A	May include: New Churches Formed — Protestant churches separate from the Catholic Church (like Lutheranism and Calvinism). Church Reforms — The Catholic Church tried to fix problems (called the Counter-Reformation). Political Changes — Some rulers started their own churches (like King Henry VIII in England). Changes in Europe — Religious divisions led to wars but also more religious freedom over time.
History: Chronological Reasoning and Causation	SS.6.53. Analyze why European countries were motivated to explore the world.	N/A	May include: Main Reasons: Gold: Europeans wanted wealth from new lands, like gold and spices. Glory: Countries wanted to become more powerful and famous. God: They wanted to spread Christianity to new places.
History: Chronological Reasoning and Causation	SS.6.54. Analyze the role of individual leaders and explorers in influencing the events and consequences of European exploration.	N/A	May include: Important Individuals: Christopher Columbus — Sailed west to find a new route to Asia but found the Americas (Primary source for this sub theme may include selections from the journals of Columbus). Vasco da Gama — Found a sea route to India around Africa. Ferdinand and Isabella — Spanish rulers who sponsored Columbus's voyage. Prince Henry the Navigator — Portuguese leader who supported exploration and helped improve navigation.
Geography: Human Movement and Patterns	SS.6.55. Explain how European exploration impacted indigenous populations.	SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	May include: European claims and colonies in the Americas Diseases and conflict Columbian Exchange — The widespread transfer of crops, livestock, people, culture, and diseases between the Old World (Europe, Africa, Asia) and the New World (the Americas) following Columbus's voyages (Primary source for this sub theme may include selections from the accounts of Bartolomé de las Casas).
History: Chronological Reasoning and Causation	SS.6.56. Describe how major events like the Renaissance, Reformation, and Age of Exploration happened around the same time and how they influenced each other and changed the world.	SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.	May include: Renaissance - Rebirth of learning and ideas (c.1400-c.1600) Last Supper Mona Lisa David Erasmus Don Quixote Protestant Reformation (1517-1648) Martin Luther's 95 Theses - 1517 Reformation in England -30 Years' War Peace of Westphalia - 1648 Gutenberg Bible John Calvin Age of Exploration Da Gama Dias Columbus sails to the western hemisphere -1492 Cortes conquers the Aztec Pizarro conquers the Inca

Sixth Grade Standards

Financial Literacy			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Saving, Spending and Investing	SS.6.57. Identify influences to a personal budget.	SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills)	May include: Personal financial decisions are influenced by an individual's interpretation of needs and wants. Incomes, expenses, saving, giving, investing. Various sources of income. People make choices because resources (like money, time, and goods) are limited.
		SS.6.25. Demonstrate how to allocate income for spending, saving and giving. (21st century skills)	
Economics/Financial Literacy: Financial and Career Goals	SS.6.58. Identify personal strengths and interests related to career and financial planning	N/A	May include: Job specific skills (e.g. technology, math, communication). Soft skills (leadership, teamwork, punctuality). Job descriptions. Personal strengths and interests. Career tools (e.g. resume, application, interviews).
Economics/Financial Literacy: Economic Systems	SS.6.59. Identify the type of economic system in the United States.	SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.	May include: The United States has a market economy. In a market economy, people and businesses decide: what to make, what to sell, what to buy, how much things cost.
Economics/Financial Literacy: Financial and Career Goals	SS.6.60. Describe how jobs contribute to the community and economy.	N/A	May include: Difference between goods and services jobs. Community jobs help society function (e.g. teachers, shop owners, police officers). Economy relies on many different roles working together. Geography and resources shape what jobs are needed or available in different parts of the world.
Economics/Financial Literacy: Credit and Risk Management	SS.6.61. Explain how debit cards differ from credit cards, gift cards, and savings accounts.	SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts. (21st century skills)	May include: Debit cards take money from your bank account right away. Credit cards let you borrow money to buy things, but you have to pay it back, sometimes with extra money called interest. Gift cards have a set amount of money you can spend. A savings account is a safe place to keep your money and save for later.
N/A	N/A	SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.	
N/A	N/A	SS.6.10. With teacher direction, analyze the disciplinary arguments of peers' for credibility.	
N/A	N/A	SS.6.27. Identify the advantages and disadvantages of various savings tools. (21st century skills)	
N/A	N/A	SS.6.28. Describe how to protect one's identity from common threats. (21st century skills)	

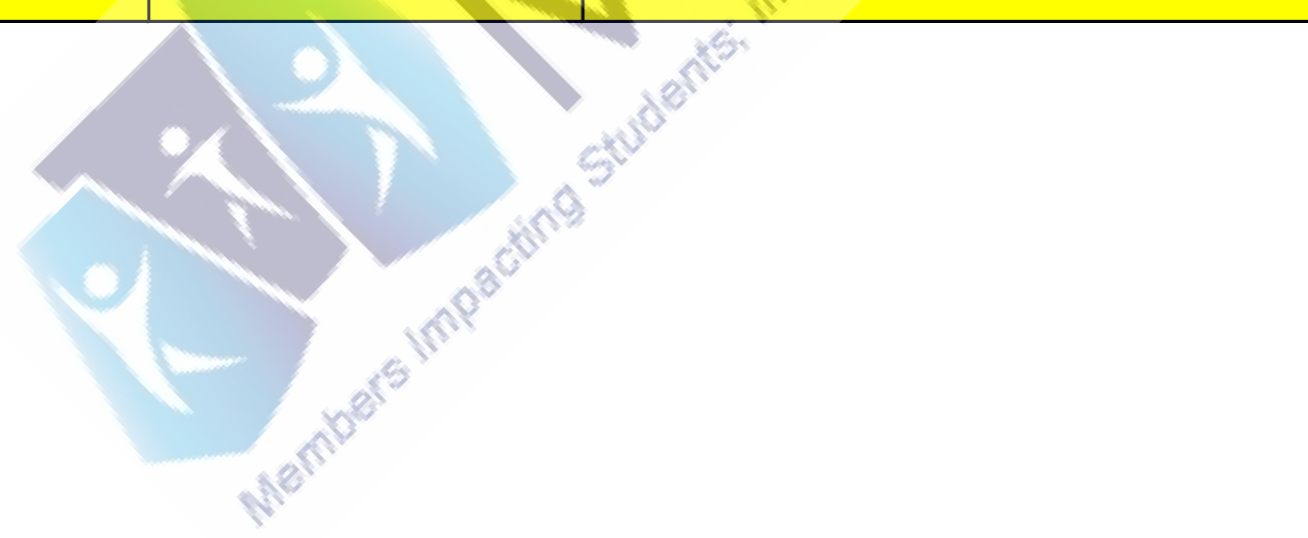
Seventh Grade Standards

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
Seventh Grade	Modern World Studies	Globalization
		North America
		Europe
		Latin America
		Asia
		Africa
		Oceania and Antarctica
		Middle East
		Financial Literacy

Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquiries	SS.7.1 Develop and refine compelling or supporting questions about a disciplinary issue.	SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.	Compelling Questions: An academically rigorous question that is relevant to students and sparks curiosity and drives the inquiry. Argumentative, open-ended, engaging, and connected to broader themes or issues. Supporting Questions: Questions that help students explore specific content and aspects of the compelling question. Focused and scaffolded to guide deeper investigation.
		SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.	
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.7.2. Gather relevant information from credible sources, evaluating the origin, authority, structure, context, and corroborative value of each source.	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.	The origin of sources (e.g., author, publication, or website) to determine reliability and relevance. The authority of sources (the credentials, expertise, or bias of the creator or organization.) The structure of sources (how information is organized and presented e.g., primary vs. secondary sources, format, or medium) The context of the source, including its purpose, audience, and historical or cultural background. Corroborative value of a source (cross-referencing information across multiple sources to verify accuracy and consistency.)
		SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	
Inquiry Practice: Claims and Evidence	SS.7.3. Identify and analyze evidence from multiple perspectives and credible sources to support claims in argumentative and informational tasks, while recognizing and addressing the limitations of the evidence used.	SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.	Evidence that supports a claim from at least two distinct perspectives or sources. Credibility, relevance, and reliability of sources. Limitations of evidence, such as bias, incomplete information, or lack of context. Information from multiple sources to strengthen claims.
Inquiry Practice: Claims and Evidence	SS.7.4. Develop clear claims and counterclaims in argumentative writing or discussions, while analyzing and articulating the strengths and limitations of both perspectives in a fair and balanced manner.	SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.	Strengths and limitations of both the claim and counterclaim, explaining how these affect the overall argument. Use of transition words (e.g., however, on the other hand, nevertheless) to clearly distinguish between claims and counterclaims. Demonstrate fairness by presenting the counterclaim without bias and using evidence to support its validity before refuting it.

Seventh Grade Standards

Inquiry Standards (continued)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Communicate Conclusions	SS.7.5. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.	SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.	Clear and coherent responses to compelling questions that demonstrate an understanding of key concepts and historical or social contexts. Logical reasoning and accurate evidence drawn from primary and secondary sources. Appropriate academic vocabulary and organize ideas in a structured format to communicate findings effectively.
Inquiry Practice: Communicate Conclusions	SS.7.6. Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.	SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.	Evidence supports the claim, the logical reasoning to connect evidence to the argument. Structured arguments with an introduction that states the claim, body paragraphs that present evidence and reasoning, and a conclusion that reinforces the claim. Cite sources using a simplified citation format (e.g., author, title, or website) to give credit to original sources.
Inquiry Practice: Civic Engagement and Participation	SS.7.7. Analyze how a specific problem can manifest itself at the local, regional, and global level over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	SS.7.11. Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. SS.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	Specific Problems: Examples may include but are not limited to: Rebellion vs reform, agrarian vs urbanization, political ideological differences, social and religious differences, and economic and ideological differences



Seventh Grade Standards

Globalization			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Global Connections	SS.7.8. Contextualize the formation of international organizations and their impact.	SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts. (21st century skills)	International organizations: The United Nations and Eleanor Roosevelt's role, World Trade Organization, World Health Organization, and World Bank.
		SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)	
History: Change, Continuity and Context	SS.7.9. Analyze the effectiveness of international treaties and laws.	SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)	International treaties and laws: The Universal Declaration of Human Rights, the Paris Climate Agreement, Laws of War, Treaty of Versailles, and the Paris Peace Treaties.
		SS.7.24. Analyze connections among historical events and developments in contemporary global issues.	
History: Multiple Perspectives	SS.7.10. Compare and contrast major world religions including their origins, practices, and traditions.	SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.	World religions: Abrahamic religions (Judaism, Christianity, Islam), Hinduism, Sikhism, Buddhism, etc.
Economics/ Financial Literacy: Exchange and Markets	SS.7.11. Analyze benefits and challenges of economic globalization in Iowa and worldwide.	SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.	Benefits of a globalized economy: Lower costs, increased production, trade relations, diversity of goods and services, economic development aid, and technological advancement Challenges of a globalized economy: Overconsumption, habitat destruction, inflation, wealth inequality, human right violations, and economic conflict (tariffs, boycotts)
		SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.	
		SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.	

Seventh Grade Standards

North America			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.12. Interpret and use various geographical resources to determine the physical characteristics of North America.	N/A	Geographical Resources: Different types of maps, cardinal directions, map scales, key/legend, charts, data and titles Physical Characteristic Resources: Physical features, climate, water systems, population and patterns. North America countries in relation to other world regions: Examples of how to relate North America to other world regions include: comparing landforms and geomorphology such as the Rocky Mountains to the Alps of Europe, Great Plains to the Gangetic Plains of India, Appalachian Plateau to the Ethiopian Highlands, and Death Valley to McMurdo Dry Valleys of Antarctica.
Geography: Places and Regions	SS.7.13. Examine the factors that influenced European settlement in North America.	N/A	Physical characteristics: River systems, Great Lakes, Gulf of America (Gulf of Mexico), farmland, ocean coasts, mountains. Climate: Weather systems, equator, latitude/longitude, rain patterns, temperature. Natural resources: Gold, lumber, oil, hunting and fishing, food, and fertile soil. Settlement patterns: Immigrant settlement patterns, Mormon Trail, religious groups, urbanization
Geography: Human-Environment Interaction	SS.7.14. Identify and describe characteristics of Native American tribes of North America.	N/A	The Iroquois Confederacy, First Nations, Inuit, Métis, Regional tribes in Mexico and the United States.
Geography: Human Movement and Patterns	SS.7.15. Explain the evolving impact of migration and immigration on North America.	SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.	Westward expansion, Indian Removal Act, Trail of Tears, reservations, boarding schools, Manifest Destiny, refugee resettlement to Iowa, push and pull factors
Civics/Government: Role and Systems of Government	SS.7.16. Examine the government systems of Canada, Mexico, and the United States and their relationship to one another.	SS.7.27. Analyze the role that Iowa plays in contemporary global issues.	Systems of government: The legislative, executive, judicial branches as set up in Canada, Mexico, and the United States. Factors of government relationships: Government structures, trade policies, and immigration policies and citizen diplomacy such as sister city/state relationships.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.7.17. Evaluate how human rights and cultural liberty have been upheld or taken away in North American governments.	SS.7.14. Examine what causes inequalities and how they exist within a society.	Examples of how human rights and cultural liberty have been upheld may include but are not limited to: foundational documents such as the Constitution and the Bill of Rights, Supreme Court cases, advocacy groups such as the ACLU, NAACP, etc. Examples of how human rights and cultural liberty have been taken away may include but are not limited to: slavery, treatment of indigenous peoples, Japanese-American internment camps, gender, sexual orientation, and women's rights, people with disabilities, immigration, abolition, race, workers' rights. Cultural liberty is defined as: the ability of individuals and groups to choose their cultural identities, express themselves, and participate in society without fear of discrimination or exclusion based on their culture.

Seventh Grade Standards

Europe			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.18. Interpret and use various geographical resources to determine the physical characteristics of Europe.	N/A	Geographical resources:Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titlesPhysical characteristic resources:Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.Europe in relation to other world regions:Examples of how to relate Europe to other world regions may include but are not limited to: mountains (such as the Alps, Pyrenees, and Balkans), the Northern European Plain, the Danube, Rhine, and Volga rivers, as well as the ocean and sea coastlines (such as Atlantic Ocean, Mediterranean, Black, and Baltic seas).
Civics/Government: Processes, Rules and Laws	SS.7.19. Explain processes in European countries including creating laws, implementing policies, and providing services to its citizens.	N/A	Processes and laws:Examples may include but are not limited to: the European Union and North Atlantic Treaty Organization, Warsaw Pact, and League of Nations.
History: Historical Interpretation and Argumentation	SS.7.20. Explain how revolutions in modern Europe influenced revolutions in other regions of the world.	SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.	European revolutions:Examples may include but are not limited to the French Revolution, Russian Revolution, Industrial Revolution.
Latin America			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.21. Interpret and use various geographical resources to determine the physical characteristics of Latin America.	N/A	Geographical resources:Example resources may include but are not limited to: different types of maps, cardinal directions, map scales, key/legend, charts, data and titlesPhysical characteristic resources:Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.Latin American countries in comparison to other world regions:Examples may include but are not limited to: island formation of the Caribbean compared to Oceania, Asian Pacific Islands and United Kingdom; vegetation and landforms compared to other regions.
Civics/Government: Role and Systems of Government	SS.7.22. Explain the evolution of Latin American governments over time, linking the reasoning for changing leadership.	N/A	Examples may include but are not limited to: Mexico, Chile, Cuba, Haiti, Puerto Rico, and Argentina.The wars for independence that led to the creation of Latin America's modern nation-states, including the influence and ideas of Simón Bolívar, José de San Martín, and their connections to the Haitian, American, and French Revolutions
History: Comparison and Corroboration	SS.7.23. Analyze the impact of imperialism in Latin America.	N/A	Spanish control of Cuba and Puerto Rico,Portuguese colonial rule in BrazilSpanish-American War of 1898

Seventh Grade Standards

Asia			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.24. Interpret and use various geographical resources to determine the physical characteristics of Asia.	N/A	Geographical resources:Different types of maps, cardinal directions, map scales, key/legend, charts, data and titles.Physical characteristics:Physical features, climate, water systems, population and patterns.Asia in comparison to other world regions:Mountain systems like the Himalayas and Mount Everest and the Rockies or Alps, the Tibetan plateau and the Russian Putorona, the Gobi and Arabian deserts versus the Sahara, rivers like the Yangtze versus the Amazon, and proximity to saltwater environments like the Arctic, Pacific, and Indian oceans versus Europe or North America.Tigris and Euphrates Rivers, Syrian and Arabian deserts, Zagros Mountains.
History: Chronological Reasoning and Causation	SS.7.25. Analyze the impact of population trends in Asian countries.	SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.	China (The One Child Policy), India, Japan and South Korea.Population pyramids
Economics/ Financial Literacy: Economic Systems	SS.7.26. Describe the historic, economic, and political components of communism in Asian countries.	N/A	Communist nations:China and RussiaHistoric, economic, and political components:The Russian Revolution and Chinese Communist Revolution and the crimes against humanity that have occurred due to communist rule since 1917.Scholars estimate 100 million victims have died under communist regimes, including through famine, forced labor, imprisonment, and executions.
Economics/Financial Literacy: Production and Consumption	SS.7.27. Identify Asian countries that are leading production and trade and analyze how this impacts the world.	SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	Asian nations leading trade and production:China, South Korea, Vietnam, Thailand, Japan and India.
Africa			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.28. Interpret and use various geographical resources to determine the physical characteristics of Africa.	N/A	Geographical resources:Different types of maps, cardinal directions, map scales, key/legend, charts, data and titlesPhysical characteristic resources:Physical features, climate, water systems, population and patterns.
History: Chronological Reasoning and Causation	SS.7.29. Describe the impact of historical and modern government and economic policies on the development of Africa today.	N/A	The Scramble for Africa, colonial revolutions, China's Belt and Road InitiativeCôte d'Ivoire (chocolate industry), Rwanda genocide, Botswana (diamonds, oil rights in Egypt and Libya, lithium and cobalt mining in the Democratic Republic of Congo.
Economics/Financial Literacy: Economic Decision Making	SS.7.30. Examine how power imbalances lead to scarcity of resources and services.	SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	Power imbalances:Tribal hierarchy of power, instability of governments, and European colonization.Scarcity of resources:Water, food, electricity, healthcare, and education.

