

Comment Report

HF 2544

A bill for an act relating to education, including by modifying provisions related to the social studies instruction provided to students enrolled in grades one through twelve and the educational programs provided by the institutions of higher education under the control of the state board of regents, and requiring education related to the holocaust for students and teachers in school districts. (Formerly HF 2330.)

Subcommittee Members: Green-CH, Quirmbach, Rozenboom

Date: 03/12/2024

Time: 10:00 AM

Location: Room 315

Name: Elizabeth Brenneman

Comment: Dear Subcommittee members, I am writing to dissuade you from continuing on proposed legislation HF2544. In particular, I suspect that educators were not included as expert consultants in the proposed curriculum. Do you realize that is tantamount to a lay person performing surgery? Or perhaps a better analogy would be a lay person proscribing the way professors at a medical college teach med students to perform all future surgeries. As a high school teacher and parent of a middle schooler, this bill proposes material that is not gradelevel appropriate. Specifically, I am baffled by the choices of original documents. When done well, analysis of original documents can be an incredible learning exercise. When done poorly, as this is, it will be beyond frustrating for everyone involved with little benefit. In my lifetime, I believe I have seen a dramatic shift in just how poorly each political party views the other. If we want to instill more patriotism in our students, we need to start by showing them the adults in this country can work together, that politicians are not bullies, and that there is hope for the future. Many students are disillusioned and anxious about the future (Gallup). Micromanaging teachers poorly will provide more evidence to students that politicians do not understand them and their needs. Thank you for your time, Elizabeth Brenneman

Name: John Monroe

Comment: For the last twenty years, I've taught history at Iowa State University. Though I'm writing you here as a concerned private citizen, my concerns derive from my professional background as a teacher and researcher in the discipline of history. My regular teaching rotation includes classes on the Enlightenment and the French Revolution (17151815), the history of France from 1815 to the present, and Modern European Intellectual and Cultural History from the Enlightenment to the Present. I also teach the second half of our introductory Western Civilization sequence, which covers the period from 1500 to the Present. All of these courses engage directly with what HF 2544 calls "the history of the secular and religious ideals of the institutions of liberty" and "the cultural heritage of western civilization." You have already received a letter from the American Historical Association (AHA) laying out the primary objections professional historians have to HF 2544, a bill that seeks to micromanage primary and secondary school social studies education in the state. As the AHA letter makes clear, the bill is intellectually incoherent and obviously devised by a person with no actual classroom experience teaching elementary or highschool students. Implementing HF 2544 would ironically do nothing but hobble our state's teachers in their efforts to accomplish the bill's professed goal: increasing student understanding of and investment in the founding principles and fundamental institutions of our republic. There are many flaws in the bill, and the AHA letter lays most of them out very clearly. I write here to call attention to an additional, and to my

mind very disturbing, problem: HF 2544's actual provisions negate the ideals the bill claims to support. As such, it's an ideological trap. If you are a patriotic layperson unfamiliar with the discipline of history or its teaching, it looks inoffensive and even noble; if you are an educator trained in the discipline, in contrast, it looks like a grave threat to the ongoing health of our civil society. If implemented, HF 2544 would transform social studies instruction into something akin to the classes in "Marxism" that students in the Chinese educational system are required to take. The goal of such courses is not to teach independent thinking, but to indoctrinate: to produce compliant subjects willing to do and believe whatever those in power tell them to do and believe. Cookiecutter thinking of that kind is exactly what the "secular and religious ideals of the institutions of liberty" in the United States aim to prevent. While the historical reality of the eighteenth century was complex and fraught with contradictions, the basic principles outlined by Jefferson, Franklin, and the other Founders shared a universalistic conception of human dignity that emphasized the ultimate importance of thinking rationally for oneself (this was why, for Jefferson, the "pursuit of happiness" derived from the fundamental rights to life and liberty). A capacity to act independently according to the dictates of one's reason is central to the vision of citizenship and civic life on which our republic depends: as I noted, in a very real sense, it is what the word "liberty" means in our founding documents. HF 2544 undercuts that vision of citizenship and civic life by attempting to impose an educational system in which students are taught not how to think about the national past, but what to think about it. Following that path would betray the daring experiment in universal rights and human liberation that our founders undertook, turning us from a nation distinguished by its steadfast commitment to the ideals of the Enlightenment into a standard-issue nationalist-authoritarian state. On top of this, HF 2544 is sloppily drafted to the point of being absurd. As the letter from the AHA points out, the list of "required texts" for fifth and sixth graders is actually more properly a college undergraduate syllabus. Requiring fifth graders to read Paine's "Common Sense" or Tocqueville's "Democracy in America" is not realistic. Of course, as a historian and therefore somebody accustomed to reading texts critically with an eye toward whatever agenda is being advanced between the lines, it seems reasonable to conclude that whatever people are behind this bill don't give a fig about the practicability of the recommendations they are making, but are instead preoccupied with how they believe the act of supporting such recommendations will make them look. Posturing does not lead to good education policy. Instead what we need is trust in our state's Social Studies Teachers, who already take their responsibilities as educators of future free citizens very seriously.

Name: Sara Russell

Comment: As the bill reads, it states that students would be required to take 4.5 units (years?) of social studies classes in high school including U.S. history (2 units/years), western civilization, government, and civics. These requirements will not allow students the opportunity (because of scheduling and teaching availability) to take economics, psychology, sociology, geography, or a world history course that covers more than western civilization. Additionally students would no longer have the opportunity/space in their schedules to take advanced placement classes (Iowa students routinely perform very well on AP exams, well above the national average) or dual credit classes (that allow many students to earn college credits while in high school). The high school I teach at already requires students to take a full year of American history, a year of world history, and a semester of both American government and economics with many students opting to take additional courses their fourth year. As stated earlier, many students in our school currently earn college credits with dual credit sociology and psychology courses. I would kindly ask for clarification of the units referenced in the bill. I do not deny the importance of Civics ideas and content for our students. In our school, civics ideas are already integrated into our American government course. How many Iowa high schools are already doing this? How would the other new requirements prepare our students to be global citizens and engage in an increasingly global economy? Agricultural and

agribusiness, central to Iowa's economy, are global industries. Our students need an understanding of the world today, beyond just the history of our nation and its founding, to be able to compete on a global stage. Thank you for your time and consideration.

Name: Colleen Kollasch

Comment: I strongly oppose this bill. I stand in agreement with the Iowa Council for the Social Studies when they state: Dear Colleen Kollasch, On Wednesday 28 February 2024, the Iowa House of Representatives will be debating HF 2544 which calls for substantial changes to the teaching of social studies in the state of Iowa. The Iowa Council for the Social Studies does not support this legislation for the reasons stated in the attached statement. ICSS encourages our members to read the legislation and contact their representatives with their thoughts on this legislation. The text of the legislation is available [here](#). Other information related to this bill's sponsors, lobbyist positions, and history of the bill is available [here](#). Note: this legislation was originally known as HF 2330. Members can find their representative [here](#). Iowa Council for the Social Studies statement regarding HF 2544 The Iowa Council for the Social Studies does not support HF 2544 for the following reasons: The required curricular changes are not educationally sound. The list of documents named as important to the history of the United States, while correctly identifying documents important to any study of early U.S. history or government, requires students, beginning in the 5th grade, to read and comprehend texts that are well beyond their reading comprehension skills. In fact, most of the documents in their original forms are too challenging for high school students. The same list of documents and topics is required at grades 5 and 6, grades 7 and 8, and grades 9-12. Students at each grade level would be repeating the same information. The list of topics for most of the required units of study are so extensive that only the most cursory coverage of each topic will be possible. Students may learn this content briefly for an assessment but will be unlikely to retain this knowledge for the long term. The overwhelming emphasis is on the Revolutionary and Early Republic period. For example, the latest date of any of the important documents is 1863 with the Emancipation Proclamation. This implies that no documents since 1863 are of any importance for students to know or study. The legislation states The concept that United States history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. Ironically, this legislation itself is proof of the constructed nature of history because of what has been included and, more importantly, what has been excluded from study. This legislation seems to require the teaching of religion, which is explicitly prohibited by the First Amendment. On p. 4, lines 910 (pdf version), the bill states, The study of and devotion to the United States exceptional and praiseworthy history. Teaching devotion to any idea or belief is teaching religion. Underline added. On p. 7, lines 2527 (pdf version), the bill states, ...the Christian synthesis of Greek, Hebrew, and Roman thought that emphasized the equal dignity of all individual humans in the eyes of God This violates the Establishment Clause of the First Amendment because it requires that students accept the existence of a particular god. The only principle identified throughout the text is the concept of liberty. Concepts such as equality or justice are glaringly absent. In addition, the concept of liberty is never clearly explained. There are different types of liberty listed. Various portions of the legislation refer to economic, political, social, cultural, and religious liberty, but what is meant by the term liberty is never clarified. These requirements would leave no space for the study of geography, world history, psychology, sociology, or any other social studies elective. At grades 7 and 8, students would be required to complete 1 semester of study in civics, U.S. history, Western Civilization, economics, and Iowa history, for a total of 5 semesters of social studies in 2 years. At grades 9-12, students would be required to complete 4.5 years of social studies unit of government, 1 unit of civics, 2 units of U.S. history, and 1 unit of Western Civilization. Note that the current understanding of the term unit is one year of study. Civics education is about doing as well as understanding,