Seventh Grade Standards

Oceania and Antarctica			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.31. Interpret and use various geographical resources to determine the physical characteristics of Oceania and Antarctica.	N/A	Geographical resources:Different types of maps, cardinal directions, map scales, key/legend, charts, data and titlesPhysical characteristic resources:Physical features, climate, water systems, population and patterns.Oceania and Antarctica in comparison to other world regions:Island formation of Oceania compared to the Caribbean, Asian Pacific Islands, and United Kingdom; vegetation and landforms compared to other regions; glaciers; Australian and Antarctic deserts compared to African, Asian, and South American deserts; New Zealand mountains compared to the Swiss Alps; glacier formation; volcanic activity in the Ring of Fire.
History: Multiple Perspectives	SS.7.32. Examine the cultures of Indigenous peoples in present-day Australia and New Zealand and those living there today.	N/A	Indigenous peoples and cultures:Māori, Aborigines, religion, art, food, farming, fishing,interactions with European explorers
Geography: Human-Environment Interaction	SS.7.33. Describe environmental challenges in Oceania and Antarctica.	N/A	Microplastics, soil erosion, flooding and rising sea level, coral bleaching, hurricanes, and deforestationTourism, pollution, wildlife, invasive species
Civics/Government: Role and Systems of Government	SS.7.34. Explain Antarctic exploration and how and why Antarctica is governed through international cooperation today	N/A	Exploration:Roald Amundsen, Sir Robert Falcon Scott, Sir Ernest Shackleton, Ann Bancroft, Terra Nova Expedition, Commonwealth Trans-Antarctic Expedition, and Māori explorers.Intergovernmental cooperation:Antarctic Treaty System, territorial claims, peace and science designation, Madrid Protocol, lack of permanent citizenship
Middle East			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.7.35. Interpret and use various geographical resources to determine the physical characteristics of the Middle East region.	N/A	Geographical resources:Example resources may include but are not limited to different types of maps, cardinal directions, map scales, key/legend, charts, data and titles.Physical characteristic resources:Examples of resources may include but are not limited to: physical features, climate, water systems, population and patterns.
History: Change, Continuity and Context	SS.7.36. Examine the evolution of the state of Israel and its current global impact.	N/A	Evolution of Israel:Jerusalem, post-World War One partitions, Zionism, post-World War Two migration patterns, Israel's 1948 Independence, Palestinian conflict, creation of and war with Hamas.Historical roots and contemporary manifestations of antisemitism.ScapegoatingHolocaust denial
History: Change, Continuity and Context	SS.7.37. Analyze the major forces in the Middle East since the 1970s.	N/A	Iranian RevolutionRise of Islamic fundamentalism and the War on TerrorismRivalry between Saudi Arabia and IranIran-Iraq WarPersian Gulf WarArab uprisings

Seventh Grade Standards

Financial Literacy			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Financial and Career Goals	SS.7.38. Analyze the benefits of setting financial goals with regard to risk and return, and how savings and investment tools can help one achieve those goals.	SS.7.28. Predict the relationship between financial goals and achievements. (21st century skills)	Individuals are more likely to make financial achievements if they set financial goals. Components of a personal budget plan include income, planned savings, and expenses. Planning helps avoid debt and increases financial security. Savings accounts minimize risk, but they produce less income. Low-risk - savings accounts, CD's. Higher-risk - stocks, mutual funds. Higher potential return often means higher risk. Investments can build long-term wealth, but they may carry more risks.
		SS.7.31. Explain how an investment differs from a savings account in potential risks and returns. (21st century skills)	
Economics/ Financial Literacy: Saving, Spending, Investing	SS.7.39. Analyze how external factors, such as marketing and advertising, influence spending decisions, and explain consumers' rights and responsibilities in making informed choices.	SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)	Common marketing and advertising techniques used to influence consumers like limited time offers, sales, and discounts. Common advertising appeals like celebrity endorsements, bandwagon, and emotional appeal. Impacts of social media, brand names, and peer pressure on spending decisions. Basic consumer rights are safety, information, and choice. Responsibilities as a consumer include using products safely and being informed before making a purchase. Various scenarios of a consumer's rights being respected or violated.
		SS.7.30. Explain an individual's rights and responsibilities as a consumer. (21st century skills)	
N/A	N/A	SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.	
N/A	N/A	SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.	

Eighth Grade Standards

Inquiry Standards (continued)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Claims and Evidence	SS.8.4. Develop clear claims and counterclaims in argumentative writing or discussions, while analyzing and articulating the strengths and limitations of both perspectives in a fair and balanced manner.	SS.8.6. Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.	Strengths and limitations of both the claim and counterclaim, explaining how these affect the overall argument. Use of transition words (e.g., however, on the other hand, nevertheless) to clearly distinguish between claims and counterclaims. Presenting the counterclaim without bias and using evidence to support its validity before refuting it.
Inquiry Practice: Communicate Conclusions	SS.8.5. Construct responses to questions supported by reasoning and evidence.	SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.	Clear and coherent responses to compelling questions that demonstrate an understanding of key concepts and historical or social contexts. Logical reasoning and accurate evidence drawn from primary and secondary sources. Appropriate academic vocabulary and organize ideas in a structured format to communicate findings effectively.
Inquiry Practice: Communicate Conclusions	SS.8.6. Independently construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.	SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.	Evidence supports the claim, the logical reasoning to connect evidence to the argument. Structured arguments with an introduction that states the claim, body paragraphs that present evidence and reasoning, and a conclusion that reinforces the claim. Sources using a simplified citation format (e.g., author, title, or website) to give credit to original sources.
Inquiry Practice: Civic Engagement and Participation	SS.8.7. Analyze how a specific problem can manifest itself at the local, regional, and global level over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<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>	Examples may include: Sectionalism, states vs federal powers, rebellion vs reform, agrarian vs urbanization, political ideological differences, social indifferences.

Eighth Grade Standards

Colonization			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Role and Systems of Government	SS.8.8. Analyze the political systems, governance structures, and civic participation in the American colonial regions.	N/A	Must include, but not limited to: The Mayflower Compact The establishment of town meetings The development of colonial legislatures including the development of colonial representative assemblies (House of Burgesses) May include: Fundamental Orders of Connecticut, Act of Toleration
Geography: Human-Environment Interaction	SS.8.9. Explain how the physical and human characteristics of places and regions influenced the development of culture in the colonial regions.	SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.	New England Colonial Region Must include, but is not limited to: Patterns of settlement and control including the impact of geography (landforms and climate) on settlement. Interactions with Native Americans Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. Religious tensions in Massachusetts that led to the establishment of other colonies in New England. Middle Colonial Region Must include, but is not limited to: Patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. Interactions with Native Americans The growth of economies in the Middle Colonies The Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies. Immigration patterns leading to ethnic and religious diversity in the Middle Colonies. Southern Colonial Region Must include, but is not limited to: Patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. The establishment of early settlements may include, but not limited to St. Augustine, Roanoke, and Jamestown The development of an agricultural economy in the South plantation land use and cash crops Interactions with Native Americans The development of a slavery-based economy



Eighth Grade Standards

The Revolutionary Era			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.8.10. Construct an argument that explains political, economic, and social factors that fueled tensions between the American colonies and Britain.	SS.8.23. Explain multiple causes and effects of events and developments in early American history.	Must include, but is not limited to: The French and Indian War Proclamation of 1763 The Stamp Act The Quartering Act The Townshend Acts Boycotts on British goods The Boston Massacre The Boston Tea Party The Intolerable Acts The First Continental Congress
History: Multiple Perspectives	SS.8.11. Evaluate the key people who influenced or played an important role in the American Revolution.	N/A	Must include, but is not limited to: George Washington Samuel Adams John Adams Benjamin Franklin Alexander Hamilton Thomas Jefferson Abigail Adams King George III British Parliament Other founding fathers
Civics/Government: Processes, Rules and Laws	SS.8.12. Examine the structure, content, and impact of the Declaration of Independence.	N/A	Must include, but is not limited to: the sections of the Declaration of Independence along with their purpose, including the grievances listed in the document the immediate and lasting impacts of the Declaration of Independence.
History: Change, Continuity and Context	SS.8.13. Analyze how the outcome of the American Revolution was influenced by military strategies, geographic considerations, and aid from other nations.	SS.8.20. Explain how global interconnections influenced early American history.	Must include, but is not limited to: the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British. May include: Washington's leaders, the French Alliance, and knowledge of the land The contributions of and impact on free and enslaved African Americans, women and Native Americans during the American Revolution.



Eighth Grade Standards

The U.S. Constitution			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.8.14. Describe the core responsibilities of United States citizens to promote civic virtues, uphold democratic values, and contribute to the well-being of the nation and its communities.	SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)	Must include, but is not limited to: The roles and responsibilities of citizens in a democratic republic such as the United States. Examples may include understand and obey laws, participate in democratic processes (such as voting), pay taxes, serve on juries, defend the nation, contribute to community welfare, stay informed on public issues, uphold principles of equality and freedom. How civic responsibilities are important to the function of a democracy.
History: Historical Interpretation and Argumentation	SS.8.15. Evaluate the reasons for the development of the United States Constitution.	N/A	Must include, but is not limited to: The purpose of the Constitutional Convention, including reference to the Articles of Confederation. The ways the Great Compromise addresses regional interests and differences. Including the differences between the Virginia Plan, New Jersey Plans. What elements of each are represented in the final compromise, and how did that get decided. The sectional debate over slavery and how the Constitution addressed slavery and freedom. The three-fifths compromise, moratorium on interference on the slave trade, fugitive slave clause
History: Comparison and Corroboration	SS.8.16. Analyze the debate over the ratification of the U.S. Constitution.	N/A	Must include, but is not limited to: The debate over passing the Constitution. Federalist Papers, anti-Federalist Papers, Bill of Rights
Civics/Government: Role and Systems of Government	SS.8.17. Explain the functions and structure of government with reference to the US Constitution and Iowa Constitution and its impact on citizens.	SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens. (21st century skills)	Must include, but not limited to: The principles of the United States Constitution and how they are reflected in the Iowa Constitution may include: popular sovereignty, republicanism, federalism, separation of power, checks and balances, limited government, and individual rights. The structure of government set forth in the articles of the US Constitution. The legislative branch including Congress, roles and responsibilities. The executive branch including, President, Vice President, roles and responsibilities. The judicial branch including the Supreme Court, roles and responsibilities, and judicial review. The Elastic Clause ("Necessary and Proper") the amendments including the Bill of Rights and voting amendments. The structure of Iowa's state government set forth by the Iowa Constitution. The legislative branch including the state legislature, roles and responsibilities. The executive branch including the Governor and Lieutenant Governor, roles and responsibilities. The judicial branch including the Iowa Supreme Court, roles and responsibilities

Eighth Grade Standards

The Early Republic			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Historical Interpretation and Argumentation	SS.8.18. Analyze the historical causes and impacts of the formation of political parties in early United States history.	N/A	Must include, but is not limited to: The development of political parties in early American history. May include: Federalists and Democratic-Republicans, Alexander Hamilton, Thomas Jefferson and ideological differences (e.g., federal vs. state power, economic policies). The impact of these political parties in the short and long term.
Civics/Government: Role and Systems of Government	SS.8.19. Examine how early presidents interpreted and developed the powers of the executive branch, and the lasting impact of their decisions.	N/A	Must include, but is not limited to: The development and impact of early foreign policy decisions on the United States. May include: tariffs, XYZ Affair, neutrality, Embargo Act, and the War of 1812. The development and impact of early domestic policy on the United States. May include: The Whiskey Rebellion, the national debt, the National Bank, the Louisiana Purchase, the Indian Removal Act and the Alien and Sedition Acts.
History: Change, Continuity and Context	SS.8.20. Analyze the causes, processes, and impacts of evolving social, cultural, and political perspectives in early American history; emphasizing their role in shaping a distinct American identity and democratic principles.	<p>SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.</p> <p>SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.</p>	Must include, but is not limited to: Why social, cultural, and political perspectives evolved in early American History. May include: States' rights, Louisiana Purchase, Marbury v. Madison, War of 1812, Pinckney Treaty, Embargo Act, Monroe Doctrine, American System, Daniel Webster, John C. Calhoun, Henry Clay, James Monroe, Thomas Jefferson, the beginning of sectionalism, John Marshall, McCulloch v. Maryland, Andrew Jackson, nullification.
Westward Expansion			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human Movement and Patterns	SS.8.21. Explain how push and pull factors contributed to immigration and migration patterns in early American history.	SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.	Must include, but is not limited to: What push and pull factors led to early Americans migrating West. May include: Manifest Destiny, Oregon Trail, National Road, Gold Rush, Mormon Trail. Push and pull factors led to immigration in early American history. May include: Economic opportunities and hardship, religious persecution, overpopulation and land shortages, famine and crop failures (Example: Irish Potato Famine), American ideals.
Geography: Human Movement and Patterns	SS.8.22. Describe how scientific and technological advances helped facilitate the move into Western Territories.	N/A	Must include, but is not limited to: The impact of innovation on expanding the United States in the early 1800s. May include: Canal systems, railroads, steam engines, steamboats, turnpikes, westward expedition.
History: Change, Continuity and Context	SS.8.23. Analyze the impact of westward expansion on Native American populations in the 19th century.	N/A	Must include, but is not limited to: Displacement, Conflict, Cultural disruption, Changes in federal policy. May include: The Indian Removal Act of 1830, The Trail of Tears, Sioux Wars.
History: Chronological Reasoning and Causation	SS.8.24. Analyze the historical and political factors that contributed to Iowa's formation as a state.	SS.8.25. Examine the evolution of the function and structure of government in Iowa.	Must include, but is not limited to: Historical and political factors that contributed to the geographic and human characteristics of Iowa as it became a state. May include: A timeline of Iowa becoming a state, including the Treaty of 1842, the creation of the Iowa Constitution, the Honey War, early territorial politics.