but this legislation explicitly prohibits anything it identifies as action civics. This would be like taking a Foods class and learning what a knife, a pan, and a recipe are, but never being allowed to cook. The source of this curriculum is from Civicsalliance.org, and that website very clearly states its opposition to having students engage in any kind of democratic practices or processespractices or processes like voting or debating or campaigning. So, while this legislation expects students to know their rights and responsibilities, they are expressly prohibited from acting on those rights and responsibilities as part of their education. The Iowa Council for the Social Studies recognizes the need to improve social studies education in Iowa. With the passage of the No Child Left Behind Act in 2002 and the Iowa Legislatures decision to require testing in literacy, math, and science and mandate a 90minute block of literacy every day in the Elementary grades, social studies was pushed to the margins of the elementary day. ICSS has heard from teachers across the state that social studies is the last 15 minutes of the day, done if there is time, not important because its not tested, or not done at this grade level. We are in our second generation of elementary students who do not consistently receive social studies education in our elementary schools. And now, every new elementary teacher themselves is the product of this marginalization. HF 2544 does not recognize, much less, address this issue. HF 2544 also represents another attack on the professionalism of Iowa teachers. The portions of this legislation that should legitimately be included in a U.S. History course or civics or government are already being included where appropriate. Iowa social studies teachers are licensed professionals, licensed by the state of Iowa because they have met the educational requirements established by the state of Iowa. This legislation did not result from a conversation with Iowa social studies teachers but was outsourced from an organization outside of Iowa with its own agenda. Clearly, the belief that Iowans know whats right and will do whats right does not extend to our own social studies teachers. ICSS Executive Board

Name: Kathleen Goodyear

Comment: Dear Subcommittee: I write to oppose HF 2544. I live in Cedar Falls, Iowa, and am a member of the American Historical Society. As Jim Grossman, the AHAs Executive Director, has already pointed out, the social studies curriculum requirements contained in this bill are clearly not gradeappropriate and read as though some rightwing operatives cobbled them together. It is vital that experienced Iowa K12 educators continue to craft a holistic social studies curriculum for our children that facilitates childrens ageappropriate engagement with the complex history of our pluralistic society. Please allow our educators to do the jobs for which they are trained. Please do not allow rightwing political operatives to usurp our educational system here in Iowa. Thank you, Kathleen M. Goodyear, PhD

Name: Kathleen Goodyear

Comment: Corrected comments: Dear Subcommittee: I write to oppose HF 2544. I live in Cedar Falls, Iowa, and am a member of the American Historical Association. As Jim Grossman, the AHA's Executive Director, has already pointed out, the social studies curriculum requirements contained in the bill are clearly not gradeappropriate and read as though some rightwing operatives cobbled them together. It is vital that experienced Iowa K12 educators continue to craft a holistic social studies curriculum for our children that facilitates children's ageappropriate engagement with the complex history of our pluralistic society. Please allow our educators to do the jobs for which they are trained. Please do not allow rightwing political operatives to usurp our educational system here in Iowa. Thank you, Kathleen M. Goodyear, PhD

Name: Elizabeth Lawrence

Comment: As a historian and history educator (Augustana College), as a member of the American Historical Association, and as an Iowa resident and parent of schooled children in Iowa, I urge lawmakers to reject HF 2544 for the reasons stated by James Grossman, both in this comments section and in a letter sent by the American

Historical Association. Of particular concern to me is the absence of world history from the extensive requirements mandated by the proposed curriculum. The curriculum would be a disservice to Iowa students who will chart their futures in an age of global conflicts and connections.

Name: Rebecca Conard

Comment: I write in opposition to HF2544, a bill that would usurp the responsibility of professional educators for setting social studies educational standards, and the equal responsibility for school administrators and teachers to implement these standards, and replace a well-established process for curriculum design with an agenda that is so obviously politically motivated. Enough with cultural politics! I stand with the Iowa State Education Association, the Iowa Association of School Boards, the School Administrators of Iowa, the Urban Education Network of Iowa, and the Rural School Advocates of Iowa in opposing this proposed legislation.

Name: Kathy Hilliard

Comment: I write in opposition to HF2544. I've taught American history at Iowa State since 2008 and have come to love working with students as they pursue questions about our country's past and Iowa's place in it. Most of my students are products of Iowa public schools and come to class with open minds, ready to interact with each other in a robust discussion of our shared past. I fear HF2544 will undermine both the good work of social studies teachers in the state and Iowa's open, nonpartisan, and democratic process for social studies curriculum development. As you know, Iowa's well-established processes for curriculum development and revision are a model of responsible civic engagement. Why subvert them? This legislation, cobbled from partisan legislative efforts in other states, draws its inspiration from very well-funded private groups who care little about Iowa students' educational success. In both content and form, the curriculum they promote prioritizes rote memorization over thinking and argues for a particular narrative of American history that is simplistic, narrow, and unrepresentative of the communities our students live in now and will engage in the future. There is much that is praiseworthy in this country's history, but a curriculum that asks students to celebrate ideals, people, and noteworthy events while minimizing discussion of challenges to achieve and maintain them cannot possibly prepare our students for lives beyond the classroom. These partisan efforts to infiltrate Iowa's education system are deeply disturbing. Far from promoting a love of state and country, this legislation undermines it by allowing private groups to subvert democratic processes and to impose a series of standards that do not meet the needs of Iowa students.

Name: Rachel Henning

Comment: I oppose HF 2544 and urge a vote of "No." It is the job of educators and historical experts to create a social studies curriculum that best serves the needs of our students, not politicians without experience in education or social studies. Both a state historical organization and a national organization for social studies teachers have submitted comments opposing this bill, and I am adding my voice to their expert ones. Please listen to educators and vote no on HF 2544.

Name: Quinn Arnold

Comment: I strongly oppose HF2544. As the parent of two secondary-aged children, I expect the social studies curriculum to be created, reviewed, and approved by professional educators and historians, as the current process allows. Why this change, other than to do the bidding of conservative outside lobbying groups? Can the advocates for this bill point to any benefits for Iowa students? It's just so frustrating to hear about massive changes to our state's educational system with no information provided to Iowa parents as to why these bills are advanced, and then to find out that they are crafted by out-of-state interest groups who are not held responsible by our elected officials for the issues and upheaval they create. Please let this ill-advised and poorly crafted bill die!

Name: Brie Swenson Arnold

Comment: Dear subcommittee members, As one of your constituents, a professional historian and history educator (at Coe College in Cedar Rapids), and a mother of two children in Iowa's K12 public schools, I'm writing to express my strong opposition to HF 2544 and to urge you to vote against it. I have spent the last 25 years working as a historian and teaching the history of the US, in college classrooms, K12 history programs, and community history programs across Iowa. I deeply believe in the value of teaching history, including instilling admiration for the history of Iowa, the US, and the world in students. But this proposed legislation will not accomplish that. I urge lawmakers to reject HF2544 for all of the reasons stated in the comments and letter submitted by James Grossman, the president of the American Historical Association (AHA), which is the worlds largest organization of folks like me who have dedicated their careers to highquality history information and education. I also support and stand with the many Iowabased groups of educators and historians (like the Iowa State Education Association, the Iowa Association of School Boards, the School Administrators of Iowa, etc.) who also oppose this legislation. I believe in teachers and historians who have deep knowledge of, insight into, experience with, and dedication to history and to teaching. I hope you will also believe in and show your support for teachers, history, patriotism, and Iowa by firmly voting no against this measure.