Eighth Grade Standards

Sectionalism and Division			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.8.25. Explain how the physical and human characteristics of a state or region influenced antebellum culture.	N/A	Must include, but is not limited to: Geographic differences leading to sectionalism developing between the North and South in regards to economy, society, transportation and slavery.
Economics/Financial Literacy: Economic Systems	SS.8.26. Use historical evidence to explain and evaluate the state of regional economies throughout early American history.	SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.	Must include, but is not limited to: Differences in the economies of the North and South prior to the Civil War. May include: Industry vs agriculture, slavery, geography, tariffs and the role of cotton in both the North and South
History: Change, Continuity and Context	SS.8.27. Interpret the causes, effects, and challenges of the first Industrial Revolution.	SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.	Must include, but is not limited to: The beginning of the Industrial Revolution in the United States. The development of the early Industrial Revolution in America. The cultural and social impact of the Industrial Revolution on America. The influence of geography on the location of factories.
History: Change, Continuity and Context	SS.8.28. Evaluate the impact of social and political reforms on the development of American society.	N/A	Must include, but is not limited to: Abolitionists' role in bringing attention to the impact of slavery on the nation. May include: Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe. The actions of enslaved people to resist the institution of slavery. May include: Negro spirituals, Harriet Tubman, Nat Turner Rebellion, Underground Railroad. Leaders of the Women's Suffrage Movement and their goals and strategies. May include: Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Sojourner Truth. The impact of social and political perspectives changing as tensions rose before the Civil War. Bleeding Kansas, Uncle Tom's Cabin, The Election of Abraham Lincoln
Civics/Government: Processes, Rules and Laws	SS.8.29. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery, resulting in sectional strife.	N/A	Must include, but is not limited to: The impact of legislative and judicial decisions on rising tensions between the North and South. Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Kansas Nebraska Act, Dred Scott Decision

Eighth Grade Standards

The Civil War			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Historical Interpretation and Argumentation	SS.8.30. Analyze the key factors that contributed to the outcome of the Civil War.	N/A	Must include, but is not limited to: The reasons the North was able to win the Civil War Critical events and battles of the war May include: The Draft Riots, The Bread Riots, adjustment in Union Military Leadership, Fort Sumter, First Bull Run, Antietam, Gettysburg, Vicksburg, and Appomattox The political and military leadership of the North and South May include: Abraham Lincoln, Jefferson Davis, Gen. Ulysses S. Grant, General George B McClellan, Robert E. Lee, and Stonewall Jackson Respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.
Civics/Government: Role and Systems of Government	SS.8.31. Analyze the role and impact of Abraham Lincoln's presidency on the course and outcome of the Civil War.	N/A	Must include, but is not limited to: President Lincoln's military and political leadership The evolution of his emancipation policy (including the Emancipation Proclamation) The role of his Lincoln's significant writings and speeches, including the Gettysburg Address May include: A House Divided, First Inaugural Address, Address to 166th Ohio Regiment
History: Multiple Perspectives	SS.8.32. Describe the role of African Americans in the Civil War.	N/A	Must include, but is not limited to: The contributions of African American soldiers and regiments throughout the Civil War May include: the 54th Regiment of Massachusetts, Fort Monroe Doctrine and Contraband, the 1st Iowa Regiment of African Descent, the increase in resistance of enslaved people
History: Multiple Perspectives	SS.8.33. Construct arguments about how the war affected combatants, civilians (including the role of women and Native Americans), the physical environment, and the future of warfare, including technological developments.	N/A	Must include, but is not limited to: The impact of war on the soldiers who fought throughout the Civil War. The role of citizens (including women, Native Americans, and immigrants) Innovations that occurred in the Civil War May include: Minié ball bullet, improvements in transportation and communication, medical advancements and Civil War photography



Eighth Grade Standards

Reconstruction			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Multiple Perspectives	SS.8.34. Compare the different positions concerning the reconstruction of Southern society and the nation.	N/A	Must include, but is not limited to: The positions concerning the Reconstruction of the South looking for potential positive and negative impacts. May include: the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans
History: Comparison and Corroboration	SS.8.35. Describe the new role of African Americans in local, state, and the federal government in the years after the Civil War and the national and regional resistance to this change.	N/A	Must include, but is not limited to: The new role of African Americans in local, state and federal government in the years after the Civil War. May include: the growth of the Republican Party, election of African-American politicians at the local, state, and federal levels. The national and regional resistance to the change in roles for African Americans. May include: Black Codes, Jim Crow Laws, Ku Klux Klan, poll taxes, literacy tests, grandfather clauses
History: Change, Continuity and Context	SS.8.36. Analyze and trace the economic, political, and cultural changes in the post-Civil War South, and evaluate their impact on different social groups.	SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	Must include, but is not limited to: How and why economic, political, and cultural changes occurred in the post-Civil War South, and what their impact on society was. May include: scalawag, carpetbagger, sharecropper, share tenancy, tenant farming, the Assassination of President Lincoln, The Election of 1876, Dred Scott, Plessy v. Ferguson, the shift from a plantation-based economy to new agricultural and industrial developments
Civics/Government: Constitutional Principles and Civic Virtues	SS.8.37. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.	N/A	Must include, but is not limited to: The intent and effects of the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution



Eighth Grade Standards

Financial Literacy			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Saving, Spending and Investing	SS.8.38. Create a personal budget.	SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills)	May include:Income: Money you earn or receive (like from a job or allowance).Planned Saving: Money you set aside for future goals or emergencies.Expenses: Money you spend on needs (like food and rent) and wants (like entertainment).
Economics/Financial Literacy: Credit and Risk Management	SS.8.39. Analyze and calculate the costs associated with borrowing money to make informed financial decisions.	SS.8.27. Calculate the cost of borrowing money for different types of goods. (21st century skills)	May include:Principal: The amount of money you borrow.Interest: Extra money you pay for borrowing. It's usually a percentage of the principal.Simple Interest: A way to calculate interest using this formula: Interest = Principal × Rate × Time (Rate is written as a decimal; Time is in years)Loan Term: How long you have to pay back the loan. To find the total cost of the loan, add the interest to the principal.
Economics/Financial Literacy: Saving, Spending and Investing	SS.8.40. Evaluate the benefits and risks of saving, spending and investing decisions in achieving financial goals.	SS.8.28. Explain how investing may build wealth and help meet financial goals. (21st century skills)	May include:Investing such as stocks, bonds, or savings accountsReasons to invest such as to build wealth or reach goals – Like buying a car, going to college, or starting a business in the future.
Economics/Financial Literacy: Credit and Risk Management	SS.8.41. Identify ways insurance can minimize personal financial risk.	SS.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills)	May Include:Insurance helps you pay for big, unexpected costs so you don't lose all your money.It can protect you from things like:Car accidents – Car insurance helps pay for repairs or medical bills.Getting sick or hurt – Health insurance helps cover doctor or hospital costs.House damage – Home insurance helps fix or replace things after a fire or storm.Why it matters: Insurance doesn't stop bad things from happening, but it helps you avoid paying the full cost yourself — which can save you a lot of money.
Economics/Financial Literacy: Financial and Career Goals	SS.8.42. Explore multiple career and financial pathways to create long-term goals.	N/A	May include:Level of education/training, skills, and experience needed for different jobsEmployment types such as part-time, full-time, self-employment, apprenticeships, internships, seasonal, hourly, commission-based, contracted, remote and gig work, including pros and cons for long-term planningJob search strategies and acquisition skills (writing cover letters, resumes, and interview techniques)Saving, investing options for education
N/A	N/A	SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.	
N/A	N/A	SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.	

High School - Inquiry Standards

9-12 Inquiry Standards			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Inquiry Practice: Develop Questions and Plan Inquiries	SS.9-12.1. Develop or critique compelling questions to guide inquiry and promote disciplinary thinking.	SS.9-12.1. Create compelling questions representing key ideas within the disciplines.	<ul style="list-style-type: none"> •Compelling questions drive investigation and help us explore big ideas, not just facts. •Compelling questions are open-ended and thought provoking. •Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. •Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.
Inquiry Practice: Develop Questions and Plan Inquiries	SS.9-12.2. Develop supporting questions that help break down a compelling question and guide inquiry.	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.	<ul style="list-style-type: none"> •Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question •Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	SS.9-12.3. 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.	<ul style="list-style-type: none"> •Students are asked to work with the sources that they gather and/or are provided for them, both online and printed. •Students learn strategies to filter out sources that are not relevant to their inquiry. •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. •Multiple source types: <ul style="list-style-type: none"> oProvide a wide range of sources: primary/secondary, text, audio, video, data sets, maps, political cartoons, etc. oInclude diverse perspectives, time periods, and viewpoints to help students compare and contrast. •How to locate sources: <ul style="list-style-type: none"> oShow how to use research databases, trusted websites, and digital archives. oKeyword searches, Boolean operators, and using filters to narrow results. Exercise “click restraint” when reviewing search results.
Inquiry Practice: Gather, Interpret and Evaluate Sources	SS.9-12.4. Evaluate the purpose and credibility of sources by examining how experts view the source.	SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.	Evaluate the credibility of a source: <ul style="list-style-type: none"> •Purpose of information: to inform (news), to persuade (opinion), to amuse (entertainment), to sell/make money (advertising), to document (raw information) and to provoke (propaganda). •Sources are further evaluated based on their origin (date, author, publisher), structure, context, and how well they support or refute other sources. •Research the source (author, website, publisher) rather than just reading the content (a.k.a. “lateral reading”). Digital media and algorithms: <ul style="list-style-type: none"> •Search results and social media feeds are personalized by algorithms. •Filter bubbles and confirmation bias affect what they see online.
Inquiry Practice: Claims and Evidence	SS.9-12.5. Refine claims and counterclaims that are supported with relevant, credible evidence gathered through research and investigation.	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.	A claim is: <ul style="list-style-type: none"> •Clear, defensible statement that answers the compelling question. •Based on evidence, not opinion alone from a set of credible sources. A counterclaim is: <ul style="list-style-type: none"> •An argument used to support the opposing position on a topic. •Based on evidence, not opinion alone from a set of credible sources.

High School - Inquiry Standards

9-12 Inquiry Standards (continued)			
Inquiry Practice: Communicate Conclusions	SS.9-12.6. Construct responses to questions using logical reasoning, accurate sequence, and relevant examples and details.	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.	Emphasize the importance of sequence: •Help students organize their ideas in a clear order: oChronological (what happened first, next, last) oCause and effect oProblem and solution What makes examples relevant: •Details that directly support their point. •Vague evidence weakens an argument and specific examples strengthen it. •Use of data, direct quotes, case studies, or real-life examples when applicable. •Avoid the use of logical fallacies
Inquiry Practice: Communicate Conclusions	SS.9-12.7. Construct clear and coherent arguments that support a specific claim, using relevant evidence and reasoning from multiple credible sources to substantiate the claim.	SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	•Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. •Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Inquiry Practice: Civic Engagement and Participation	SS.9-12.8. Apply a range of deliberative and democratic strategies and procedures to make decisions and engage in their classrooms, schools, and communities.	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.	•Civic responsibility is the duty of citizens to stay informed, make thoughtful decisions, and contribute to a healthy democracy. •Discuss examples including but not limited to voting, fact-checking, respectful dialogue, advocacy, community involvement. •Actively design a healthy news diet composed of multiple credible sources and perspectives. •Sharing and producing credible information •Discuss the impact of misinformation. •Discourse includes good-faith dialogue, intellectual humility, and valuing diverse perspectives. •Practice civil disagreement and how to listen actively Connect civic engagement to real-world participation: •Engage with community or school issues (e.g., dress code, recycling, equity initiatives) in ways that may include, but not limited to communicating with decision-makers: email a local official, present to school leadership, join a youth council or forum.
N/A	N/A	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.	
N/A	N/A	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.	
N/A	N/A	SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.	
N/A	N/A	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.	

High School - Civics Government

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Civics/Government	Foundations of American Government
		Branches of Government: Legislative, Executive, and Judicial
		Political Participation, Key Institutions, and Elections
		Citizenship and Civic Responsibilities
		State and Local Government of Iowa

Foundations of American Government			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.Gov.1. Analyze the origins of government with attention to the purpose(s) of government, and alternative models from other nations and groups.	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)	Must include, but is not limited to: Multiple systems of government Democracy, Communism, Socialism, Totalitarian, and Autocratic systems vs Democratic Republic Crimes against humanity committed by communist regimes since 1917. May include: Theories of government origin Force Theory, Evolutionary Theory, Divine Right Theory, Social Contract Theory
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.Gov.2. Analyze the Enlightenment principles that informed the structure and principles of the United States government and its institutions.	N/A	May include: Leviathan (Thomas Hobbes, 1651), Two Treatises of Government (John Locke, 1689), The Spirit of the Laws (Montesquieu, 1748), The Social Contract (Jean-Jacques Rousseau, 1762), and Treatise on Tolerance (Voltaire, 1763). Federalist Papers #10, #51, #70, #78 (authored by Alexander Hamilton, John Jay and James Madison under Publius) and Anti-Federalist Papers, monarchy v. democracy v. republic
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.Gov.3. Analyze important founding and historical documents to the United States and the State of Iowa.	N/A	Must include, but is not limited to: The Magna Carta, Mayflower Compact, and the Federalist Papers The Declaration of Independence The United States Constitution The Bill of Rights and subsequent amendments The Iowa Constitution May include: The Articles of Confederation, and the Anti-Federalist papers
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.Gov.4. Analyze the underlying principles established by the United States Constitution.	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)	Must include, but is not limited to: The rule of law, constitutional principles of checks and balances, federalism, limited government, popular sovereignty, republicanism, self-government, individual liberties, separation of powers, the supremacy clause, and the ability to amend the Constitution.
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.Gov.5. Analyze the role of the government in maintaining order.	SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)	May include: Safety laws: such as those addressing seat belts and driving ages. Morality laws: such as those addressing gambling and prostitution. Health laws: such as those addressing vaccinations, drug prescription, and illegal drug use. Public safety laws: such as those addressing general safety.

High School - Civics Government

Branches of Government: Legislative, Executive, and Judicial			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Role and Systems of Government	SS.9-12.Gov.6. Analyze the function, duties, and authority of the legislative branch, including the process of lawmaking and the power of the purse.	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)	Must include, but is not limited to: The leadership roles within Congress. Examples may include the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips. The process by which a bill becomes a law. Examples may include introduction, committee review, floor debate, lobbyist actions, voting in both chambers, and presidential action. Legislative practices and norms. Examples may include the necessary and proper clause, quorum, filibuster, and senatorial courtesy. The role of congressional committees and their role in policy-making.
Civics/Government: Role and Systems of Government	SS.9-12.Gov.7. Analyze the function, duties, and authority of the executive branch, including the scope of presidential powers, executive orders, executive agreements, and the president's role in foreign and domestic policy.	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)	Must include, but is not limited to: How the president of the United States utilizes formal powers to achieve policy goals. Examples may include the veto power, the ability to address the nation in the State of the Union Address, and the authority to pardon. How the president of the United States uses informal powers to shape public opinion. Examples may include interaction with media and the public, head of party, and symbolic powers of the Oval Office. The role of the Cabinet and White House staff in the process of presidential decision-making. The structures of the federal bureaucracy. Examples may include cabinet departments, independent regulatory commissions, government corporations, and independent executive agencies. The function, makeup, purpose, and authority of the Electoral College.
Civics/Government: Role and Systems of Government	SS.9-12.Gov.8. Analyze the function, duties, and authority of the judicial branch, including the power of judicial review and interpretation of laws.	SS-Gov.9-12.17. Evaluate and explain the relationships among the branches of government, including federalism, separation of powers, the supremacy clause, the necessary and proper clause, judicial review, executive privilege, pocket veto, executive orders, quorum, filibuster, and other related topics. (21st century skills) SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases. (21st century skills)	Must include, but is not limited to: The structure, jurisdiction, and processes of civil and criminal courts in the United States. Examples may include explanations of original and appellate jurisdiction. The process of appointing Supreme Court Justices and other federal judges. Strict and loose constructionist views of the Constitution of the United States. Landmark United States Supreme Court cases that have shaped the constitutional interpretation and expansion of civil liberties and civil rights such as: Gideon v. Wainwright, Miranda v. Arizona
Civics/Government: Role and Systems of Government	SS.9-12.Gov.9. Assess how the United States federal system divides powers between national and state governments.	SS-Gov.9-12.13. Evaluate the powers and responsibilities of local, state, tribal, national, and international civic and political institutions, how they interact and the role of government in maintaining order. (21st century skills)	Must include, but is not limited to: Specific functions, organizations, and purposes of local and state governments. The role of the national government in regulating and facilitating relations among states in the United States.
Civics/Government: Role and Systems of Government	SS.9-12.Gov.10. Analyze the basic requirements and responsibilities to serve in public office.	N/A	Must include, but is not limited to: Age requirements, method of election, terms, districts, residency, and citizenship requirements.