Name: Kristin Anderson-Bricker

Comment: Please consider that HF2544 subverts the careful and democratic process of shaping social studies curriculum in Iowa that currently exists. Utilizing best practices, the K12 Iowa Core for Social Studies provides current and future teachers guidelines for citizenship education. According to the National Council of Social Studies, "Social studies is the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life." (<https://www.socialstudies.org/mediainformation/definitionsocialstudiesnov2023>) The Iowa Core currently embraces the centrality of critical thinking to citizenship in the opening paragraph of the Iowa Core standards, "Preparing students for the 21st century cannot be accomplished without a strong emphasis on the social studies. The founders of our country emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. This level of participation requires civic competence. In other words, it is imperative that our future generations gain an understanding of the core concepts of social studies. Life in the United States within our democratic system is constantly changing which creates varying social circumstances. As a result, citizens need to adapt to such changes in order to sustain vital democratic traditions. Meeting this need is the mission of the social studies." (<https://educate.iowa.gov/media/5527/download?inline=>) HF2544 does not follow best practices in social studies education because it randomly selects individual primary sources without reference to the historical context currently at the center of Iowa standards. Social studies encourages active citizenship by developing critical thinking skills which enable students to learn to understand ideas as part of a larger context. The current bill negates the purpose of social studies education: "As a result of examining the past, participating in the present, and learning how to shape the future, social studies prepares learners for a lifelong practice of civil discourse and civic engagement in their communities." (<https://www.socialstudies.org/mediainformation/definitionsocialstudiesnov2023>) On a more practical level, legislation like HF 2544 politicizes social studies and makes it more difficult to recruit and retain quality teachers in Iowa. Students interested in becoming teachers pursue social studies to assist future generations to become active and engaged citizens utilizing critical thinking skills to participate in their communities and the democratic process. They do not choose to be teachers in order to promote particular ideologies. By politicizing social studies education in Iowa, many students are choosing not to complete their education degrees or to obtain a

license in nearby states. This legislation may have the unintended consequence of creating a teacher shortage. Thank you for considering these ideas in your deliberations.

Name:

James Grossman

Comment:

Dear Senators Green, Quirnbach, Rozenboom: HF 2544 would severely undermine the integrity of history and social studies education in Iowa's public schools. This legislation directly encroaches on the authority and expertise of the members of the Iowa State Board of Education, sidestepping statutory minimum requirements for the educational program and bypassing the state's mandated process for developing social studies standards. The American Historical Association urges you to reject this attempt to replace this thoughtful process with politically inspired standards that will weaken Iowa's public K12 education to the detriment of Iowa's students. Iowa's protocols for creating social studies standards draw on insights from both professionals and relevant public stakeholders. In his Executive Order 83 (2013), Governor Terry Branstad initiated a multistage process for the revision of academic standards to allow ample opportunity for public scrutiny and input. In 2017, the State Board of Education adopted revised K12 Iowa Core Standards in Social Studies. Owing to pandemic-related delays, implementation is still ongoing. Throughout this process, Iowa Department of Education staff have incorporated input from committees of educators, academic historians, parents, and a variety of community stakeholders. This democratic process, which emphasized contributions from a wide range of Iowans, accords with guidelines from the American Historical Association, the National Council for the Social Studies, and other leading professional organizations. The education system in Iowa is built around respect for local and district-level priorities. HF 2544 proposes to sidestep this well-established process for curriculum development to impose dramatic changes in mandated content, adding so many new requirements as to leave little room for substantive focus on state and local concerns. If enacted, this measure would disrupt the implementation of Iowa's current academic standards. The result is likely to disorient Iowa teachers and do a disservice to Iowa students, all while elbowing Iowans out of their own educational policymaking. To what end? The text of the bill cobbles together clauses copied from five separate pieces of politically oriented model legislation, all originated by a coalition of education policy activists headquartered on Madison Avenue in New York City. HF 2544, for instance, insists that fourteen historic sources some of them quite lengthy must all be included in the program of study for fifth and sixth grade. Seems fair enough. But this list is copied verbatim from a bill designed for undergraduate college students in other states. The lengthy list of American role models is lifted entirely from model legislation as are most of the other clauses in this hodgepodge of a bill. A few added references to Iowa are insufficient to tailor these generic templates to the precise needs of the state's students. HF 2544 leaves no room for input from teachers, administrators, historians, or parents. By not following its own mandated (and appropriate) processes, Iowa does a disservice to its students. As the AHA has documented through our extensive work on career preparedness in history classrooms, the aspect of history education employers value most is students' ability to communicate with and understand people from different backgrounds. The elision of world history from this extensive list of social studies requirements insisting instead upon a much narrower emphasis on Western civilization would greatly diminish the career preparedness of Iowa's students. This, too, contradicts the Iowa Codes requirement that global perspectives shall be incorporated into all levels of the educational program (Iowa Code Section 256.11). At a time when Iowa should be offering its students the best and broadest educational opportunities to stay competitive in the world economy, these standards instead have the potential to hobble students with a parochial worldview and deprive them of the chance to become tomorrow's global leaders. Content aside, the curriculum presented in this legislation is simply impractical. Although Iowa's Educational Standards legislation (Iowa Code Section 256.11) specifically requires attention to age-appropriate intellectual development of children (as well it should; a teacher's job is hard enough), this legislation sets requirements that bear little resemblance to cognitive development among children. Even the brightest fifth graders will struggle to comprehend *Democracy in America* by Alexis de Tocqueville or Thomas Paine's

Common Sense. The overwhelming quantity of material enumerated in this new curricular mandate will leave little time and space to contextualize these documents or explore their origins and implications. Good history education helps students learn to explore issues from multiple perspectives. These flaws and shortcomings are the results of politically motivated efforts to reject established legislative and education policy procedures. This bill is a Frankenstein's monster constructed out of disembodied portions of five out-of-state model bills sharing little more than the support of a small group of lobbyists with an overt political agenda. Iowa has plenty of historians at its first-class public universities to provide the kinds of expertise that this legislation ignores. Instead of turning to language sourced from New York's Madison Avenue, Iowa should consider adopting its own homegrown standards. With 11,000 members, the AHA is the largest membership association of professional historians in the world, representing every historical era and geographical area. Founded in 1884 and incorporated by Congress in 1889 for the promotion of historical studies, the Association provides leadership for the discipline, helps to sustain and enhance the work of historians, and promotes the critical role of historical thinking in public life. Everything has a history. Sincerely, James R. Grossman
Executive Director

March 11, 2024

Dear Senators Green, Quirmbach, Rozenboom:

HF 2544 would severely undermine the integrity of history and social studies education in Iowa's public schools. This legislation directly encroaches on the authority and expertise of the members of the Iowa State Board of Education, sidestepping statutory minimum requirements for the educational program and bypassing the state's mandated process for developing social studies standards. The American Historical Association urges you to reject this attempt to replace this thoughtful process with politically inspired standards that will weaken Iowa's public K–12 education to the detriment of Iowa's students.

Iowa's protocols for creating social studies standards draw on insights from both professionals and relevant public stakeholders. In his Executive Order 83 (2013), Governor Terry Branstad initiated a multistage process for the revision of academic standards to allow ample opportunity for public scrutiny and input. In 2017, the State Board of Education adopted revised K–12 Iowa Core Standards in Social Studies. Owing to pandemic-related delays, implementation is still ongoing. Throughout this process, Iowa Department of Education staff have incorporated input from committees of educators, academic historians, parents, and a variety of community stakeholders. This democratic process, which emphasized contributions from a wide range of Iowans, accords with guidelines from the American Historical Association, the National Council for the Social Studies, and other leading professional organizations.