High School - Civics Government

Political Participation, Key Institutions, and Elections			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Processes, Rules and Laws	SS.9-12.Gov.11. Analyze the historical, contemporary, and emerging patterns of political action and activism.	SS-Gov.9-12.26. Analyze the historical, contemporary, and emerging patterns of political action and activism including voter demographics, party trends over time, polling data, campaign strategies and trends, and alternative means of participating. (21st century skills)	Must include, but is not limited to: Shifts in political participation which may include: special interest groups and their function, campaign contributions, and influence in elections voting bloc political party coalitions campaigns voter turnout voter access expansion of suffrage
Civics/Government: Processes, Rules and Laws	SS.9-12.Gov.12. Critique the influence of intermediary institutions on government and policy.	SS-Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills) SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions. (21st century skills) SS-Gov.9-12.25. Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics. (21st century skills)	Must include, but is not limited to: Shifts in political participation which may include Special interest groups Examples may include their development, function, campaign contributions, and influence in elections Political parties Examples may include party conventions, primaries and caucuses, party leadership, third parties, and polarization Media Examples may include types of media (free vs. paid vs. digital), their role in politics, and how they shape public opinion Campaigns and elections Examples may include campaign finance (Citizens United v. Federal Election Commission) and related laws and policies, the role of the Federal Elections Commission and the Iowa Ethics Board, Supreme Court cases such as Citizens United, strategies and tactics, polling, public opinion, coalitions, and voter turnout Political socialization Examples may include family, school, and communities, both religious and secular
Civics/Government: Processes, Rules and Laws	SS.9-12.Gov.13. Analyze the electoral process and election systems in the United States, specifically Iowa election law including registration requirements, paper ballots, and absentee voting.	SS-Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation. (21st century skills)	Must include, but is not limited to: The Electoral College Iowa voting statutes and procedures Iowa voter registration requirements Types of voting The use of paper ballots in the election process Acquiring and casting an absentee ballot. The Iowa Caucuses May include: Reapportionment Redistricting and gerrymandering

High School - Civics Government

Citizenship and Civic Responsibilities			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.9-12.Gov.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of that definition over time.	SS-Gov.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)	Must include, but not limited to:U.S. Citizenship lawThe 14th AmendmentLandmark United States Supreme Court decisions
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.9-12.Gov.15. Assess the contributions of exemplary Iowans and Americans who have played a role in promoting civic virtues and democratic principles.	SS-Gov.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)	May include:Figures important to the founding era such as George Washington, Abigail Adams, James Madison or Thomas Jefferson.Figures important in 19th and early-20th-century America such as Abraham Lincoln, Harriet Tubman, and Susan B. Anthony.Figures important during the Civil Rights Era. May include examples from Iowa:Territorial and state leaders such as Ansel Briggs.Civil Rights leaders such as James Jordan, Alexander Clark and Edna Griffin.Humanitarians such as Governor Robert Ray.
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.9-12.Gov.16. Analyze the concept of civic virtue and its importance to a well-functioning democracy.	SS-Gov.9-12.20. Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics. (21st century skills)	May include:IntegrityRights vs. responsibilitiesConviction vs. compromiseState interests vs. individual interestsMajority rule vs. minority rights
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.9-12.Gov.17. Analyze the rights, liberties, duties, and responsibilities of citizens of the United States and the state of Iowa.	N/A	Must include, but not limited to:Inalienable (natural) rights as referenced in the Declaration of IndependenceRights granted by the U.S. ConstitutionLiberties granted by the U.S. Constitution such as religious libertyThe right to voteThe duty to register for the Selective Service May include:Duties such as jury dutyResponsibilities such as participating in the democratic processThe process of contacting a government official about an issue.



High School - Civics Government

State and Local Government of Iowa			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Civics/Government: Role and Systems of Government	SS.9-12.Gov.18. Identify the function, duties, and authority of the government of the state of Iowa.	SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills)	May include: The government of the State of Iowa and its history The Governor and statewide elected officials The Iowa Legislature The Iowa Court System
		SS-Gov.9-12.27. Compare and contrast the institutions and systems of Iowa government and politics that are unique to the state including but not limited to Iowa's unique role in presidential selection and in the special status of Meskwaki lands as non-reservation lands.	
		SS-Gov.9-12.28. Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.	
Civics/Government: Role and Systems of Government	SS.9-12.Gov.19. Identify the function, duties, and authority of the sovereign Meskwaki Nation tribal government.	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.	May include: Designation as a settlement on purchased private land, not a federal reservation The Meskwaki Tribal Constitution The Meskwaki Tribal Council The Meskwaki Tribal Court
Civics/Government: Role and Systems of Government	SS.9-12.Gov.20. Identify the functions and organizational structures of Iowa's local governments.	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.	May include: Local elected officials such as mayors, city councilmembers, auditors, and sheriffs, and their duties Counties and city governments School boards



High School - Economics

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Economics	Economic Decision Making Microeconomics: Supply, Demand, and Pricing Macroeconomics and Government in Economics Globalization Trade

Economic Decision Making			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Economic Systems	SS.9-12.Econ.1. Describe common economic terms and concepts.	SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions.	Scarcity is a basic condition of economics and decision-making needed to allocate limited resources. Factors of production
Economics/Financial Literacy: Economic Decision Making	SS.9-12.Econ.2. Engage in economic reasoning to make choices.	SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions. SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.	Rational choices involve the consideration of trade-offs and opportunity costs. Behavioral economic theory. Examples of specialization and exchange.
Economics/Financial Literacy: Economic Systems	SS.9-12.Econ.3. Compare the methods that various economic systems use to allocate goods and services.	SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.	Different economic systems and types answer the basic economic questions of what to produce, how to produce, and for whom to produce. Examination of birth and death rates using tools such as a population pyramid chart, including the economic impact of declining birth rates in the United States.

High School - Economics

Microeconomics: Supply, Demand, and Pricing			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Exchange and Markets	SS.9-12.Econ.4. Compare and contrast types of business ownership.	N/A	Types of ownership including: sole proprietorships, partnerships, and corporations.
Economics/Financial Literacy: Exchange and Markets	SS.9-12.Econ.5. Illustrate and explain how supply, demand, and price interact in a market economy.	SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.	Incentives in a market economy and how factors other than price cause changes in supply and demand. How supply and demand determine equilibrium price and quantity, and how price movements eliminate shortages and surpluses. How the supply and demand of labor influence wage and non-wage benefits
Economics/Financial Literacy: Exchange and Markets	SS.9-12.Econ.6. Compare levels of competition that exist in market and mixed economic systems.	SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.	Levels of competition that exist in markets and mixed economic systems, including pure competition, monopoly, monopolistic competition, and oligopoly. Price and non-price competition, providing real-world examples (and Iowa). Market failures include, but are not limited to, shortage, surplus, externalities, public goods, etc.
Macroeconomics and Government in Economics			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Economic Systems	SS.9-12.Econ.7. Explain how economic measurements are used to assess the overall economic health of the country.	SS-Econ.9-12.20. Use economic indicators to evaluate economic conditions.	Inflation/purchasing power (as measured by the CPI, for example), economic growth (as measured by GDP, for example), and labor and unemployment figures.
Economics/Financial Literacy: Exchange and Markets	SS.9-12.Econ.8. Analyze the role of government in a market economy.	SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes. SS-Econ.9-12.19. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	The government influences the economy, including promoting and securing competition, protecting private property rights, distributing resources, providing public goods and services, resolving externalities and other perceived market failures, and stabilizing the economy.
Economics/Financial Literacy: Economic Systems	SS.9-12.Econ.9. Explain how fiscal and monetary policy influence the American economy and society.	N/A	Economic, social, and political goals of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, price levels and distribution of wealth. May include key economists such as John Maynard Keynes, Friedrich Hayek, Adam Smith, Karl Marx, Milton Friedman, John Kenneth Galbraith, Thomas Sowell, John Stuart Mill. Aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve)

High School - Economics

Globalization			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Economic Systems	SS.9-12.Econ.10. Identify the factors that determine and shape a country's standard of living.	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.	Investments in education, equipment, factories, healthcare, new technology, and training promote economic growth and enhance living standards.
Economics/Financial Literacy: Production and Consumption	SS.9-12.Econ.11. Analyze how national and global economic issues and systems impact Iowa's economy.	SS-Econ.9-12.24. Analyze how national and global economic issues and systems impact Iowa's economy.	Exports of agricultural products (top exporter of corn, soybeans, and pork)Trade agreements (USMCA preserves export markets for agricultural products)Tariffs (grain embargo on the Soviet Union, U.S.-China trade wars)
Trade			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Production and Consumption	SS.9-12.Econ.12. Explain why individuals, businesses, and governments trade goods and services and how trade affects global economies.	SS-Econ.9-12.22. Explain the role of specialization in trade. SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.	Countries sometimes impose trade barriers (e.g., tariffs, subsidies, regulations, etc.) and sometimes engage in free trade.Absolute and comparative advantage.

High School - Financial Literacy

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Financial Literacy	Careers and Earning Income
		Saving and Spending
		Investing
		Taxes
		Managing Credit
		Insurance
		Identity Protection

Careers and Earning Income			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Financial and Career Goals	SS.9-12.FL.1. Compare career choices based on preparation, salary, benefits, and growth potential.	SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)	Must include: Income, and career decisions, including career choices that fit personality styles and occupational goals, job search strategies, cover letters, resumes, interview techniques May include: Preparation, such as the level of education, skills, and experience Employment types such as part-time, full-time, self-employment, apprenticeships, internships, seasonal, hourly, commission-based, contracted, remote and gig work, including pros and cons for long-term planning.
Financial Literacy: Financial and Career Goals	SS.9-12.FL.2. Identify different sources of income and factors that impact earning potential.		May include: Common sources of income (e.g., wages, bonuses, commission, entrepreneurship (earned income), interest, investments, gifts, allowances (unearned income). Employment trade-offs (e.g., benefits vs. wages, location, stability) The influence of the level of education, skills, and experience affecting income
Financial Literacy: Financial and Career Goals	SS.9-12.FL.3. Create a post-high school plan including career preparation and financial goals.	SS-FL.9-12.13. Develop short- and long-term financial goals. (21st century skills)	Must include: College planning, public and private educational savings accounts, and uniform gifts and transfers to minors. May include: Goals for apprenticeship, trade-school, volunteer or military enrollment.

High School - Financial Literacy

Saving and Spending			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Saving, Spending, and Investing	SS.9-12.FL.4. Create and evaluate a budget based on financial goals, income, and expenses.	SS-FL.9-12.16. Develop a saving and spending, using a financial recordkeeping tool. (21st century skills)	Must include: Consumer awareness of the power of marketing on buying decisions Financial responsibility and money management, including creating and living on a written budget and balancing a checkbook; basic rules of successful negotiating and techniques; and personality or other traits regarding money Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages May include: Basic budget framework using categories for needs, wants, and savings, and prioritizing expenses Account balancing (Checking account, digital apps/software) Spending categories (fixed, variable, discretionary, and periodic expenses) Influence of personal values and marketing and how they shape budget priorities and purchasing decisions. Consequences of overspending or under saving on a budget
		SS-FL.9-12.17. Apply consumer skills to spending and spending decisions. (21st century skills)	
Financial Literacy: Saving, Spending, and Investing	SS.9-12.FL.5. Explain how saving supports financial security, resilience, and decision-making.	SS-FL.9-12.21. Evaluate short-term savings tools. (21st century skills)	Must include: Savings, including emergency fund, purchases, and wealth building May include: Reasons for saving (safety for emergencies, reduces reliance on debt) The connection between saving and achieving financial independence or wealth building Consequences of insufficient savings in unexpected events (job loss, medical emergencies, etc.)
Investing			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Saving, Spending, and Investing	SS.9-12.FL.6. Compare investment tools to meet financial goals.	SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)	Must include: Understanding investments, including compound and simple interest, liquidity, diversification, risk return ratio, certificates of deposit, money market accounts, single stocks, bonds, mutual funds, rental real estate, annuities, commodities, and futures. Wealth building including long-term and short-term investing using tax-favored plans, individual retirement accounts and payments from such accounts, employer-sponsored retirement plans and investments. May include: Risk, reward, and liquidity characteristics of common savings and investment options (Savings Account, CD, Bonds, Stocks, Mutual Funds, Real Estate, retirement accounts, and Educational Savings Accounts - 529 plans, etc.) Risk tolerance factors and their influence on investment strategy (age, financial goals, risk tolerance level, diversification) Interest accumulation in creating wealth over time (compound and simple interest models) Healthy financial communication practices in shared investment decisions.
Taxes			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Saving, Spending, and Investing	SS.9-12.FL.7. Identify the impact of taxes on personal income and spending power.	SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income. (21st century skills)	Must include: Payroll taxes and other income withholdings, and revenue sources for federal, state, and local governments. May include, but is not limited to: Pay stubs components such as gross income, net income, Social Security, Medicare, and mandatory deductions. Types of taxes (federal, state, and local taxes) and how they fund public goods and services. The impact of tax withholdings reduces available income for spending.

High School - Financial Literacy

Managing Credit			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Credit and Risk Management	SS.9-12.FL.8. Describe how credit works and how it is used.	SS-FL.9-12.19. Summarize a borrower's rights and responsibilities. (21st century skills)	Must include:How to read a credit report and correct inaccuracies; how to build a credit score; how to develop a plan to deal with creditors and avoid bankruptcy; and the federal Fair Debt Collection Practices Act.May include:Appropriate use of credit compared to saving or paying with cashCost factors in credit use (interest rates, grace periods, and fees)Types of credit and debt:Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, student loans, predatory lending, and the marketing of debt, especially to young people.Fair Debt Collection Practices ActCredit reports and credit scores, why they matter, and factors that influence credit scores.
		SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively. (21st century skills)	
Financial Literacy: Credit and Risk Management	SS.9-12.FL.9. Analyze the costs and benefits of different types of credit.	SS-FL.9-12.18. Analyze the cost and benefits of different types of credit and debt. (21st century skills)	Must include:Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, and the marketing of debt, especially to young people.May include:Types of property ownership:Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable-rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages.True cost of credit using the interest rate and repayment terms:Interest compounds when balances are unpaid.Identify the long-term consequences of poor credit use (e.g., higher interest, limited access to housing or jobs, bankruptcy).
Insurance			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Credit and Risk Management	SS.9-12.FL.10. Explain how insurance operates as a tool for risk management.	SS-FL.9-12.23. Justify reasons to use various forms of insurance. (21st century skills)	Must include:Different types of insurance coverage including renters, homeowners, automobile, health, disability, long-term care, identity theft, and life insurance; term life, cash value and whole life insurance; and insurance terms such as deductible, stop loss, elimination period, replacement coverage, liability, and out-of-pocket.May include:Various types of insurance and understanding use (Renters, Homeowners, auto, identity theft, life insurance)Insurance-related terms: deductible, liability, elimination period, coverage, stop loss, and out-of-pocket.
Identity Protection			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Financial Literacy: Credit and Risk Management	SS.9-12.FL.11. Identify strategies for the protection of personal identity and other forms of fraud.	SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud. (21st century skills)	Ways to protect personal information from identity theft.Credit reports can help identify suspicious activity related to your finances.Risks involved with sharing financesWhat to do if your information has been compromised

High School - Geography

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Geography	Geographic Skills and Concepts
		Population and Migration
		Political Geography
		Cultural Geography
		Agriculture and Rural Land Use
		Cities and Urban Land-Use
Industrial and Economic Development		

Geographic Skills and Concepts			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Geographic Tools	SS.9-12.Geo.1. Recognize and label basic human and environmental characteristics on maps to build awareness of local and global patterns.	SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics.	May include, but not limited to: Thematic and reference maps 5 Themes of Geography Scales of analysis- regional, national, and local Types of regions- formal, functional, and vernacular
Geography: Geographic Tools	SS.9-12.Geo.2. Analyze geographic tools and spatial data to develop evidence-based claims about a location.	SS-Geo.9-12.14. Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.	May include, but not limited to: GPS, GIS, Remote sensing Census and demographic data Satellite imagery Land use patterns

High School - Geography

Population and Migration			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.9-12.Geo.3. Explain the human characteristics of a location using demographic data.	N/A	May include, but not limited to: Demographic Transition Model Crude birth rate, crude death rate, natural increase rate Stages of development Population pyramids
Geography: Human Movement and Patterns	SS.9-12.Geo.4. Describe the characteristics and distribution of human populations on the Earth's surface.	N/A	May include, but not limited to: Current population distribution Demographic data explaining characteristics of a location Historical population trends and patterns Arithmetic and physiological densities
Geography: Human Movement and Patterns	SS.9-12.Geo.5. Analyze the processes, patterns, and functions of human migration and settlement.	<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.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	May include, but not limited to: Identify push and pull factors behind migration Impact of migration on locations around the world Factors that impact human migration patterns Predicting migration patterns Cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns. Historical, environmental, economic, political, and technological factors
Political Geography			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Global Connections	SS.9-12.Geo.6. Explain how political forces of cooperation and conflict influence the division and control of land.	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.	May include, but not limited to: Participating in supranational organizations Impacts of globalization How political decisions have influenced places and regions Influences of sovereignty and self-determination Centripetal and centrifugal forces (forces that pull people apart and bring them together)
Geography: Places and Regions	SS.9-12.Geo.7. Analyze how geographic characteristics of places and regions influence political decisions.	SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.	May include, but not limited to: Demographic characteristics Ethnic characteristics- nation states vs multinational state Environmental, cultural, and economic influences Availability of resources- natural, human, economic Physical, cultural, and geometric boundaries Shapes of states- elongated, compact, fragmented and prorupted