The education system in Iowa is built around respect for local and district-level priorities. HF 2544 proposes to sidestep this well-established process for curriculum development to impose dramatic changes in mandated content, adding so many new requirements as to leave little room for substantive focus on state and local concerns. If enacted, this measure would disrupt the implementation of Iowa's current academic standards. The result is likely to disorient Iowa teachers and do a disservice to Iowa students, all while elbowing Iowans out of their own educational policymaking.

To what end? The text of the bill cobbles together clauses copied from five separate pieces of politically oriented model legislation, all originated by a coalition of education policy activists headquartered on Madison Avenue in New York City. HF 2544, for instance, insists that fourteen historic sources—some of them quite lengthy—must *all* be included in the program of study for fifth and sixth grade. Seems fair enough. But this list is copied verbatim from a bill designed for *undergraduate college* students in other states. The lengthy list of American role models is lifted entirely from model legislation as are most of the other clauses in this hodgepodge of a bill. A few added references to Iowa are insufficient to tailor these generic templates to the precise needs of the state's students. HF 2544 leaves no room for input from teachers, administrators, historians, or parents.

By not following its own mandated (and appropriate) processes, Iowa does a disservice to its students. As the AHA has documented through our extensive work on career preparedness in history classrooms, the aspect of history education employers value most is students' ability to communicate with and understand people from different backgrounds. The elision of world history from this extensive list of social studies requirements—insisting instead upon a much narrower emphasis on Western civilization—would greatly diminish the career preparedness of Iowa's students. This, too, contradicts the Iowa Code's requirement that "global perspectives shall be incorporated into all levels of the educational program" (Iowa Code Section 256.11). At a time when Iowa should be offering its students the best and broadest educational opportunities to stay competitive in the world economy, these standards instead have the potential to hobble students with a parochial worldview and deprive them of the chance to become tomorrow's global leaders.

Content aside, the curriculum presented in this legislation is simply impractical. Although Iowa's Educational Standards legislation (Iowa Code Section 256.11) specifically requires attention to age-appropriate intellectual development of children (as well it should; a teacher's job is hard enough), this legislation sets requirements that bear little resemblance to cognitive development among children. Even the brightest fifth graders will struggle to comprehend *Democracy in America* by Alexis de Tocqueville or Thomas Paine's *Common Sense*. The overwhelming quantity of material enumerated in this new curricular mandate will leave little time and space to contextualize these documents or explore their origins and implications. Good history education helps students learn to explore issues from multiple perspectives.

These flaws and shortcomings are the results of politically motivated efforts to reject established legislative and education policy procedures. This bill is a Frankenstein's monster constructed out of disembodied portions of five out-of-state model bills sharing little more than the support of a small group of lobbyists with an overt political agenda. Iowa has plenty of historians at its first-class public universities to provide the kinds of expertise that this legislation ignores. Instead of turning to language sourced from New York's Madison Avenue, Iowa should consider adopting its own home-grown standards.

With 11,000 members, the AHA is the largest membership association of professional historians in the world, representing every historical era and geographical area. Founded in 1884 and incorporated by Congress in 1889 for the promotion of historical studies, the Association provides leadership for the discipline, helps to sustain and enhance the work of historians, and promotes the critical role of historical thinking in public life. Everything has a history.

Sincerely,

A handwritten signature in black ink, appearing to read "James R. Grossman". The signature is fluid and cursive, with a long, sweeping underline.

James R. Grossman
Executive Director

Name: Cynthia Hofmeister

Comment: To the Committee on Education, For the past eleven years, I have taught social studies to middle school students. Since that time, I have implemented the new social studies standards that were created in 2017. In addition, I have participated in various learning opportunities from AEAs, the Iowa Social Studies Council, and the State Historical Society on best practices and how to incorporate the standards into the classroom. Further, I have worked with other social studies teachers in breaking down the standards to integrate them into the classroom. I have read House File 2544 and have concerns about how this piece of legislation will impact students education in social studies. Regarding the proposed elementary program most of it is already covered under the 2017 Social Studies Curriculum Standards. One concern is the suggestion about primary sources in fifth and sixth grades. The current fifth grade focus is Rights and Responsibilities and the current sixth grade focus is World Regions and Cultures. These grades do interact with primary sources that are abridged or modified, that is at their reading levels. Most of the documents listed in their original form would not be appropriate for this age group to comprehend. Most adults struggle with understanding the Constitution of the United States for example. As this list appears again, for the seventh, eighth, and high school grade recommendations it would be ageappropriate to remove the list from the elementary level. This list can be highly difficult for most eighth graders as I use many of these primary sources while teaching that course. There are no primary sources listed for United States history past 1863. Will there be a list of modern United States history? The 2017 Social Studies Curriculum Standards does provide lists of primary sources, many that are recommended are included, for eighth grade and high school. Was the 2017 Social Studies Curriculum Standards consulted when making this proposal? Were current Social Studies teachers asked for their expertise? Another concern is the wording of the study of devotion to the United States exceptional and praiseworthy history. Students should be proud to be citizens of the United States but there is a fine line between being overly nationalistic and ignoring the recognition of other countries achievements. In addition, not everything America has done in the past is praiseworthy such as the treatment of people of color and the Atomic Bomb. Again, most of the topics listed in this section do apply to the current eighthgrade course of United States History and Civic Ideals. There are additional concerns and questions about this proposal. Some social studies topics are missing such as geography of other places outside of Iowa and the United States, Eastern Civilizations history and culture, financial literacy, current events, sociology, and psychology. All of these are currently addressed in the 2017 Social Studies Curriculum Standards. Further, how is this plan going to be enacted? The last time a committee of government leaders and teachers created the standards, asked for feedback, and then implemented them. Then districts had three years to adapt. If passed would there be a similar procedure? At present, the proposed legislation should not be moved forward. Instead, provide districts with time and resources to integrate the system that is already in place. The current curriculum is wellrounded and covers the areas listed for United States history, primary sources, and the Holocaust. Hold districts not using the 2017 Social Studies Curriculum Standards accountable and allow the teachers who are doing the work a say in their career of choice. I highly encourage all of you to visit your local social studies classrooms and speak to their teachers, I think you would be impressed with what you would encounter. A concerned teacher, Cynthia R. Hofmeister West Des Moines, IA 50265

A photograph of three students sitting at a desk, working on papers. The student in the center is a young boy with short brown hair, wearing a red t-shirt, smiling at the camera. He is holding a pen over a notebook. To his left is a girl with dark hair, seen from the side, also working. To his right is another boy with short dark hair, wearing a white shirt, looking down at his work. The entire image is covered with a semi-transparent blue overlay. The text 'Iowa Social Studies Standards' is written in white, bold, sans-serif font across the bottom right portion of the image.

Iowa

Social Studies Standards

K-12 Iowa Core in Social Studies

Contents

Introduction.....	2
Overview of the Standards	3
Kindergarten: Spaces and Places.....	7
1 st Grade: Communities and Culture.....	10
2 nd Grade: Choices and Consequences.....	13
3 rd Grade: Immigration and Migration.....	16
4 th Grade: Change and Continuity.....	19
5 th Grade: Rights and Responsibilities	22
6 th Grade: World Regions and Cultures	25
7 th Grade: Contemporary Global Studies	28
8 th Grade: United States History and Civic Ideals	31
9-12 Social Studies Standards.....	35
9-12 Behavioral Sciences	36
9-12 Civics and Government.....	38
9-12 Economics	40
9-12 Financial Literacy	41
9-12 Geography	42
9-12 United States History	43
9-12 World History	45
Appendix – Literacy Standards for History/Social Studies, 6-12.....	47

K-12 Iowa Core in Social Studies

Introduction

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

-Definition of Social Studies (National Council for the Social Studies)

Preparing students for the 21st century cannot be accomplished without a strong emphasis on the social studies. The founders of our country emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. This level of participation requires civic competence. In other words, it is imperative that our future generations gain an understanding of the core concepts of social studies. Life in the United States within our democratic system is constantly changing which creates varying social circumstances. As a result, citizens need to adapt to such changes in order to sustain vital democratic traditions. Meeting this need is the mission of the social studies.

As we work to carry on the ideals of the founders, we are compelled to revisit our fundamental beliefs and institutions and to construct new social contexts and relationships. The academic standards for social studies reflect the belief that the informed social studies student comprehends and applies to personal and public experiences the core content perspectives of the many academic fields of the social studies. Our entire social experiences, as well as our republic, are established upon the principles of individual citizenship. Therefore, it is necessary to pay attention to the education of those future citizens.

The state's academic standards in social studies are premised upon a rigorous and relevant K – 12 social studies program within each district in the state. Engaging students in the pursuit of active informed citizenship will require a broad range of understandings and skills. It will also require an articulated district curriculum which connects students to the social world through informed instructional experiences led by teachers who are committed to active civic participation. This represents a bold step toward a vision of social studies for all of Iowa's students.

Additional information can be found at the Iowa Social Studies webpage at <https://iowacore.gov/content/social-studies-resources>.

K-12 Iowa Core in Social Studies

Overview of the Standards

Standards At-a-Glance

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

K-12 Iowa Core in Social Studies

How to Read the Standards

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

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

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

Example:

SS.K.7

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

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

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

K-12 Iowa Core in Social Studies

Color Coding of the Standards

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

Behavioral Sciences Yellow	Civics/ Government Blue	Economics Orange	Financial Literacy Red	Geography Green	History Purple
--	---	--------------------------------	--------------------------------------	-------------------------------	------------------------------

Inquiry Anchor Standards

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

The K-12 inquiry anchor standards are:

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

Content Anchor Standards

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

Throughout the standards document, you will notice an indication of 21st century skills after the civics/government and financial literacy standards. This indicates that this standard shows up in the social studies standards and the 21st century skills standards. This provides districts with the flexibility to address financial literacy within social studies or another area.

K-12 Iowa Core in Social Studies

The 9-12 behavioral science standards are split into two strands- psychology and sociology. However, the standards are all connected to three common anchor standards. This means that districts should implement at least one of the strands, but they are not required to implement both.

The content anchor standards are:

Behavioral Sciences	Civics/ Government	Economics	Financial Literacy	Geography	History
Examine factors that led to continuity and change in human and group behavior	Analyze civic and political institutions	Engage in economic decision making	Develop financial and career goals	Create geographic representations	Analyze change, continuity, and context
Recognize the interaction between individuals and various groups	Apply civic virtues and democratic principles	Critique exchange and markets	Create a saving and spending plan	Evaluate human environment interaction	Critique historical sources and evidence
Apply appropriate research procedures and skills of a behavioral scientist	Interpret processes, rules, and laws	Evaluate the national economy	Analyze credit and debt levels	Analyze human population movement and patterns	Compare perspectives
		Assess the global economy	Evaluate savings and long term investments	Analyze global interconnections	Justify causation and argumentation
			Measure risk management tools		Iowa history

K-12 Iowa Core in Social Studies

Kindergarten: Spaces and Places

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.K.1. Recognize a compelling question.
Constructing Supporting Questions	SS.K.2. Identify the relationship between compelling and supporting questions.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.K.3. Construct responses to compelling questions using examples.
Taking Informed Action	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.

K-12 Iowa Core in Social Studies

Content Anchor Standard	Kindergarten: Spaces and Places
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.K.6. Describe students' roles in different groups of which they are members including their family, school, and community.
Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)	SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.
Interpret Processes, Rules and Laws (Civics/Government)	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)
	SS.K.9. Compare and contrast rules from different places. (21st century skills)
Engage in Economic Decision Making (Economics)	SS.K.10. Give examples of choices that are made because of scarcity.
Analyze Credit and Debt Levels (Financial Literacy)	SS.K.11. Explain the difference between buying and borrowing. (21st century skills)
Create a Saving and Spending Plan (Financial Literacy)	SS.K.12. Distinguish between appropriate spending choices. (21st century skills)
Create Geographic Representations (Geography)	SS.K.13. Create a route to a specific location using maps, globes, and other simple geographic models.
Evaluate Human Environment Interaction (Geography)	SS.K.14. Compare environmental characteristics in Iowa with other places.

K-12 Iowa Core in Social Studies

Content Anchor Standard	Kindergarten: Spaces and Places
Analyze Human Population Movement and Patterns (Geography)	SS.K.15. Explain why and how people move from place to place.
Analyze Change, Continuity, and Context (History)	SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present. SS.K.17. Compare life in the past to life today.
Critique Historical Sources and Evidence (History)	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.
Iowa History (History)	SS.K.19. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.

K-12 Iowa Core in Social Studies

1st Grade: Communities and Culture

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

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

Content Anchor Standard	1 st Grade: Communities and Cultures
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.
Examine Factors that Led to Continuity and Change	SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.

K-12 Iowa Core in Social Studies

Content Anchor Standard	1 st Grade: Communities and Cultures
on Human Development and Behavior (Behavioral Sciences)	
Apply Civic Virtues and Democratic Principles (Civics/Government)	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)
Interpret Processes, Rules and Laws (Civics/Government)	SS.1.10. Compare and contrast rules or laws within different communities and cultures. (21st century skills)
Engage in Economic Decision Making (Economics)	SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.
Assess the Global Economy (Economics)	SS.1.12. Explain why people in one country trade goods and services with people in other countries.
Develop Financial and Career Goals (Financial Literacy)	SS.1.13. Explain why people have different jobs in the community. (21st century skills)
Analyze Credit and Debt Levels (Financial Literacy)	SS.1.14. Explain why something borrowed must be returned. (21st century skills)
Evaluate Savings and Long Term Investments (Financial Literacy)	SS.1.15. Describe the role of financial institutions in the community in order to save and invest. (21st century skills)
Create Geographic Representations (Geography)	SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.

K-12 Iowa Core in Social Studies

Content Anchor Standard	1 st Grade: Communities and Cultures
Evaluate Human Environment Interaction (Geography)	SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.
Analyze Human Population, Movement, and Patterns (Geography)	SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place. SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.
Analyze Change, Continuity, and Context (History)	SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times. SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
Critique Historical Sources and Evidence (History)	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.
Iowa History (History)	SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.

K-12 Iowa Core in Social Studies

2nd Grade: Choices and Consequences

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.2.1. Explain why a compelling question is important.
Constructing Supporting Questions	SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.2.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.2.4. Construct responses to compelling questions using reasoning, examples, and relevant details
Taking Informed Action	SS.2.5. Take group or individual action to help address local, regional, and/or global problems.
	SS.2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Content Anchor Standard	2 nd Grade: Choices and Consequences
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.2.7. Explain how people from different groups work through conflict when solving a community problem.
Analyze Civic and Political	SS.2.8. Explain the purpose of different government functions. (21st century skills)

K-12 Iowa Core in Social Studies

Content Anchor Standard	2 nd Grade: Choices and Consequences
Institutions (Civics/Government)	
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS.2.9. Develop an opinion on a decision about a local issue. (21st century skills)
Interpret Processes, Rules and Laws (Civics/Government)	SS.2.10. Determine effective strategies for solving particular community problems. (21st century skills)
Evaluate the National Economy (Economics)	SS.2.11. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
	SS.2.12. Identify how people use natural resources to produce goods and services.
	SS.2.13. Describe examples of the goods and services that governments provide.
Develop Financial and Career Goals (Financial Literacy)	SS.2.14. Explain how different careers take different levels of education. (21st century skills)
Create a Saving and Spending Plan (Financial Literacy)	SS.2.15. Evaluate choices and consequences for spending and saving. (21st century skills)
Create Geographic Representations (Geography)	SS.2.16. Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
Evaluate Human Environment Interaction (Geography)	SS.2.17. Explain how environmental characteristics impact the location of particular places.
Analyze Human Population	SS.2.18. Describe how the choices people make impact local and distant environments.

K-12 Iowa Core in Social Studies

Content Anchor Standard	2 nd Grade: Choices and Consequences
Movements and Patterns (Geography)	
Analyze Change, Continuity, and Context (History)	SS.2.19. Make a prediction about the future based on past related events.
	SS.2.20. Determine the influence of particular individuals and groups who have shaped significant historical change.
Compare Perspectives (History)	SS.2.21. Compare perspectives of people in the past to those in the present with regards to particular questions or issues.
Critique Historical Sources and Evidence (History)	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.
Justify Causation and Argumentation (History)	SS.2.23. Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development.
Iowa History (History)	SS.2.24. Describe the intended and unintended consequences of using Iowa's natural resources.