High School - Geography

Cultural Geography			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.9-12.Geo.8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	N/A	May include, but not limited to: Characteristics of folk culture Ways people depend on the environment Relationship between culture and people's perceptions of places and regions People create regions to interpret Earth's complexity
Geography: Human-Environment Interaction	SS.9-12.Geo.9. Explain how culture influences the way people modify and adapt to their environments.	SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.	May include, but not limited to: Cultural landscape Impact of human activities on the environment. Ways humans have utilized and adapted to their physical environment. Ways that the environment has limited opportunities for humans
Geography: Global Connections	SS.9-12.Geo.10. Evaluate the impact of cultural diffusion on places and regions.	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.	May include, but not limited to: Types of diffusion- contagious, hierarchical, relocation, stimulus Sustainability of cultural practices Impact on the environment
Agriculture and Rural Land Use			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Human-Environment Interaction	SS.9-12.Geo.11. Describe how cultural changes and technological advances have impacted the way people grow and consume food in Iowa and around the world.	SS-Geo.9-12.24. Identify and evaluate lowans or groups of lowans who have influenced Iowa's environmental or cultural geography.	May include, but not limited to: Sustainability of agriculture Agricultural revolutions Challenges of contemporary agriculture Environmental effects of agricultural land use including pollution, land cover change, desertification, soil salinization, and conservation efforts
Geography: Global Connections	SS.9-12.Geo.12. Explain how economic systems influence agricultural production and distribution in various places around the world.	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.	May include, but not limited to: Agricultural revolutions Political influences on the economy Subsistence agricultural practices Commercial agricultural practices Challenges of feeding a global population Interconnectedness of global agriculture

High School - Geography

Cities and Urban Land Use			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.9-12.Geo.13. Identify how the conditions and connections of urban settlements in various regions can create sustainability challenges at various scales.	SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	May include, but not limited to: Characteristics of urban areas Forms and functions of urban areas Economic, environmental, political, and social conditions Spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns
Geography: Global Connections	SS.9-12.Geo.14. Evaluate how connections between urban regions impacts globalization.	SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.	May include, but not limited to: Relationships with rural areas- food production and consumption Core-Periphery relationships between countries Development levels and services provided by countries Demographic and economic data
Industrial and Economic Development			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Geography: Places and Regions	SS.9-12.Geo.15. Explain the conditions of economic development across places and regions.	N/A	May include, but not limited to: Sectors of jobs in various locations Site and situation factors of manufacturing Types and availability for modes of transportation Impacts of the Core-Periphery relationship Central Place Theory Regional trends of economic development
Geography: Global Connections	SS.9-12.Geo.16. Evaluate the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems.	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.	May include, but not limited to: Globalization and its effects Spatial organization of the economic, transportation, and communication systems Connections with support networks of trade in raw materials, manufactured goods, capital (human and monetary), ideas, and services Impacts of changes, distribution, and importance of resources

High School - US History

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	U.S. History	The Founding of the United States
		The Civil War and Reconstruction
		Westward and Industrial Expansion
		The Progressive Era
		Imperialism and World War I
		The Roaring 20s and the Great Depression
		World War II
		The Cold War
		Civil Rights
		The Rise of Conservatism
A Global Superpower Facing Change		

The Founding of the United States			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.1. Analyze change, continuity, and context of American citizenship from 1776 to 1870.	SS-US.9-12-21. Analyze change, continuity and context across eras and places of study from civil war to modern America.	May include: Expansion of popular democracy Citizenship qualifications in 1870 Individual rights through amendments by 1870
History: Multiple Perspectives	SS.9-12.US.2. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions.	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. SS-US.9-12-23. Analyze the relationship between historical sources and the secondary interpretations made from them. SS-US.9-12-25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.	May include: Founding documents - e.g., Declaration of Independence, Constitution of the United States, Amendments: 1-12
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.3. Assess the impact of exemplary Americans who displayed civic virtues in the creation of the United States of America.	N/A	Must include, but not limited to: Framers of the U.S. Constitution

High School - US History

The Civil War and Reconstruction			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.US.4. Evaluate the multiple causes and effects of the Civil War.	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.	May include: Institution of slavery Sectionalism Missouri Compromise South Carolina Nullification Crisis Mexican-American War Compromise of 1850 Kansas-Nebraska Act The Supreme Court decision in Dred Scott v. Sandford The Lincoln-Douglas debates John Brown's raid on Harpers Ferry The election of 1860
History: Change, Continuity and Context	SS.9-12.US.5. Analyze the consequences of the Civil War and Reconstruction.	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.	May include: The physical and economic destruction of the South and the loss of life of both Southern and Northern troops The increased role of the federal government The impeachment of President Johnson The 13th, 14th, and 15th Amendments The expansion of the industrial capacity of the northern U.S. The role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union The accomplishments and failures of Radical Reconstruction, the presidential election of 1876, and the end of Reconstruction
History: Multiple Perspectives	SS.9-12.US.6. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Civil War and Reconstruction.	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.	Must include but not limited to: Emancipation Proclamation May include: Alexander Stephens' Cornerstone Speech Reconstruction Amendments Gettysburg Address, Reconstruction Acts, Black Codes, Lincoln's Second Inaugural Address
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.7. Assess the impact of exemplary Americans and lowans who displayed civic virtues in the Civil War and Reconstruction.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	Must include, but not limited to: National examples: Harriet Tubman, Frederick Douglass, Abraham Lincoln, Ulysses S. Grant. Exemplary lowans may include: Josiah B. Grinnell, James C. Jordan, Alexander Clark, Susan Clark, Justice Chester Cole, General Grenville Dodge, Samuel H.M. Byers, 1st Colored Regiment of Iowa/U.S. 60th of African Descent, The Graybeards/37th Iowa Infantry Regiment, Annie Turner Wittenmyer

High School - US History

Westward and Industrial Expansion			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.8. Evaluate the impact of inventions and technological innovations on American society and culture.	SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.	May include: Innovations and technological advancements such as the railroad, steel production, and electricity, telegraph, farm equipment.
Economics/Financial Literacy: Economic Systems	SS.9-12.US.9. Analyze how labor and government actions during westward expansion influenced American economic systems, urbanization, and cultural development.	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.	May include: Economic practices such as corporations, monopolies, and trusts Government philosophy of laissez-faire economics and protectionism. Consequences of industrialization on the labor force and the environment.
Geography: Human Movement and Patterns	SS.9-12.US.10. Explain the patterns of immigration and migration during the westward expansion and the influence on American economic, social, and political systems.	SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.	May include: Immigration from Southern and Eastern Europe Immigration from Asia American reaction to immigration patterns through nativism
History: Chronological Reasoning and Causation	SS.9-12.US.11. Evaluate the causes and effects of Native American displacement and changing settlement patterns in the West during the period of westward expansion (1870–1900).	N/A	May include: Causes include the Homestead Act, the building of the US railroad system, and increased immigration Effects including the warfare between Native American tribes and the United States of America, the expansion of farming and ranching industries, the Dawes Act, and the Carlisle Schools
History: Multiple Perspectives	SS.9-12.US.12. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during western and industrial expansion.	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.	May include: Homestead Act Dawes Act Chinese Exclusion Act Gospel of Wealth by Andrew Carnegie Political cartoons (e.g. Thomas Nast)
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.13. Assess the impact of exemplary Americans and lowans who displayed civic virtues during the expansion westward and the building of an industrial America.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National examples: Sitting Bull, Chief Joseph, Cornelius Vanderbilt, Andrew Carnegie, John Rockefeller, J.P. Morgan lowans: John Froelich, Arabella Mansfield, Julia C. Addington, Ada E. North, Mamiwanige, Pushetonequa, Leander Clark

High School - US History

The Progressive Era			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Economics/Financial Literacy: Economic Systems	SS.9-12.US.14. Analyze how labor and government actions during the Progressive Era influenced American economic systems, urbanization, and cultural development.		May include: Government policies and laws such as the Anti-Trust Bills, the Pure Food and Drug Act, the Keating Owen Act, the passage of amendments, and the Federal Reserve Act Labor movements such as the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World Goals and impact of the Populist Movement Conservation policies (Antiquities Act)
Civics/Government: Citizenship and Civic Rights and Responsibilities	SS.9-12.US.15. Assess the impact of social movements, including reactionary movements, in creating reform in the United States.	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. SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S. SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)	May include: Black Progressives addressed concerns such as: Jim Crow laws Lynching Access to jobs, and education through organizations such as the NAACP Suffragettes advocating for the right to vote Moral reformers such as: Social Gospel Movement Prohibition Settlement House Movement Muckrakers and the use of media to inform and influence change
History: Historical Interpretation and Argumentation	SS.9-12.US.16. Assess the goals of the Progressive Era through the changes and continuities of the period to determine the influence of reformers.	N/A	May include: Prompt social welfare Economic reform and regulation Efficacy in government and industry Expand democracy
History: Multiple Perspectives	SS.9-12.US.17. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Progressive Era.	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.	May include: 16th, 17th, 18th, 19th Amendments Atlanta Compromise Niagara Movement Speech
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.18. Assess the impact of exemplary Americans and lowans who displayed civic virtues in the Progressive Era.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National examples: Teddy Roosevelt, William Howard Taft, Woodrow Wilson, Alice Paul, Booker T. Washington, W.E.B Dubois, Jane Addams, Carrie Nation, John Muir lowans: Carrie Chapman Catt, Sue M. Wilson Brown, Louis Pammel, Ada Hayden, George Washington Carver

High School - US History

Imperialism and World War I			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.US.19. Evaluate the multiple causes and effects of the Spanish-American War, the Philippine–American War, and World War I.	SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.	Must include, but is not limited to:Global interaction:Panama CanalHawaiiSpanish-American WarCubaPhilippiansAmerican entry into WWISinking of the LusitaniaUnrestricted Submarine WarfareZimmermann TelegramPolicies:Monroe DoctrineRoosevelt CorollaryOpen Door PolicyDollar DiplomacyWilson’s 14 PointsLeague of NationsYellow Journalism
Economics/Financial Literacy: Economic Systems	SS.9-12.US.20. Analyze how labor and government actions during imperialism and World War I influenced American economic systems, urbanization, and cultural development.	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.	Must include, but not limited to:Nationalism, such as 100% Americanism, the Committee on Public Information, and propaganda.Repression of individual rights, such as the Schenck v. United States caseHome Front efforts, such as:War productionRationing policiesSelective Service and American MobilizationThe Red CrossSpanish Flu PandemicGreat Migration of African Americans to northern cities
History: Multiple Perspectives	SS.9-12.US.21. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions.	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.	Must include, but is not limited to:Monroe DoctrineRoosevelt CorollaryFourteen PointsTreaty of VersaillesEspionage Act of 1917Sedition Act of 1918
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.22. Assess the impact of exemplary Americans and lowans who displayed civic virtues during the expansion of the United States’ global role.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include:National examples: William McKinley, Theodore Roosevelt and the “Rough Riders,” William Howard Taft, Woodrow Wilson, General John Pershing, Buffalo Soldiers, Mark Twain, Henry Johnson and “Harlem Hellfighters”lowans: Governor William Harding, Albert Cummins, 168th Infantry Regiment, Smith Brookhart, James B. Morris

High School - US History

The Roaring 20s and the Great Depression			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.23. Evaluate the impact of social changes on the development of modern American culture.	N/A	May include: Culture Wars - Fundamentalism v. Modernism, Harlem Renaissance, Prohibition, Scopes Trial Popular Culture - sports, film, music, radio
History: Change, Continuity and Context	SS.9-12.US.24. Evaluate the impact of inventions and technological innovations on American society and culture.	SS-US.9-12-22. Evaluate the impact of inventions and technological innovations on the American society and culture.	May include: Consumer innovation and technological advancement, such as: radio, cars, credit, films, transatlantic flights, penicillin.
Economics/Financial Literacy: Economic Systems	SS.9-12.US.25. Analyze how labor and government actions during the 1920s and the Great Depression influenced American economic systems, urbanization, and cultural development.	SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.	May include: Economic policies - stock market, tariffs, poverty, labor response Re-energized labor movement during the Great Depression with the emergence of industrial unionism. Government responses - Bonus Army, New Deal, Volunteerism Dust Bowl (IA)
Geography: Human Movement and Patterns	SS.9-12.US.26. Explain the patterns of immigration and migration during the 1920s and the Great Depression and the influence on American economic, social, and political systems.	SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.	May include: Immigration patterns and responses, such as: Red Scare Resurgence of the KKK Great Migration Race riots Immigration quotas
History: Multiple Perspectives	SS.9-12.US.27. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions in the 1920s and the Great Depression.	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.	May include: Immigration Act of 1924 Scopes Trial 18th and 21st Amendments - Prohibition 19th Amendment - Women's Suffrage First Inaugural Address of FDR Fireside chats Media advertising Various New Deal Acts Civilian Conservation Corps (CCC) Social Security Act Works Progress Administration (WPA) Tennessee Valley Authority (TVA) National Labor Relations Act (NLRA)
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.28. Assess the impact of exemplary Americans and lowans who displayed civic virtues in the 1920s and the Great Depression.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National examples: Franklin Delano Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Babe Ruth, Charles Lindbergh, Amelia Earhart, John L. Lewis (CIO) lowans: Herbert Hoover, Karl L. King, Henry C. Wallace, J.N. "Ding" Darling, Grant Wood, Milo Reno, Ola Babcock Miller, Robert Patten, Gertrude Rush

High School - US History

World War II			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.US.29. Evaluate the multiple causes and effects of World War II.	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.	Must include, but not limited to: Foreign policy - isolationism (America First) vs. internationalism Japanese imperialism Rise of fascism in Italy and Germany Appeasement Pearl Harbor European Theater Invasion of Normandy (D-Day) Battle of the Bulge Pacific Theater Battle of Midway Invasions of Okinawa and Iwo Jima Dropping of atomic bombs on Hiroshima and Nagasaki
History: Historical Interpretation and Argumentation	SS.9-12.US.30. Evaluate the American response to the Holocaust.	N/A	Must include, but not limited to: Liberation of concentration camps (Dachau) Immigration policies before and after WWII (specifically related to people of Jewish ancestry) The Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
Economics/Financial Literacy: Economic Systems	SS.9-12.US.31. Analyze how labor and government actions during World War II influenced American economic systems, urbanization, and cultural development.	N/A	Must include, but not limited to: Home front: War production Propaganda Contribution of civilians Bracero Program Migration of African Americans Women in the workforce (Rosie the Riveter) Individual rights: POW camps (IA), Japanese-American internment, Korematsu v. United States
History: Change, Continuity and Context	SS.9-12.US.32. Evaluate the impact of inventions and technological innovations on American society and culture.	SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.	Must include, but is not limited to: Nuclear weapons Airplanes and ships Code breaking (Navajo Code Breakers) Scientific/Technological developments: e.g., fire bombing, atomic bomb
History: Multiple Perspectives	SS.9-12.US.33. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during World War II.	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.	Must include, but is not limited to: Propaganda and rationing Political cartoons Roosevelt's Declaration of War Executive Order 9066 Atlantic Charter
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.34. Assess the impact of exemplary Americans and lowans who displayed civic virtues in World War II.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National examples: Franklin Delano Roosevelt, Winston Churchill, Dwight Eisenhower, Harry S. Truman, George Marshall, Tuskegee Airmen, Douglas MacArthur lowans: Henry A. Wallace, Paul Tibbets, Sullivan Brothers, Harry Hopkins, Luther H. Smith, Meskwaki Code Talkers

High School - US History

The Cold War			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Comparison and Corroboration	SS.9-12.US.35. Compare and corroborate interpretations of the multiple causes and effects of the Korean War to the Vietnam War.	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. 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.	Must include, but is not limited to:Containment policies and Domino TheoryKoreaUnited Nations involvementTruman vs. MacArthurArmistice established at the 38th ParallelVietnamFrench involvement in VietnamGulf of Tonkin incidentWar Powers ResolutionWar Hawks and DovesImpact of the conflict on American society
History: Chronological Reasoning and Causation	SS.9-12.US.36. Analyze the roots of domestic communism and anti-communism during the Cold War	N/A	Must include, but is not limited to:The origins, consequences, and opposition to McCarthyismThe American Communist Party, the House Committee on Un-American ActivitiesMay include:Researching and reporting on people and institutions such as involved with McCarthyism:Whittaker ChambersAlger HissFBI Director J. Edgar HooverSenators Joseph McCarthy and Margaret Chase SmithJulius and Ethel RosenbergThe congressional investigations into the Lavender Scare
History: Chronological Reasoning and Causation	SS.9-12.US.37. Analyze the American policy of containment as a response to the threat of Communism during the Cold War	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.	Must include, but not limited to:NATO and Warsaw Pact“Loss of China” - Chinese Revolution of 1949Berlin BlockadeBerlin WallCuban Missile Crisis May include:NSC 68 - Arms buildup and assertive foreign policySuez CrisisRole of the United NationsInterventions in Latin America
History: Change, Continuity and Context	SS.9-12.US.38. Evaluate the impact of inventions and technological innovations on American society and culture.	SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.	May include:Hydrogen bombRise of televisionNASA and the Space RaceHousehold inventions (Vacuum, dishwasher, etc.)
Economics/Financial Literacy: Economic Systems	SS.9-12.US.39. Analyze how labor and government actions during the Cold War influenced American economic systems, urbanization, and cultural development.	N/A	May include:Economic growth and declining povertyG.I. Education BillDecline in women’s employmentClimb in the birthrateGrowth of suburbs and home ownershipIncrease in education levelsRise of consumerismGovernment domestic policies of Presidents Truman and EisenhowerTruman’s Fair DealTaft-Hartley Act of 1947Federal-Aid Highway Act of 1956Social Security Disability Insurance Act of 1956
History: Multiple Perspectives	SS.9-12.US.40. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Cold War Era.	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.	May include:Marshall Plan - America helps rebuild EuropeTruman DoctrineJFK Inaugural AddressIron Curtain SpeechEisenhower Farewell SpeechGulf of Tonkin Resolution