K-12 Iowa Core in Social Studies

3rd Grade: Immigration and Migration

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

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

Content Anchor Standard	3 rd Grade: Immigration and Migration
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.
Examine Factors that Led to Continuity and Change	SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.

K-12 Iowa Core in Social Studies

on Human Development and Behavior (Behavioral Sciences)	
Interpret Processes, Rules and Laws (Civics/Government)	SS.3.10. Explain how rules and laws impact society. (21st century skills)
	SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
Engage in Economic Decision Making (Economics)	SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.
Critique Exchange and Markets (Economics)	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.
	SS.3.14. Describe the role of various financial institutions in an economy.
Assess the Global Economy (Economics)	SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
Develop Financial and Career Goals (Financial Literacy)	SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.
Create a Saving and Spending Plan (Financial Literacy)	SS.3.17. Explain an individual's responsibility for credit and debt. (21st century skills)
Evaluate Savings and Long Term Investments (Financial Literacy)	SS.3.18. Determine the importance of saving/investing in relation to future needs. (21st century skills)
Create Geographic Representations	SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.

K-12 Iowa Core in Social Studies

(Geography)	
Evaluate Human Environment Interaction (Geography)	SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.
Analyze Human Population Movements and Patterns (Geography)	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.
Analyze Change, Continuity, and Context (History)	SS.3.22. Compare and contrast events that happened at the same time.
Compare Perspectives (History)	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.
Critique Historical Sources and Evidence (History)	SS.3.24. Infer the intended audience and purpose of a primary source using textual evidence.
Justify Causation and Argumentation (History)	SS.3.25. Explain probable causes and effects of events and developments.
	SS.3.26. Develop a claim about the past based on cited evidence.
Iowa History (History)	SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
	SS.3.28. Explain the cultural contributions that different groups have made on Iowa.

K-12 Iowa Core in Social Studies

4th Grade: Change and Continuity

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

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

Content Anchor Standard	4 th Grade: Change and Continuity
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.4.7. Explain causes of conflict or collaboration among different social groups.

K-12 Iowa Core in Social Studies

Content Anchor Standard	4 th Grade: Change and Continuity
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS.4.8. Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)
Interpret Processes, Rules and Laws (Civics/Government)	SS.4.9. Explain how the enforcement of a specific ruling or law changed society. (21st century skills)
	SS.4.10. Describe how societies have changed in the past and continue to change. (21st century skills)
Engage in Economic Decision Making (Economics)	SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
Critique Exchange and Markets (Economics)	SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.
	SS.4.13. Compare and contrast different ways that the government interacts with the economy.
Evaluate the National Economy (Economics)	SS.4.14. Explain the reasons why the costs of goods and services rise and fall.
Create a Saving and Spending Plan (Financial Literacy)	SS.4.15. Identify factors that can influence people's different spending and saving choices. (21st century skills)
Measure Risk Management Tools (Financial Literacy)	SS.4.16. Determine the consequences of sharing personal information with others. (21st century skills)
Create Geographic Representations (Geography)	SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.
Evaluate Human Environment Interaction (Geography)	SS.4.18. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

K-12 Iowa Core in Social Studies

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

K-12 Iowa Core in Social Studies

5th Grade: Rights and Responsibilities

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

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

Content Anchor Standard	5 th Grade: Rights and Responsibilities
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.5.8. Analyze how rights and laws influence interactions between groups in society.
Examine Factors that Led to Continuity and Change on Human Development and	SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.

K-12 Iowa Core in Social Studies

Content Anchor Standard	5 th Grade: Rights and Responsibilities
Behavior (Behavioral Sciences)	
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)
Interpret Processes, Rules and Laws (Civics/Government)	SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)
	SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)
Critique Exchange and Markets (Economics)	SS.5.13. Describe how goods and services are produced and distributed domestically and globally.
Evaluate the National Economy (Economics)	SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.
Assess the Global Economy (Economics)	SS.5.15. Explain how trade impacts relationships between countries.
Create a Saving and Spending Plan (Financial Literacy)	SS.5.16. Demonstrate ways to monitor how money is spent and saved. (21st century skills)
Measure Risk Management Tools (Financial Literacy)	SS.5.17. Give examples of financial risks that individuals and households face. (21st century skills)
	SS.5.18. Investigate ways that personal information is fraudulently obtained. (21st century skills)
Create Geographic Representations (Geography)	SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.
Analyze Human Population Movements and Patterns	SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.

K-12 Iowa Core in Social Studies

Content Anchor Standard	5 th Grade: Rights and Responsibilities
(Geography)	
Analyze Change, Continuity, and Context (History)	SS.5.21. Describe the connections between historical developments that occurred within the same time period.
Compare Perspectives (History)	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.
Critique Historical Sources and Evidence (History)	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.
Justify Causation and Argumentation (History)	SS.5.24. Explain probable causes and effects of historical developments.
	SS.5.25. Develop a claim about the past and cite evidence to support it.
Iowa History (History)	SS.5.26. Analyze Iowa's role in civil rights history.

K-12 Iowa Core in Social Studies

6th Grade: World Regions and Cultures

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.
Constructing Supporting Questions	SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.
Gathering and Evaluating Sources	SS.6.3. Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.
	SS.6.4. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
Developing Claims and Using Evidence	SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	SS.6.6. With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.
	SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.
	SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.6.10. With teacher direction, analyze the disciplinary arguments of peers' for credibility.
Taking Informed Action	SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.
	SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

K-12 Iowa Core in Social Studies

Content Anchor Standard	6 th Grade: World Regions and Cultures
Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)	SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	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.
Assess the Global Economy (Economics)	SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.
Create Geographic Representations (Geography)	SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.
Evaluate Human Environment Interaction (Geography)	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.
Analyze Human Population Movements and Patterns (Geography)	SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.
Analyze Global Interconnections (Geography)	SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.
Analyze Change, Continuity, and Context (History)	SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.

K-12 Iowa Core in Social Studies

Content Anchor Standard	6 th Grade: World Regions and Cultures
Compare Perspectives (History)	SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.
Justify Causation and Argumentation (History)	SS.6.22. Explain multiple causes and effects of events and developments in the past.
Iowa History (History)	SS.6.23. Compare Iowa's geography, natural resources and climate to other regions of the world.

Content Anchor Standard	6 th Grade Financial Literacy
Develop Financial and Career Goals	SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills)
Create a Saving and Spending Plan	SS.6.25. Demonstrate how to allocate income for spending, saving and giving. (21st century skills)
Analyze Credit and Debt Levels	SS.6.26. Explain how debit cards differ from credit cards, gift cards, and savings accounts. (21st century skills)
Evaluate Savings and Long Term Investments	SS.6.27. Identify the advantages and disadvantages of various savings tools. (21st century skills)
Measure Risk Management Tools	SS.6.28. Describe how to protect one's identity from common threats. (21st century skills)

K-12 Iowa Core in Social Studies

7th Grade: Contemporary Global Studies

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	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.
	SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
Developing Claims and Using Evidence	SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.
	SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.
	SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.
Taking Informed Action	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.

K-12 Iowa Core in Social Studies

Content Anchor Standard	7 th grade: Contemporary Global Studies
Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)	SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	SS.7.14. Examine what causes inequalities and how they exist within a society.
Analyze Civic and Political Institutions (Civics/Government)	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)
	SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)
	SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)
Engage in Economic Decision Making (Economics)	SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.
Critique Exchange and Markets (Economics)	SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.
Assess the Global Economy (Economics)	SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.
Analyze Human Population Movements and Patterns (Geography)	SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.

K-12 Iowa Core in Social Studies

Content Anchor Standard	7 th grade: Contemporary Global Studies
Analyze Global Interconnections (Geography)	SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
	SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
Analyze Change, Continuity, and Context (History)	SS.7.24. Analyze connections among historical events and developments in contemporary global issues.
Compare Perspectives (History)	SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.
Justify Causation and Argumentation (History)	SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.
Iowa History (History)	SS.7.27. Analyze the role that Iowa plays in contemporary global issues.

Content Anchor Standard	7 th Grade Financial Literacy
Develop Financial and Career Goals	SS.7.28. Predict the relationship between financial goals and achievements. (21st century skills)
Create a Saving and Spending Plan	SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)
Analyze Credit and Debt Levels	SS.7.30. Explain an individual's rights and responsibilities as a consumer. (21st century skills)
Evaluate Savings and	SS.7.31. Explain how an investment differs from a savings account in potential risks and returns. (21st century

K-12 Iowa Core in Social Studies

Content Anchor Standard	7 th Grade Financial Literacy
Long Term Investments	skills)

8th Grade: United States History and Civic Ideals

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

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.8.1. Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.8.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
Developing Claims and Using Evidence	SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	SS.8.6. Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.
	SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.
Communicating and Critiquing Conclusions	SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.
	SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.

K-12 Iowa Core in Social Studies

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

Content Anchor Standard	8 th Grade: US History and Civic Ideals
Analyze Civic and Political Institutions (Civics/Government)	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)
	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)
Engage in Economic Decision Making (Economics)	SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.
Critique Exchange and Markets (Economics)	SS.8.16. Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy.
Evaluate the National Economy (Economics)	SS.8.17. Use historical evidence to evaluate the state of regional economies throughout early American history.
Evaluate Human Environment Interaction (Geography)	SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.

K-12 Iowa Core in Social Studies

Content Anchor Standard	8 th Grade: US History and Civic Ideals
Analyze Human Population Movements and Patterns (Geography)	SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.
Analyze Global Interconnections (Geography)	SS.8.20. Explain how global interconnections influenced early American history.
Analyze Change, Continuity, and Context (History)	SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.
Compare Perspectives (History)	SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.
Justify Causation and Argumentation (History)	SS.8.23. Explain multiple causes and effects of events and developments in early American history.
Critique Historical Sources and Evidence (History)	SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington's Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo.
Iowa History (History)	SS.8.25. Examine the evolution of the function and structure of government in Iowa.

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

K-12 Iowa Core in Social Studies

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

K-12 Iowa Core in Social Studies

9-12 Social Studies Standards

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.9-12.1. Create compelling questions representing key ideas within the disciplines.
Constructing Supporting Questions	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.
Gathering and Evaluating Sources	SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence	SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.
	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.
	SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.
Taking Informed Action	SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
	SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

K-12 Iowa Core in Social Studies

9-12 Behavioral Sciences

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

Content Anchor Standard	9-12 Psychology Strand	9-12 Sociology Strand
Recognize the Interaction and Influence Between Individuals and Various Groups	SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.
	SS-Psy.9-12.14. Examine how an individual's involvement in a collective group can influence their individual thoughts and behaviors.	SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.
	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.	SS-Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.
		SS-Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.
Examine Factors that Led to Continuity and Change in Human and Group Behavioral	SS-Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.	SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.
	SS-Psy.9-12.17. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.	SS-Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.
	SS-Psy.9-12.18. Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results.	SS-Soc.9-12.19. Determine ethical issues and necessary guidelines for conducting and analyzing behavioral science research.

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 Psychology Strand	9-12 Sociology Strand
	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.	SS-Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.
	SS-Psy.9-12.20. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.	
Apply Appropriate Research Procedures and Skills of a Behavioral Scientist	SS-Psy.9-12.21./SS-Soc.9-12.21. Explain how the validity and reliability of observations and measurements relate to data analysis.	
	SS-Psy.9-12.22./SS-Soc.9-12.22. Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.	
	SS-Psy.9-12.23./SS-Soc.9-12.23. Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.	

K-12 Iowa Core in Social Studies

9-12 Civics and Government

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

Content Anchor Standard	9-12 Civics and Government
Analyze Civic and Political Institutions	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)
	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)
	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)
	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)
	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.9-12.18. 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)
Apply Civic Virtues and Democratic Principles	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)
	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)
	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.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)
Interpret Processes, Rules and Laws	SS-Gov.9-12.23. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels. (21st century skills)
	SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 Civics and Government
	with attention to important judicial processes and landmark court cases. (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)
	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)
Iowa History (History)	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.

K-12 Iowa Core in Social Studies

9-12 Economics

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

Content Anchor Standard	9-12 Economics
Engage in Economic Decision Making	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.
Critique Exchange and Markets	SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.
	SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.
	SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.
	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.
Evaluate the National Economy	SS-Econ.9-12.20. Use economic indicators to evaluate economic conditions.
	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.
Assess the Global Economy	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.
Iowa History (History)	SS-Econ.9-12.24. Analyze how national and global economic issues and systems impact Iowa's economy.

K-12 Iowa Core in Social Studies

9-12 Financial Literacy

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

Content Anchor Standard	9-12 Financial Literacy
Develop Financial and Career Goals	SS-FL.9-12.13. Develop short- and long-term financial goals. (21st century skills)
	SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)
Create a Saving and Spending Plan	SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income. (21st century skills)
	SS-FL.9-12.16. Develop a saving and spending plan using a financial recordkeeping tool. (21st century skills)
	SS-FL.9-12.17. Apply consumer skills to saving and spending decisions. (21st century skills)
Analyze Credit and Debt Levels	SS-FL.9-12.18. Analyze the cost and benefits of different types of credit and debt. (21st century skills)
	SS-FL.9-12.19. Summarize a borrower's rights and responsibilities. (21st century skills)
	SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively. (21st century skills)
Evaluate Savings and Long Term Investments	SS-FL.9-12.21. Evaluate short-term savings tools. (21st century skills)
	SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)
Measure Risk Management Tools	SS-FL.9-12.23. Justify reasons to use various forms of insurance. (21st century skills)
	SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud. (21st century skills)

K-12 Iowa Core in Social Studies

9-12 Geography

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

Content Anchor Standard	9-12 Geography
Create Geographic Representations	SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics.
	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.
Evaluate Human Environment Interaction	SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.
	SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.
	SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
Analyze Human Population Movement and Patterns	SS-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.
	SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.
Analyze Global Interconnections	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.
	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.
	SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
Iowa History (History)	SS-Geo.9-12.24. Identify and evaluate lowans or groups of lowans who have influenced Iowa's environmental or cultural geography.

K-12 Iowa Core in Social Studies

9-12 United States History

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

Content Anchor Standard	9-12 United States History
Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)	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.
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)
Evaluate the National Economy (Economics)	SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.
Analyze Human Population Movement and Patterns (Geography)	SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.
	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.
Analyze Global Interconnections (Geography)	SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.
	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.
Analyze Change, Continuity, and Context (History)	SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.
	SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.
Critique Historical Sources and Evidence	SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.

K-12 Iowa Core in Social Studies

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

K-12 Iowa Core in Social Studies

9-12 World History

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

Content Anchor Standard	9-12 World History
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	SS-WH.9-12.13. Describe the impact of culture and institutions on societies.
Analyze Civic and Political Institutions (Civics/Government)	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)
Assess the Global Economy (Economics)	SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.
	SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.
Analyze Global Interconnections (Geography)	SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.
	SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.
Analyze Human Population Movement and Patterns (Geography)	SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.
Analyze Change, Continuity, and Context (History)	SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.
	SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.
	SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.

K-12 Iowa Core in Social Studies

Content Anchor Standard	9-12 World History
Critique Historical Sources and Evidence (History)	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.
Compare Perspectives (History)	SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.
Justify Causation and Argumentation (History)	SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.
Iowa History (History)	SS-WH.9-12.26. Assess Iowans or groups of Iowans who have influenced world history.

K-12 Iowa Core in Social Studies

Appendix – Literacy Standards for History/Social Studies, 6-12

Reading Standards for Literacy in History/Social Studies 6-12

The grades 6–12 Reading Standards for Literacy in History/Social Studies define what students should know and be able to do by the end of each grade span. Note: These standards are also listed in the Iowa Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects document.