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Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.41. Assess the impact of exemplary Americans and lowans who displayed civic virtues during the Cold War.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include:National examples: Harry S. Truman, Dwight Eisenhower, George Marshall, John F. Kennedy, Lyndon Johnson, Richard Nixonlowans: Norman Borlaug, Governor Robert Ray, Roswell Garst
Civil Rights			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.42. Assess the impact of social movements, including reactionary movements, in creating reform in the United States.	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. SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S. SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)	May include:The Civil Rights MovementResurgence of the KKKChicano MovementNative American Movement (Tribal Sovereignty and Self-determination)Women's Rights Movement (Pregnancy Discrimination Act and Equal Pay Act of 1963)Counter Culture MovementDisability Rights Movement (Individuals with Disabilities Education Act)
History: Historical Interpretation and Argumentation	SS.9-12.US.43. Analyze how government actions impact American opinion of the U.S. political system.	N/A	May include:The Great SocietyEnvironmental Protection Agency (EPA)WatergatePentagon PapersEmphasis on "law and order"
History: Multiple Perspectives	SS.9-12.US.44. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions during the Civil Right Era.	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.	May include:Civil Rights Act of 1964Voting Rights Act of 1965Brown v. Board of EducationLetter From Birmingham JailEqual Rights Amendment
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.45. Assess the impact of exemplary Americans and lowans who displayed civic virtues.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include:National examples: Martin Luther King Jr. and Rosa Parkslowans: Edna Griffin, Charles Swanson, Mary Beth and John Tinker, Harold Hughes, Juan and Marta Cadena, Sister Irene Muñoz, Adeline Wanatee

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The Rise of Conservatism			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.46. Assess the impact of social movements, including reactionary movements, in creating reform in the United States.	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.	May include: Moral Majority Rise of Evangelicalism 1980s AIDS crisis Reagan's War on Drugs Immigration debates Neo-conservatism
		SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.	
		SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)	
Economics/Financial Literacy: Economic Systems	SS.9-12.US.47. Explain how American policies towards globalization impacted various economic growth, labor markets, the environment, and income distribution.	N/A	May include: Stagflation and recession Oil shocks Ending the gold standard and floating the US dollar. Decline of organized labor Replacement of striking air traffic controllers with non-union personnel Outsourcing manufacturing to non-union states and foreign countries Rise of n-deregulation, smaller government, fewer taxes Globalization - growth of corporate conglomerates The growing economic gap between the top and the bottom Trickle Down Economics - Tax cuts
History: Comparison and Corroboration	SS.9-12.US.48. Evaluate the Rise of Conservatism's influence on American foreign policy, including its role in ending the Cold War, promoting military intervention, and shaping international relations	N/A	May include: Open Door to China Détente - Warming relationship between U.S. and Soviet Union Carter's focus on Human Rights Reagan doctrine Strategic Defense Initiative (SDI) Renewed arms build-up Collapse of the Berlin Wall and the Soviet Union Latin America Iran-Contra Panama Grenada Middle East Lebanon and Beirut bombing Iran-Hostage Crisis Operation Desert Storm Tiananmen Square
History: Multiple Perspectives	SS.9-12.US.49. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions from the late 60s through 1990.	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.	May include: Ronald Reagan speeches First Inaugural Address "Star Wars" "Tear Down this Wall" Jimmy Carter's "Crisis of Confidence" Speech Richard Nixon's "Silent Majority" Speech
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.50. Assess the impact of exemplary Americans and lowans who displayed civic virtues.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National Examples: Jimmy Carter, Ronald Regan, Sally Ridelowans: Dr. Ruth Anderson, Ambassador Kenneth Quinn

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A Global Superpower Facing Change			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Change, Continuity and Context	SS.9-12.US.51. Assess the impact of social movements, including reactionary movements, in creating reform in the United States.	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.	May include: African American rights Rodney King and LA Riots of 1992 Black Lives Matter movement Women's rights # MeToo movement Roe v Wade, Dobbs v Jackson Women in combat LGBTQ rights Obergefell v. Hodges New waves of immigration Social media and the Internet
		SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.	
		SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)	
History: Change, Continuity and Context	SS.9-12.US.52. Evaluate American foreign policy after the Cold War.	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.	Must include, but not limited to: First World Trade Center Bombing 1993 Embassy Bombings in Kenya and Tanzania 1998 War on Terror - Afghanistan War in Iraq May include: Wars in Bosnia and Kosovo Somalia, Battle of Mogadishu Rwandan genocide and treatment of the Uyghur people New isolationism
History: Comparison and Corroboration	SS.9-12.US.53. Assess government responses to domestic challenges.	N/A	Must include, but not limited to: September 11, 2001 attacks May include: Oklahoma City Bombing Columbine School Shooting Waco massacre Hurricane Katrina Boston Marathon Bombing COVID-19 January 6th, 2021
Economics/Financial Literacy: Economic Systems	SS.9-12.US.54. Explain how American policies towards globalization impacted various economic growth, labor markets, the environment, and income distribution.	N/A	May include: North American Free Trade Agreement (NAFTA) Welfare Reform De-industrialization and globalism Use of the undocumented labor force Rise and fall of Big Box stores, e.g. Walmart Internet commerce Great Recession of 2008 Shrinking middle class Affordable Care Act Bitcoin Corporate tax cuts
History: Multiple Perspectives	SS.9-12.US.55. Analyze diverse ideologies through primary and secondary sources, noting the impact on social, economic, and political institutions from 1990 to the present.	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.	Must include, but not limited to: George W. Bush's address to Congress post 9/11 USA PATRIOT ACT May include: Citizens United v. FEC Bush v. Gore Affirmative action cases
Civics/Government: Constitutional Principles and Civic Virtues	SS.9-12.US.56. Assess the impact of exemplary Americans and lowans who displayed civic virtues.	SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History.	May include: National Examples: Antonin Scalia, Ruth Bader Ginsburg, Condoleezza Rice Lowans: Salvatore Giunta, Jim Yong Kim, Peggy Whitson

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Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	World History	Growing Global Connections (1450 - 1750)
		Expanding Empires (1450-1750)
		Change and Disruption (1450-1750)
		Age of Revolutions (1750-1826)
		Industrialization (1750-1900)
		Imperialism and the Modern World (1800-1914)
		Global Conflicts (1900-1945)
		Cold War and Decolonization (1945-1991)
		World in Transition: Global Change (Since 1991)

Growing Global Connections (1450 - 1750)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Comparison and Corroboration	SS.9-12.WH.1 Compare and contrast the causes and effects of two or more Early Modern trade systems from 1450 to 1750.	SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies	Trade systems may include:Trans-Atlantic slave tradeAtlantic sugar tradeSilver trade (China, Americas, Europe)Indian Ocean spice tradeNorth American fur tradeNative American trade systems before the arrival of EuropeansCauses may include:Growth of the Ottoman Empire and changing control of Mediterranean tradeEuropean voyages of explorationMing dynasty changes to currency and taxationThe rise of mercantilismGroups of people affected by the Early Modern trade systems may include:European merchants, sailors, and/or trading companies like the Dutch East India CompanyAfrican peoples including rulers and traders, as well as those transported to the AmericasPeoples of the Americas, including rulers/leaders, fur trappers, silver miners, and/or farmers/laborersAsian empires and their rulers, government officials, and subjects (Ming China, Mughal India, Safavid Persia, Ottoman Empire)Consumers of the various trade goods
History: Change, Continuity and Context	SS.9-12.WH.2. Evaluate the impacts of the Columbian Exchange on global populations and environments.	SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.	Impacts of the Columbian Exchange may include:Population changes:Population declines in the Americas due to the introduction of Afro-Eurasian diseases (e.g. smallpox, measles, cholera)Population increases in Eurasia due to the introduction of new food cropsEnvironmental changes:Introduction of new cash cropsIntensification of land useIntroduction of domesticated animals in the Americas (cows, horses, pigs, sheep, goats)
History: Multiple Perspectives	SS.9-12.WH.3. Analyze the interactions between Europeans and peoples of other regions around the world, considering multiple perspectives from 1450-1750.	SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.	Interactions between Europeans and other peoples may include:Economic interactions as part of the trade systems (e.g. Ming China or Tokugawa Japan regulations on trade with foreigners, European governments' protection and/or support of trading companies, and/or trade negotiations between European traders and local leaders)Cultural interactions (e.g. missionary activity in the Americas, China, and/or Japan; demand for luxury goods like blue-and-white porcelain, cotton cloth, and/or spices)Political interactions (e.g. meeting of Christopher Columbus and the Taino, meeting of Hernán Cortés and Moctezuma; Jesuit missionaries at the Ming China imperial court; Portuguese traders and the Mughal court)Multiple perspectives may include:European powers and peoples of other regions (e.g., the Americas, Africa, Asia) from the 15th to the 19th centuriesSpecific groups of people like European colonizers, Native American populations and empires, African leaders and traders, and Asian polities and merchantsAnalysis of perspectives may include:Motivations for the interactions, methods used in the interaction, and the consequences of the encounters.Major events must include the voyages of Christopher Columbus.
History: Historical Interpretation and Argumentation	SS.9-12.WH.4. Interpret growing global connections from 1450-1750 through analysis of primary sources.	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.	Examples of primary sources must include Christopher Columbus' report on his first voyage and may include:Descriptions of the meeting of Hernán Cortés and Moctezuma (both Spanish and Aztec)Excerpts from Bartolomé de las Casas' A Short Account of the Destruction of the IndiesLetter from King Nzinga Mbemba (aka Afonso) of Kongo to the King of PortugalFounding charter of the Dutch East India CompanyMaterial objects, like Chinese blue and white porcelain, spices, sugar refineries on Caribbean plantationsMaps and illustrations created during the period

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Expanding Empires (1450 - 1750)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.5. Explain how and why land-based and maritime empires expanded from 1450 - 1750.	SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (21st century skills)	Examples of land-based empires may include the Ottoman, Mughal, Qing, and Russian Empires. Examples of maritime empires may include: the Portuguese, Spanish, Dutch, and British Empires. Method of expansion may include: Political tools gunpowder weapons centralized bureaucracies methods of legitimation (e.g., divine right) Economic systems joint-stock companies (European countries), tax farming, state-controlled trade to fund expansion. Social hierarchies that organized labor and maintained control Devshirme (Ottoman Empire), Caste/Casta (Mughal and Spanish Empires), Serfdom (Russian Empire). Technological innovations maritime tools (caravel, compass, astrolabe), the printing press.
		SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.	
History: Comparison and Corroboration	SS.9-12.WH.6. Compare how empires used social hierarchies to establish and maintain stability and order in different empires from 1450 to 1750.	SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	Empires for comparison may include Mughal, Qing, Spanish, and British Empires. Comparative analysis may include: How different empires structured society to establish legitimacy How the empires enforce control and prevent resistance How these systems varied in their effectiveness and long-term impacts Examples of social hierarchies used to maintain control may include: Religious divisions Ottoman millet system Mughal tolerance Class/Caste and/or racial systems Spanish casta system South Asian caste structures Administrative and military elites Zamindars (Mughal Empire) Samurai (Tokugawa Japan) Boyars (Russian Empire) Labor systems Russian serfdom the encomienda (Spanish colonies) enslaved labor
History: Change, Continuity and Context	SS.9-12.WH.7. Map the development and expansion of land-based and maritime empires from 1450 to 1750.	N/A	Elements of a map may include a title, a layered map/timeline showing the growth and expansion of empires over time. Land-based empires examples may include: Chinese (Ming and Qing dynasties) Mughal Ottoman Songhai Russian Maritime empires may include both colonial and trade-based examples. Colonial empire examples may include: Spanish Empire in North and South America French Empire in North America English/British Empire in North America Trade-based empires examples may include: Portuguese Empire in the Indian Ocean, Dutch Empire in Southeast Asia, English/British Empire in South and East Asia.
History: Multiple Perspectives	SS.9-12.WH.8. Assess how the artistic accomplishments of an empire reflected and reinforced their values and beliefs from 1450 to 1750.	SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	Examples of artistic accomplishments may include: Monumental architecture Taj Mahal (Mughal) Süleymaniye Mosque (Ottoman) Court art and portraiture Qing imperial paintings Mughal and Ottoman miniatures Religious art Catholic Baroque works in colonial Latin America Literature, inscriptions, and ceremonial art
		SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.	
History: Historical Interpretation and Argumentation	SS.9-12.WH.9. Evaluate the long-term impacts of expanding empires from 1450 to 1750 in world history.	N/A	Examples may include: Impacts on the political systems spread of centralized bureaucracies decline of Indigenous governance Impacts on economic systems the rise of global trade networks plantation economies dependence on coerced labor Impacts on social systems hierarchies based on race, class, and religion religious conversion linguistic shifts blending or erasure of Indigenous traditions

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Change and Disruption (1450 - 1750)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.10. Explain how the Renaissance changed European societies from 1450 to 1750.	N/A	Examples may include:Interplay of trade and banking in the Italian city-states that generated the wealth that funded the RenaissancePolitical variations of the Italian city-states and evolving political thought (e.g. Niccolò Machiavelli, the Medici)Evolving elements and standards for painting, sculpture, and literatureIntellectual changes from the influence of classical learning and the diffusion of ideas via trade routesDevelopment of ideas of individualism and humanism
History: Comparison and Corroboration	SS.9-12.WH.11. Compare how the interactions of different groups and their belief systems changed or reinforced religious traditions from 1450 to 1750.	n/A	Examples may include:Syncretism of beliefsCatholicism and indigenous American religions in the Spanish coloniesAfrican religions and Christianity as a result of the Trans-Atlantic slave tradeAfrican religions and Islam along the Saharan trade routesEmperor Akbar (Mughal) and his religious policyReform and/or revival of beliefJesuits and Counter-ReformationIslamic revival, like WahhabismNeo-Confucianism
History: Change, Continuity and Context	SS.9-12.WH.12. Analyze how the Scientific Revolution and the Enlightenment created new ways of thinking and challenged traditional authority.	SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.	Analysis must include the development of secularism from the Scientific Revolution and the Enlightenment. Other ideas may include:Ideas of the Scientific RevolutionGeocentrism vs. HeliocentrismEmpiricism and scientific reasoningEnlightenment thoughtNatural rightsSocial contract theory
History: Multiple Perspectives	SS.9-12.WH.13. Describe the ways in which various groups supported and/or resisted the Reformation.	N/A	Groups may include:Protestant denominationsLutheransAnabaptistsCalvinistsCatholic ordersDominicansJesuitsCatholic leadershipPolitical leadership
History: Historical Interpretation and Argumentation	SS.9-12.WH.14. Analyze the role of printing and the printing press in the development of new intellectual and belief systems.	N/A	The invention of the printing press by Johannes Gutenberg may include:The invention and spread of the printing press in the 15th century increased access to knowledge in EuropeMajor intellectual or religious movements were influenced by the availability of printed texts (e.g., the Renaissance, the Protestant Reformation, and the Scientific Revolution.)Key figures (e.g., Martin Luther, Erasmus, Galileo) whose ideas gained influence through print.