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details		
Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH.11-12.3)
Craft and Structure		
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. (RH.9-10.4)	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
		Madison defines faction in Federalist No. 10). (RH.11-12.4)
Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5)	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)
<i>Integration of Knowledge and Ideas</i>		
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)
Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)	Assess the extent to which the reasoning and evidence in a text support the author's claims. (RH.9-10.8)	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. (RH.11-12.8)
Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)	Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)
<i>Range of Reading and Level of Text Complexity</i>		
By the end of grade 8, read and comprehend	By the end of grade 10, read and comprehend	By the end of grade 12, read and comprehend

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
history/social studies texts in the grades 6-8 text complexity band independently and proficiently. (RH.6-8.10)	history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)	history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (RH.11-12.10)

Writing Standards for History/Social Studies, 6-12

The grades 6–12 Writing Standards for Literacy in History/Social Studies define what students should know and be able to do by the end of each grade span. Note: These standards are also listed in the Iowa Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects document.

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes		
<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (WHST.6-8.1) 	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, 	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
	<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1)</p>	<p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1)</p>
<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence</p>

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
<ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. e. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2) f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2) 	<p>the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2) 	<p>structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (WHST.11-12.2)
<p>(See note; not applicable as a separate requirement) (WHST.6-8.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p>	<p>(See note; not applicable as a separate requirement) (WHST.9-10.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p>	<p>(See note; not applicable as a separate requirement) (WHST.11-12.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p>

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
replicate them and (possibly) reach the same results.	replicate them and (possibly) reach the same results.	replicate them and (possibly) reach the same results.
<i>Production and Distribution of Writing</i>		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.6-8.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.9-10.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4)
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHST.6-8.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.9-10.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (WHST.6-8.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (WHST.9-10.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WHST.11-12.6)
<i>Research to Build and Present Knowledge</i>		
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6-8.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.11-12.7)

K-12 Iowa Core in Social Studies

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST.6-8.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (WHST.9-10.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8)
Draw evidence from informational texts to support analysis, reflection, and research. (WHST.6-8.9)	Draw evidence from informational texts to support analysis, reflection, and research. (WHST.9-10.9)	Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9)
<i>Range of Writing</i>		
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.6-8.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.9-10.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.11-12.10)

Name:

Lawrence Paska

Comment:

Dear Senators Green, Quirnbach, and Rozenboom: We are writing on behalf of social studies educators in Iowa who have alerted the National Council for the Social Studies (NCSS) that you are considering the revision of K12 social studies standards and curriculum, as outlined in HF 2544 which was passed by the House of Representatives on Wednesday, February 28, 2024. We urge you not to pass this bill as the basis for K12 social studies standards and curriculum in Iowa. NCSS knows that Iowa has a strong K12 education system with high quality learning standards and multiple pathways to prepare all students for college, career, and civic life. Additionally, NCSS counts among its own leaders and active members many qualified and dedicated Iowa educators. NCSS is proud of its state affiliate, the Iowa Council for the Social Studies, for its leadership, service, and support to Iowa teachers. According to their statement, The Iowa Council for the Social Studies recognizes the need to improve social studies education in Iowa. With the passage of the No Child Left Behind Act in 2002 and the Iowa Legislatures decision to require testing in literacy, math, and science and mandate a 90 minute block of literacy every day in the Elementary grades, social studies was pushed to the margins of the elementary day. ICSS has heard from teachers across the state that social studies is the last 15 minutes of the day, done if there is time, not important because its not tested, or not done at this grade level. We are in our second generation of elementary students who do not consistently receive social studies education in our elementary schools. And now, every new elementary teacher themselves is the product of this marginalization. HF 2544 does not recognize, much less, address this issue. We agree with the Iowa Council for the Social Studies in its statement that HF 2544 also represents another attack on the professionalism of Iowa teachers. The portions of this legislation that should legitimately be included in a U.S. History course or civics or government are already being included where appropriate. Iowa social studies teachers are licensed professionals, licensed by the state of Iowa because they have met the educational requirements established by the state of Iowa. This legislation did not result from a conversation with Iowa social studies teachers but was outsourced from an organization outside of Iowa. Therefore, we believe that the Iowa Senates consideration of this bill would have a lasting negative impact on Iowas education system. As we wrote in 2022, NCSS has determined that the suggested social studies standards developed by the Civics Alliance do not align with best practices related to the development of social studies standards. If implemented in schools, these suggested standards would have damaging and lasting effects on the civic knowledge of students and their capacity to engage in civic reasoning and deliberation. NCSS does not endorse nor support the use of these standards. The full response is available at <https://www.socialstudies.org/currenteventsresponse/ncssstatementamericanbirthrightcivicsalliancesmodelk12social>. We are concerned that the proposed legislation does not meet these nationally accepted norms related to the development of state standards and curriculum. Our ultimate interest is that any standards used for social studies curriculum and lesson development produce students who have strong content knowledge, strong inquiry and analysis skills, and who are ready to be active participants in civic life. NCSS recently issued a statement on the development of social studies standards to guide those priorities. This statement is available at <https://www.socialstudies.org/currenteventsresponse/ncssstatementdevelopmentalsocialstudiesstandards>. We are happy to further discuss this letter with you and can be reached at whedgpe@ncss.org and lpaska@ncss.org. Thank you for your consideration. Sincerely, Wesley Hedgpe, 202324 NCSS President Lawrence M. Paska, Ph.D., CAE, Executive Director

March 11, 2024

Dear Senators Green, Quirmbach, and Rozenboom:

We are writing on behalf of social studies educators in Iowa who have alerted the National Council for the Social Studies (“NCSS”) that you are considering the revision of K-12 social studies standards and curriculum, as outlined in HF 2544 which was passed by the House of Representatives on Wednesday, February 28, 2024. ***We urge you not to pass this bill as the basis for K-12 social studies standards and curriculum in Iowa.***

NCSS knows that Iowa has a strong K-12 education system with high-quality learning standards and multiple pathways to prepare all students for college, career, and civic life. Additionally, NCSS counts among its own leaders and active members many qualified and dedicated Iowa educators. NCSS is proud of its state affiliate, the Iowa Council for the Social Studies, for its leadership, service, and support to Iowa teachers.

According to their statement, “The Iowa Council for the Social Studies recognizes the need to improve social studies education in Iowa. With the passage of the No Child Left Behind Act in 2002 and the Iowa Legislature’s decision to require testing in literacy, math, and science and mandate a 90-minute block of literacy every day in the Elementary grades, social studies was pushed to the margins of the elementary day. ICSS has heard from teachers across the state that social studies is the last 15 minutes of the day, done if there is time, not important because it’s not tested, or not done at this grade level. We are in our second generation of elementary students who do not consistently receive social studies education in our elementary schools. And now, every new elementary teacher themselves is the product of this marginalization. HF 2544 does not recognize, much less, address this issue.”

We agree with the Iowa Council for the Social Studies in its statement that “HF 2544 also represents another attack on the professionalism of Iowa teachers. The portions of this legislation that should legitimately be included in a U.S. History course or civics or government are already being included where appropriate. Iowa social studies teachers are licensed professionals, licensed by the state of Iowa because they have met the educational requirements established by the state of Iowa. This legislation did not result from a conversation with Iowa social studies teachers but was outsourced from an organization outside of Iowa.”

Therefore, we believe that the Iowa Senate’s consideration of this bill would have a lasting negative impact on Iowa’s education system. As we wrote in 2022, “NCSS has determined that the suggested social studies standards developed by the Civics Alliance do not align with best practices related to the development of social studies standards. If implemented in schools, these suggested standards would have damaging and lasting effects on the civic knowledge of students and their capacity to engage in civic reasoning and deliberation. NCSS does not endorse nor support the use of these standards.” The full response is available at <https://www.socialstudies.org/current-events-response/ncss-statement-american-birthright-civics-alliances-model-k-12-social>.

We are concerned that the proposed legislation does not meet these nationally accepted norms related to the development of state standards and curriculum. Our ultimate interest is that any standards used for social studies curriculum and lesson development produce students who have strong content knowledge, strong inquiry and analysis skills, and who are ready to be active participants in civic life. NCSS recently issued a statement on the

development of social studies standards to guide those priorities. This statement is available at <https://www.socialstudies.org/current-events-response/ncss-statement-development-social-studies-standards>.

We are happy to further discuss this letter with you and can be reached at whedgepeth@ncss.org and lpaska@ncss.org. Thank you for your consideration.

Sincerely,



Wesley Hedgepeth
2023-24 NCSS President



Lawrence M. Paska, Ph.D., CAE
Executive Director