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Age of Revolutions (1750 - 1826)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.15. Explain the causes of political revolutions in the period of 1750 to 1826.	SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.	The causes of the U.S. revolution must be included. Other revolutions that may be included, but not limited to, are: French Revolution (1789-1799) Haitian Revolution (1791-1805) Latin American Revolutions (1810-1826) Other revolutionary efforts in Europe, South America, and/or West Africa Causes may include, but are not limited to, long-term or structural causes, short-term causes, and triggering events. Specific causes may include, but are not limited to: Political reasons Management of colonial relationships (U.S., Haiti, Latin America) Traditional privileges and/or responsibilities based on class or aristocratic status Enlightenment ideas like social contract, limited government, popular sovereignty, and individual rights Economic factors Taxation Debt Mercantilist economic policies
History: Comparison and Corroboration	SS.9-12.WH.16. Compare and contrast two or more revolutions, including the course of events and their periodizations in the period from 1750-1826.	N/A	Some historians have divided revolutions into stages based on the events and accomplishments of that period and are often labeled according to how radical, violent, and/or conservative the revolution was during that period. The American Revolution must be included. Other revolutions that may be included, but not limited to, are: French Revolution (1789-1799) Haitian Revolution (1791-1805) Latin American Revolutions (1810-1826)
History: Change, Continuity and Context	SS.9-12.WH.17. Explain the intellectual context that shaped and spread revolutions in the Atlantic world from 1750 to 1826.	N/A	The intellectual context of this time period was shaped extensively by the Enlightenment. Central Enlightenment ideas must include separation of power and popular sovereignty. Other ideas may include but are not limited to: natural rights, social contract theory, critiques of absolutism, freedom of speech, religious freedom. Examples of intellectual figures whose writings influenced revolutions of this time period may include, but are not limited to: John Locke Jean-Jacques Rousseau Montesquieu Thomas Paine Voltaire
History: Multiple Perspectives	SS.9-12.WH.18. Analyze how revolutions from 1750 to 1826 impacted various groups of people.	SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.	The impacts on these groups may include, but are not limited to, the roles of these groups in the start and course of the revolutions, as well as the immediate and long-term effects on those groups. Examples of groups may include, but are not limited to: Women Enslaved people Religious minorities Native Americans or other indigenous peoples Loyalists, Royalists, or other groups who opposed the revolutions Other marginalized groups traditionally excluded from government in the political and social revolutions of the 18th and 19th centuries.
History: Historical Interpretation and Argumentation	SS.9-12.WH.19. Assess to what extent the revolutions changed political, economic, and/or social systems from 1750-1826.	N/A	The definition of revolution includes components like sudden, radical or complete change. An assessment of the revolutions must include the extent of change as a result of the U.S. revolution and may, but are not limited to, include the extent of changes as a result of the French, Haitian, and/or Latin American revolutions.

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Industrialization (1750 - 1900)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.20. Explain the factors that led to the start of the Industrial Revolution in Britain in 1750.	N/A	An explanation of these factors may include, but are not limited to: available natural resources like coal or iron, access to transportation via ports and rivers, available wealth for investment, protection of intellectual property, political support for infrastructure and knowledge, respect and support for entrepreneurs and merchants, innovation and new technology, availability of labor, agricultural revolutions
History: Comparison and Corroboration	SS.9-12.WH.21. Compare and contrast the industrialization of two or more countries in the 19th century.	N/A	Countries which industrialized in the 19th century and which may be used, but not limited to: Britain, Germany, Russia, the United States, Japan, Belgium. Comparisons may include, but are not limited to: which sectors of the economy industrialized first, governments' responses to the effects of industrialization, the experience of workers in factories and industrialized workplaces, women's role in the home and work place
History: Change, Continuity and Context	SS.9-12.WH.22. Analyze how the Industrial Revolution changed societies from 1750 to 1900.	SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.	Changes may include, but are not limited to: Economic: Means and modes of production: shift from cottage industries to mass production and factory systems, Steam power, Patent laws, Capital investment, Decline of artisan and agrarian labor systems, Creation of labor unions, Social: Growth of working and middle classes, Urbanization, Technological: John Froelich and his gasoline-powered engine, Use of coke to smelt iron and steel, Watt's steam engine, Communication technologies like the telegraph and telephone, Modes of transportation like railroads and steamships, Engineering of bridges, buildings and roads
History: Multiple Perspectives	SS.9-12.WH.23. Compare ideological responses to industrialization and the Industrial Revolution.	SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies	Ideological responses may include, but are not limited to: Luddites, Free trade and laissez-faire policies, Socialism and economic rights, Marxism and communism, Labor unions and workers' rights



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Imperialism and the Modern World (1800 - 1914)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.24. Describe the economic, political and cultural factors that contributed to a new wave of European imperialism in the 19th century.	N/A	Examples of factors that may include: industrialization's need for raw materials and markets for finished goods nationalism and growing competition among European powers for colonies cultural ideas of religious beliefs and ideas of Social Darwinism increasing ability to project power with new military technology
History: Comparison and Corroboration	SS.9-12.WH.25. Compare and contrast the different imperialist systems created by European and other imperialist nations.	N/A	Some of the characteristics that may be compared and contrasted may include: methods of establishing and maintaining control of colonial populations (e.g. military force, building of railroads, creation of social hierarchy, systems of taxation to coerce labor) trade policies implemented to benefit the imperialist nations imposition of Western cultural models (e.g. education, clothing, religion, gender roles) The different systems may include, but are not limited to: Direct colonization (e.g. Nigeria, French West Africa, India) In-direct imperialism (e.g. China, Japan, Latin America, Ottoman Empire) Settler colonialism (e.g. South Africa, Australia, Kenya, Tanganyika, Algeria)
History: Change, Continuity and Context	SS.9-12.WH.26. Analyze how industrialization and imperialism influenced the movement of people around the world between 1800 and 1914.	SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.	Migrations may include: European migration out of Europe Migration as a result of indentured labor contracts to replace formerly enslaved laborers. (e.g. Chinese and Indians to sugar colonies in the Indian Ocean and the Caribbean)
History: Multiple Perspectives	SS.9-12.WH.27. Compare the responses of resistance and adaptation to Western imperialism in the 19th century.	SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.	Forms of resistance and adaptation may include: Armed resistance Indian Rebellion (1857) Vietnamese resistance against French colonization (Phan Dinh Phung 1885 -1895) Philippine Revolution (1896-1902) Boxer Rebellion (1899-1901) the Ashanti uprising (1900) the Herero and Namaqua revolts (1904-07) Diplomatic negotiation and alliance-building Ethiopia under Menelik II (1896) Siam (Thailand) under King Chulalongkorn (1868-1910) Meiji restoration (Japan) from 1868-1912 Economic adaptation and reform Meiji Japan China's self-strengthening movement Muhammad Ali's Egypt Pan-nationalism: Tagore and Gandhi José Martí W.E.B Du Bois Edward Wilmot Blyden Nahda (Arab Awakening)
History: Historical Interpretation and Argumentation	SS.9-12.WH.28. Explain how 19th-century political, social, and economic changes influenced the conceptual development of modernity.	N/A	Explanations of the concept of modernity may include: The effects of industrialization on technology, business, and transportation Urbanization and changing urban geographies Changing social hierarchies and class relations Liberal democratic ideas, including constitutional systems, natural rights, self-government, and voting rights Nationalism Progressive view of history and the possibility for infinite improvement

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Global Conflicts (1900 - 1945)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.29. Analyze the causes that led to the outbreak of World War I and World War II.	<p>SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.</p> <p>SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.</p> <p>SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.</p>	<p>Causes of these conflicts included long-term, structural causes; short-term, immediate causes; and triggering events. Major causes of World War I may include: the system of alliances, militarism, imperialism, nationalism, significance of the assassination of Archduke Franz Ferdinand, and diplomatic breakdowns. Major causes of World War II may include: the Great Depression, the Treaty of Versailles, the political and economic conditions in Europe and Asia, the rise of fascism and militarism in the 1920s and 1930s, Germany's invasion of Poland, and the actions of Axis powers.</p>
History: Comparison and Corroboration	SS.9-12.WH.30. Compare and contrast the rise of dictators including their methods of repression and persecution, specifically addressing the causes and impact of the Holocaust.	N/A	<p>Dictators must include Joseph Stalin and may include: Adolf Hitler, Benito Mussolini, Francisco Franco. Must include: Hitler's persecution of the Jews, including the Holocaust, Stalin's collectivization policies, including the Holodomor. Other explanations may include: Use of antisemitism as justification for the Holocaust, National and international conditions that led to the emergence of totalitarian regimes in Germany, Italy, and the Soviet Union, Ideologies and methods used to gain and maintain power, Propaganda, censorship, secret police, and violence to suppress opposition and enforce loyalty, Policies and actions taken by each regime against minority populations and political dissidents, Impact of dictatorship on civil liberties, human rights, and international relations in the 20th century, Armenian genocide.</p>
History: Change, Continuity and Context	SS.9-12.WH.31. Assess the political and economic consequences and cultural developments after World War I and World War II.	SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.	<p>Consequences of and developments after World War I may include: Political: the collapse of empires (Austro-Hungarian, Ottoman, Russian, German), Creation of the first communist government, Creation of new nations based on the principle of self-determination, creation of mandates to govern former colonies, increased colonial tensions, Cultural: New styles of art and literature in response to the losses in WWI, Diffusion of new styles of dress (e.g. flappers) and music (e.g. dance), Diffusion of new technologies and entertainment (e.g. radio, movies), Economic: demographic losses due to war deaths and the 1918 Influenza Pandemic, restoring peacetime economies, war time debt (repayment of loans or reparations). Consequences of and developments after World War II may include: Political: Establishment of the United Nations, Division of Germany and Korea, Renewed Western emphasis on liberal democratic principles (individual rights, constitutional governments, self-rule), Unresolved questions about Eastern Europe, Liberation movements in Asia and Africa and the Civil Rights Movement in the United States, Cultural: Consumer culture, Television, Economic: The Marshall Plan, Formation of international institutions like the World Bank and International Monetary Fund, spread of communism in Eastern Europe, Asia, and Cuba.</p>
History: Historical Interpretation and Argumentation	SS.9-12.WH.32. Analyze how new technology contributed to the major turning points in World War I and World War II.	N/A	<p>Examples of major turning points may include: World War I: Battle of Gallipoli, Battle of Ypres, Battle of the Somme, World War II: Battle of Britain, Battle of Midway, Battle of Stalingrad, Battle of the Bulge, Area bombing of German and Japanese cities. Examples of new technology may include: World War I: Tanks, Rapid-firing machine guns, Chemical weapons, U-boats, Airplanes, World War II: Radar/sonar, Atomic weapons, Computers, Aircraft carriers, Incendiary bombs like napalm.</p>
History: Multiple Perspectives	SS.9-12.WH.33. Compare the experiences and perspectives of individuals affected by total war during World War I and World War II.	N/A	<p>Both World War I and World War II are considered examples of total war because of the use of tactics and weapons that resulted in massive casualties for combatants and civilian populations. They also required the mobilization of the home front in support of the war. Experiences on the battlefield and home front may include, but are not limited to, soldiers, civilians, marginalized groups, political and/or military leaders.</p>

High School - World History

Cold War and Decolonization (1945 - 1991)			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.34. Map how communism and decolonization changed the global order from 1945 to 1991.	N/A	Map activities may include:layered political maps showing colonial holdings before and after independence and/or the alignment of countriesmaps tracing the formation of new nationscomparative maps highlighting continuity and change in territorial control over timeTerritorial changes after 1945 may include:the end of European colonial rule in Africa, Asia, and the Caribbean,the partition of former colonies (India and Pakistan, Israel and Palestine)the redrawing of borders influenced by Cold War alliances (North and South Korea)the breakup of former empires such as the Soviet Union and Yugoslavia.
History: Comparison and Corroboration	SS.9-12.WH.35. Compare and contrast the methods of control used by various forms of government during the Cold War.	SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (21st century skills) SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.	Forms of government during the Cold War must include democracy and communism.Other examples may include:authoritarianismmilitary dictatorshiptheocraciesmonarchies Comparisons may include:the role of individual rights and state control,methods of maintaining power (e.g., propaganda, censorship, red guards)the influence of ideology on domestic and foreign policy.
History: Change, Continuity and Context	SS.9-12.WH.36. Analyze the causes of decolonization within the context of the Cold War.	N/A	Causes may include:Internal and external factors that enabled colonies in Africa, Asia, the Middle East, and the Caribbean to achieve independenceIdeological conflicts between capitalism and communismArmed insurgencies, revolutions, and military dictatorships
History: Multiple Perspectives	SS.9-12.WH.37. Explain how various groups promoted their interests and goals within the context of the Cold War.	N/A	Examples may include:Liberation movementsinternational organizations (e.g., the UN, Non-Aligned Movement)Newly independent nations and their governments
History: Historical Interpretation and Argumentation	SS.9-12.WH.38. Analyze the impact of mass atrocities committed during the Cold War.	N/A	Mass atrocities during the Cold War must include those committed by communist regimes.Examples may include:Stalin's Great Purge and forced famines in the Soviet Union,Mao's Great Leap Forward and Cultural Revolution in China,the Khmer Rouge genocide in Cambodia. Impacts may include:loss of life and displacement,economic and agricultural collapse,suppression of dissent and intellectual life,long-term effects on political stability, historical memory,international responses to human rights violations.

High School - World History

World in Transition–Global Change Since 1991			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
History: Chronological Reasoning and Causation	SS.9-12.WH.39. Evaluate the effects of globalization since the 1990s.	SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.	Effects of globalization may include:Technological advancementsGlobal trade networks and agreementsMultinational corporationsMigrationConsumer cultureGlobal governanceEnvironmental issuesHealth issues
History: Comparison and Corroboration	SS.9-12.WH.40. Compare and contrast how different regions have adapted and adopted popular culture since the 1990s.	N/A	Comparisons may include:ArtsEntertainmentMusic: Reggae, KpopMovies: Bollywood, NollywoodSports: World Cup/OlympicsConsumer culturesSocial media: Facebook, TwitterClothing brands: Nike, UniqloOnline E commerce: Ebay, AlibabaGlobal Brands: Toyota, Coca-Cola, McDonald’s, Kentucky Fried Chicken
History: Change, Continuity and Context	SS.9-12.WH.41. Explain how global institutions have influenced political and economic relationships since the 1900s.	SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.	Major global institutions may include:World Trade OrganizationInternational Monetary FundUnited NationsWorld Health OrganizationAfrican UnionAssociation of Southeast Asian Nations (ASEAN)European UnionOrganization of American States
History: Multiple Perspectives	SS.9-12.WH.42. Explain various responses to increasing globalization since the 1990s	N/A	May include:Fair trade organizations and initiativesNationalist/protectionist movementsBrexitAnti-immigration policiesCultural preservation initiativesIndigenous rights such as the EZLN in MexicoFood sovereigntyTransnational solidarity activismThe rise of multinational corporationsAmericanization
History: Historical Interpretation and Argumentation	SS.9-12.WH.43. Analyze the development of terrorist organizations and the efforts to combat them.	N/A	Examples of terrorist organizations may include:Al-Qaeda, including their offshoots in East Africa, the Sahel, and YemenISISIrish Republican Army (IRA)Basque SeparatistsMaoists in NepalAbu Sayyaf Group (ASG)FARC (Colombia)Efforts to combat terrorism must include the War on Terror and may include:Easter AccordsPeace deal between the Colombian government and FARC
N/A	N/A	SS-WH.9-12.26. Assess how individuals or groups of individuals who have influenced world history.	N/A

High School - Sociology

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Elective: Sociology	The Sociological Perspective and Methods of Inquiry Social Structure: Culture, Institutions, and Society Social Relationships: Self, Group, and Socialization Stratification

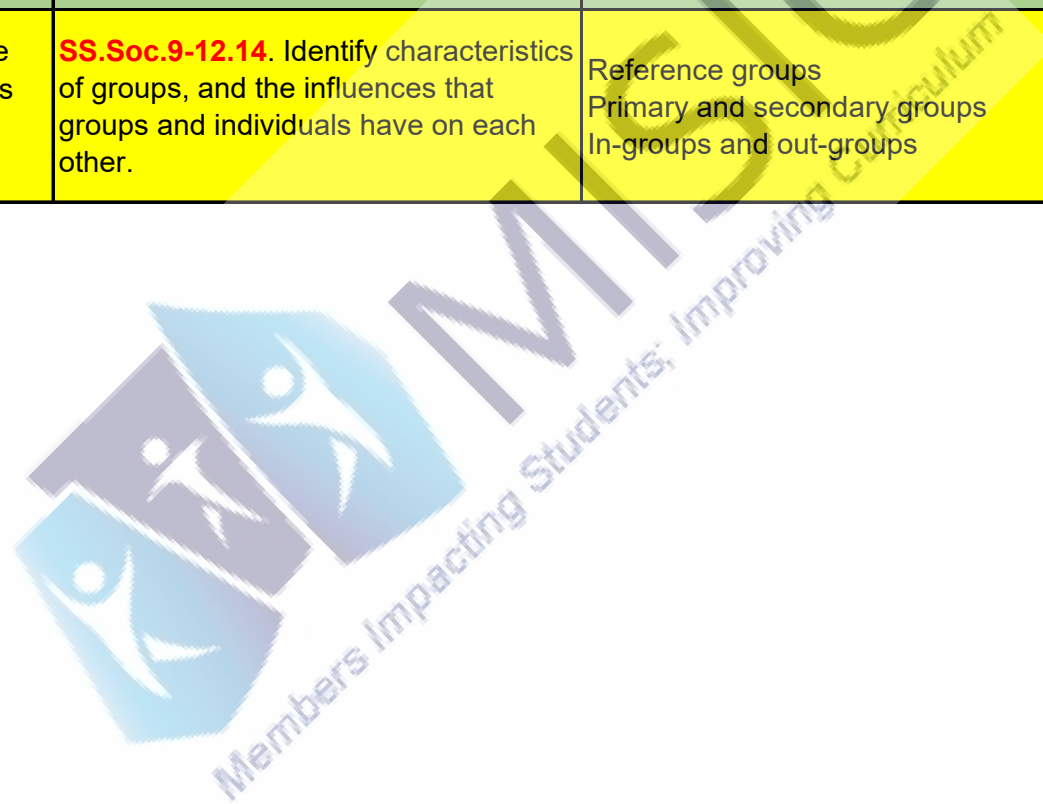
The Sociological Perspective and Methods of Inquiry			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
The Sociological Perspective and Methods of Inquiry	SS.9-12.Soc.1. Analyze the components of a sociological investigation.	SS.Soc.9-12.19. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.	Scientific method Hypotheses Independent and dependent variables Scientific study of society
		SS.Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.	
The Sociological Perspective and Methods of Inquiry	SS.9-12.Soc.2. Compare and contrast the sociological perspective and how it differs from other social sciences.	N/A	Impact of social context on human behavior Social construction of reality Sociological imagination
The Sociological Perspective and Methods of Inquiry	SS.9-12.Soc.3. Evaluate the strengths and weaknesses of the major methods of sociological research	SS.Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.	Research methods that may include but are not limited to: Surveys and interviews Experiments Observations Content analysis Research ethics
		SS.Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.	
The Sociological Perspective and Methods of Inquiry	SS.9-12.Soc.4. Explain the sociological theories that are the basis of sociology.	SS.Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.	Theories may include but are not limited to: Functionalist perspective Conflict theory Symbolic interaction
		SS.Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.	

High School - Sociology

Social Structure: Culture, Institutions, and Society			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Social Structure: Culture, Institutions, and Society	SS.9-12.Soc.5. Describe the components of culture.	SS.Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.	Nonmaterial culture, including norms and values Material culture Subcultures
Social Structure: Culture, Institutions, and Society	SS.9-12.Soc.6. Analyze how culture influences individuals, including themselves.	N/A	Ethnocentrism Cultural relativity Culture shock American values
Social Structure: Culture, Institutions, and Society	SS.9-12.Soc.7. Evaluate important social institutions and how they respond to social needs.	N/A	Social institutions that may include but are not limited to: Family Education Religion Economy Government Social statuses and roles
Social Structure: Culture, Institutions, and Society	SS.9-12.Soc.8. Assess how social institutions and cultures change and evolve.	N/A	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age Countercultures Social movements

High School - Sociology

Social Relationships: Self, Group, and Socialization			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Social Relationships: Self, Group, and Socialization	SS.9-12.Soc.9. Describe the process of socialization across the life course.	SS.Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.	Primary agents of socialization: family, peers, media, schools, and religion Deviance and conformity
Social Relationships: Self, Group, and Socialization	SS.9-12.Soc.10. Explain the process of the social construction of the self.	N/A	I and me Role-taking Generalized other Identity
Social Relationships: Self, Group, and Socialization	SS.9-12.Soc.11. Explain the social construction of groups and their impact on the life chances of individuals.	SS.Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.	Reference groups Primary and secondary groups In-groups and out-groups



High School - Sociology

Stratification			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Stratification	SS.9-12.Soc.12. Explain the concept of social stratification and its influence on societal structures and individual opportunities.	SS.Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.	Social stratification U.S. class system Global Stratification Theoretical perspectives on social stratification
Stratification	SS.9-12.Soc.13. Analyze the effects of social inequality on groups and individuals.	SS.Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.	Life chances Social problems Inter- and intra-group conflict
Stratification	SS.9-12.Soc.14. Explain the relationship between social institutions and inequality.	N/A	Distribution of power through social institutions Potential of institutions to produce, reinforce, or challenge inequality
Stratification	SS.9-12.Soc.15. Evaluate how people and groups have responded to social inequality.	SS.Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses. SS.Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.	Individual responses to inequality Group responses to inequality such as social movements Social policy responses to inequality

High School - Psychology

Grade	2026 Theme	2026 Sub-Themes - <i>The standards are organized under these sub-themes.</i>
9th-12th Grade	Elective: Psychology	Scientific Inquiry and Research Methods
		Biological Basis of Behavior
		Sensation and Perception
		Consciousness
		Cognition, Intelligence, Language
		Memory
		Learning
		Lifespan Development
		Social Psychology
		Personality
		Motivation and Emotion
Mental and Physical Health		

Scientific Inquiry and Research Methods			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Scientific Inquiry and Research Methods	SS.9-12.Psy.1. Analyze the components of a psychological investigation.	SS.Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology	The definition of psychology Scientific approaches to psychological knowledge Basic and applied psychological research Key psychological research methods (e.g., quantitative, qualitative, validity, reliability, replication) Ethical considerations in psychological research (human and non-human animal)
		SS.Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.	
		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.	
Scientific Inquiry and Research Methods	SS.9-12.Psy.2. Analyze and interpret quantitative (e.g., measures of central tendency, correlation) and qualitative data to draw evidence-based conclusions.	SS.Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.	Basic concepts of data analysis Descriptive statistics Drawing appropriate conclusions from correlational and experimental designs Interpreting visual representations of data
		SS.Psy.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.	

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Biological Basis of Behavior			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Biological Basis of Behavior	SS.9-12.Psy.3. Explain how neural transmission and brain structures influence behavior.	SS.Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.	The major divisions, subdivisions, and functions of the human nervous system Parts of the neuron and neural transmission The structure and function of the central nervous system The importance of plasticity The function of the endocrine glands Methods and tools for studying the nervous system
Biological Basis of Behavior	SS.9-12.Psy.4. Evaluate the role of genetics and environment in behavior.	SS.Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.	Concepts in behavioral genetics and epigenetics The interactive effects of heredity and environment General principles of evolutionary psychology
Sensation and Perception			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Sensation and Perception	SS.9-12.Psy.5. Investigate how the human sensory systems receive, transduce, and process information.	N/A	The process of sensory transduction Basic concepts of psychophysics, including threshold and adaptation Stimuli and human sensory receptors Sensory abilities and the implications of receptor presence Visual, auditory, chemical, and tactile sensory systems
Sensation and Perception	SS.9-12.Psy.6. Analyze how perception can be shaped by biological, psychological, and cultural factors.	SS.Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	Principles of perception Bottom-up and top-down processing Gestalt principles of perception Binocular and monocular depth cues Perceptual constancies Nature of attention Influence of diverse experiences and expectations on perception

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Consciousness			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Consciousness	SS.9-12.Psy.7. Analyze the different states and levels of consciousness	N/A	Various states of consciousness Explicit vs. implicit processing The effects of meditation, mindfulness, and relaxation The characteristics and current conceptions of hypnosis
Consciousness	SS.9-12.Psy.8. Describe the stages of the sleep cycle and explain different theories about why we dream	N/A	Circadian rhythm and its relation to sleep Sleep cycle stages and patterns Theories about functions of sleep Theories about functions of dreaming
Consciousness	SS.9-12.Psy.9. Identify common sleep disorders and discuss their effects on health and daily life	N/A	Various sleep disorders which may include: Insomnia Sleep apnea Narcolepsy Night terrors
Consciousness	SS.9-12.Psy.10. Evaluate the physiological and psychological effects of psychoactive drugs on consciousness and behavior	N/A	Major categories of psychoactive drugs and their effects Psychoactive drug mechanisms in the brain Physiological effects of psychoactive drugs Psychological effects of psychoactive drugs
Cognition, Intelligence, Language			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Cognition, Intelligence, Language	SS.9-12.Psy.11. Analyze fundamental cognitive processes involved in thinking and problem-solving.	N/A	Cognitive processes related to concept formation Processes involved in problem solving and decision making Obstacles to effective information processing and decision making Convergent and divergent thinking in problem solving and decision making
Cognition, Intelligence, Language	SS.9-12.Psy.12. Analyze the psychological theories, assessment methods, and societal implications of intelligence.	N/A	Intelligence as a construct Various conceptualizations of intelligence The effects of differences in intelligence in everyday functioning
Cognition, Intelligence, Language	SS.9-12.Psy.13. Describe the components of language and the brain systems that enable its production and comprehension.	N/A	The components of language Brain systems for language production and comprehension

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Memory			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Memory	SS.9-12.Psy.14. Demonstrate how the structures and stages of memory show how information is acquired, stored, and retrieved.	N/A	The processes of encoding, storage, and retrieval Systems of memory, including sensory, working, and long-term memory Types of memory, including implicit and explicit
Memory	SS.9-12.Psy.15. Evaluate the reconstructive nature of memory and factors that enhance or impair its function.	N/A	Strategies for improving memory: encoding, storage, and retrieval (e.g., mnemonics, chunking, repetition, rehearsal, visual imagery) Kinds of forgetting or memory failures (e.g., encoding failure, storage decay, retrieval failure, amnesia, motivated forgetting, misattribution) Disorders that impact memory function (e.g., Alzheimer's Disease, dementia, amnesia, post-traumatic stress disorder)
Learning			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Learning	SS.9-12.Psy.16. Analyze the principles of classical conditioning on human behavior.	SS.Psy.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.	Principles of classical conditioning, including neutral, unconditioned, and conditioned stimulus/response, discrimination, extinction, and spontaneous recovery Pavlov's research and experiment on classical conditioning The case of Little Albert and classical conditioning Real-world applications of classical conditioning
Learning	SS.9-12.Psy.17. Analyze how consequences shape behavior through operant conditioning.	N/A	Principles of operant conditioning, including reinforcements and punishments Schedules of reinforcement Contributions of psychologists such as B.F. Skinner, Edward Thorndike, Edward Tolman, and Martin Seligman Real-world applications of operant conditioning
Learning	SS.9-12.Psy.18. Describe how observational learning and social learning theory shape human behavior.	N/A	Observational learning and social learning theory The role of mental processes in learning
Lifespan Development			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Lifespan Development	SS.9-12.Psy.19. Analyze how biological and environmental factors shape human development.	N/A	Key debates in development that may include but not limited to: Continuity versus discontinuity Stability versus change Development including nature versus nurture
Lifespan Development	SS.9-12.Psy.20. Identify key features of physical, cognitive, and social development from prenatal through older adulthood.	N/A	Key features of physical development from prenatal through older adulthood Key features of cognitive development from prenatal through older adulthood Key features of social development from prenatal through older adulthood

High School - Psychology

Social Psychology			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Social Psychology	SS.9-12.Psy.21. Analyze how individuals perceive, interpret, and influence one another's behavior.	SS.Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	Attributional explanations of behavior Experiences that shape attitudes and beliefs Attitudes, biases, and beliefs that affect behavior and relationships with one another
Social Psychology	SS.9-12.Psy.22. Evaluate how group dynamics, persuasion, and interpersonal factors drive human behavior.	SS.Psy.9-12.14. Examine how an individual's involvement in a collective group can influence their individual thoughts and behaviors.	Presence of other people that can affect behavior Intergroup dynamics influence on behavior Persuasive methods influence on behavior Factors influencing attraction and relationships, aggression and conflict, and altruism and helping behaviors
		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.	
Personality			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Personality	SS.9-12.Psy.23. Evaluate how biological, environmental, cognitive, and trait factors shape personality.	SS.Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.	Biological, environmental, and social-cognitive factors that interact to influence personality Trait-based approaches to personality Methods used to study personality scientifically Self-concept
Personality	SS.9-12.Psy.24. Examine how personality is measured and changes across contexts.	N/A	Personality assessment techniques, including the Big Five inventory, Rorschach Inkblot test, and Thematic Apperception Test Reliability and validity of personality assessment techniques Ways that personality researchers address issues of stability and change, such as longitudinal studies and cross-sectional studies

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Motivation and Emotion			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Motivation and Emotion	SS.9-12.Psy.25. Explain how biological, cognitive, social, and cultural factors interact to influence motivation.	N/A	Biological factors in motivation Regions of the brain that influence motivation, such as the hypothalamus, amygdala, prefrontal cortex, etc. Hormones, such as dopamine, adrenaline, etc. Homeostasis and its influence on hunger and thirst Cognitive factors in motivation Intrinsic vs. extrinsic motivation, self-esteem, self-efficacy, locus of control, etc. Social factors in motivation Peer influence, achievement motivation, etc. Cultural factors in motivation Differences in motivation cross-culturally Interactions of biological, cognitive, social, and cultural factors influencing motivation Maslow's hierarchy of needs, Self-determination theory
Motivation and Emotion	SS.9-12.Psy.26. Analyze the biological, cognitive, and sociocultural foundations of emotion.	N/A	Biological foundations of emotion: Brain regions such as the amygdala, hippocampus, and prefrontal cortex. Neurotransmitters and hormones such as dopamine, serotonin, oxytocin, and cortisol Autonomic nervous system activation and physiological responses Cognitive foundations of emotion: Cognitive appraisal theories (Lazarus) Two-factor theory of emotion (Schachter-Singer) Thought processes and interpretation in emotional experience Influence of memory and attention on emotion Sociocultural foundations of emotion: Cultural display rules for emotional expression Cross-cultural variations in emotional recognition and experience Social learning of emotional responses Impact of societal norms and context on emotional regulation
Motivation and Emotion	SS.9-12.Psy.27. Explain how biological, cultural, and environmental factors influence emotional interpretation.	N/A	Biological factors Brain structures involved in emotion such as the amygdala (fear and aggression), prefrontal cortex (emotional regulation), limbic system, etc. Neurotransmitters and hormones such as serotonin, dopamine (mood regulation), cortisol and adrenaline (stress and arousal), etc. Genetics and temperament, such as Inherited emotional sensitivity or reactivity, differences in baseline arousal (introversion vs. extroversion) Facial expressions as universal (Ekman's research): Basic emotions expressed similarly across cultures: happiness, anger, fear, disgust, sadness, surprise Cultural factors Display rules Individualistic vs. collectivist cultures Cultural context and interpretation Cultural differences in emotional language Environmental factors Family and social upbringing Past experiences and trauma Media and technology Socioeconomic factors

High School - Psychology

Motivation and Emotion (continued)			
Motivation and Emotion	SS.9-12.Psy.28. Evaluate how biological and environmental factors shape the expression and experience of emotions.	N/A	Biological factors Brain structures such as the amygdala, prefrontal cortex, limbic system, etc. Neurotransmitters and hormones such as serotonin, dopamine, cortisol, adrenaline Genetics and temperament such as anxiety and impulsivity Environmental factors Display Rules Individualistic vs. collectivist cultures Family and Socialization Life Experiences/Social Context
Mental and Physical Health			
2026 Anchor	2026 Standards	2017 Standards	2026 Disciplinary Content or Practice Clarification
Mental and Physical Health	SS.9-12.Psy.29. Analyze the diverse perspectives on abnormal behavior and psychological disorders.	N/A	The definition of abnormal behavior Cross-cultural views of abnormality Major medical and biopsychosocial models of abnormality Classification of psychological disorders Diagnosis of psychological disorders Common symptoms of psychological disorders The impact of psychological disorders on individuals, families, and society The role of stigma in abnormal behavior and psychological disorders
Mental and Physical Health	SS.9-12.Psy.30. Investigate the physiological and psychological impact of stress and evaluate effective coping strategies.	N/A	Stress as a psychophysiological response Sources of stress across the life span Consequences of stress for health and wellness Strategies for stress mitigation and adaptive coping, including physiological, cognitive, and behavioral approaches
Mental and Physical Health	SS.9-12.Psy.31. Evaluate evidence-based strategies and factors that promote mental and physical health and wellness.	SS.Psy.9-12.23. Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.	Factors contributing to resilience and flourishing Evidence-based strategies from psychological science for overall health and well-being
Mental and Physical Health	SS.9-12.Psy.32. Compare and contrast various treatment modalities for psychological disorders and analyze associated legal and ethical considerations.	N/A	Types of biomedical and psychological treatments Rationale for varied treatment approaches Appropriate treatments for diverse populations: historical uses and misuses Licensed mental health providers: differentiation Legal and ethical requirements for mental health practice Resources for individuals with psychological disorders and their families