

Standards		Weekly Issues
K Iowa Core in Social Studies		
SS.K.1	Recognize a compelling question.	33: What is a Question? 34: Asking a Question 36: Create Your Own Inquiry
SS.K.2	Identify the relationship between compelling and supporting questions.	33: What is a Question? 36: Create Your Own Inquiry
SS.K.3	Construct responses to compelling questions using examples.	33: What is a Question? 34: Asking a Question 35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
SS.K.4	Take group or individual action to help address local, regional, and/or global problems.	4: What Are Laws? 7: Learning and Working Together 8: Citizens 25: Inventors
SS.K.5	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	5: Government 8: Citizens 11: National Symbols 24: Life Long Ago and Today 26: Transportation Over Time
SS.K.6	Describe students' roles in different groups of which they are members including their family, school, and community.	1: I Am a Member of a Community 8: Citizens 19: My Place on the Map 27: Culture
SS.K.7	Describe ways in which students and others are alike and different within a variety of social categories.	22: Changes Over Time 24: Life Long Ago and Today 27: Culture 28: Holidays Around the World
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)	7: Learning and Working Together 8: Citizens 22: Changes Over Time 25: Inventors 30: Economics 31: Jobs
SS.K.9	Compare and contrast rules from different places. (21st century skills)	3: What Are Rules? 4: What Are Laws? 5: Government

Standards		Weekly Issues
SS.K.10	Give examples of choices that are made because of scarcity.	
SS.K.11	Explain the difference between buying and borrowing. (21st century skills)	30: Economics 31: Jobs 32: Spending and Saving
SS.K.12	Distinguish between appropriate spending choices. (21st century skills)	32: Spending and Saving
SS.K.13	Create a route to a specific location using maps, globes, and other simple geographic models.	13: Map Skills 14: Location 15: Finding Places Around Me
SS.K.14	Compare environmental characteristics in Iowa with other places.	16: Physical Characteristics of a Place 17: Weather 18: Human Characteristics of a Place
SS.K.15	Explain why and how people move from place to place.	13: Map Skills 15: Finding Places Around Me 18: Human Characteristics of a Place 26: Transportation Over Time
SS.K.16	Distinguish at least two related items or events by sequencing them from the past to the present.	20: Calendars 21: Words About Time
SS.K.17	Compare life in the past to life today.	22: Changes Over Time 24: Life Long Ago and Today 26: Transportation Over Time
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.	6: Important Documents 23: History
SS.K.19	Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.	16: Physical Characteristics of a Place 17: Weather

Standards		Weekly Issues
1st Iowa Core in Social Studies		
SS.1.1	Explain why a compelling question is important.	33: What Is Inquiry? 35: Questions Come From Many Places: Part Two 36: Anansi and Inquiry
SS.1.2	Generate supporting questions across the social studies disciplines related to compelling questions.	33: What Is Inquiry? 34: Questions Come From Many Places: Part One 35: Questions Come From Many Places: Part Two 36: Anansi and Inquiry
SS.1.3	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	33: What Is Inquiry? 22: History
SS.1.4	Construct responses to compelling questions using examples.	34: Questions Come From Many Places: Part One 35: Questions Come From Many Places: Part Two 36: Anansi and Inquiry
SS.1.5	Take group or individual action to help address local, regional, and/or global problems.	2: Authority Figures 4: Government 5: Government Services 7: Important Documents 8: Citizens 9: Characteristics of Responsible Citizens
SS.1.6	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	4: Government 11: Patriotism
SS.1.7	Investigate how social identities can influence students' own and others' thoughts and behaviors.	1: Community 8: Citizens 11: Patriotism 13: National Patriotic Holidays 25: Culture
SS.1.8	Identify students' own cultural practices and those of others within the community and around the world.	1: Community 8: Citizens 13: National Patriotic Holidays 25: Culture

Standards		Weekly Issues
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)	2: Authority Figure 3: Rules and Laws 7: Important Documents 8: Citizens 9: Characteristics of Responsible Citizens
SS.1.10	Compare and contrast rules or laws within different communities and cultures. (21st century skills)	3: Rules and Laws 7: Important Documents 8: Citizens
SS.1.11	Compare the goods and services that people in the local community produce with those that are produced in other communities.	28: Economics
SS.1.12	Explain why people in one country trade goods and services with people in other countries.	27: Needs and Wants 28: Economics 31: Workers Contribute to the Economy
SS.1.13	Explain why people have different jobs in the community. (21st century skills)	27: Needs and Wants 28: Economics 31: Workers Contribute to the Economy
SS.1.14	Explain why something borrowed must be returned. (21st century skills)	
SS.1.15	Describe the role of financial institutions in the community in order to save and invest. (21st century skills)	32: Spending and Saving
SS.1.16	Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.	14: Map Skills 15: Location
SS.1.17	Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.	17: Human Characteristics of a Place 18: Adapting to Our Environment 19: Geography of Our Community 25: Culture
SS.1.18	Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.	15: Location 31: Workers Contribute to the Economy
SS.1.19	Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	27: Needs and Wants 31: Workers Contribute to the Economy

Standards		Weekly Issues
SS.1.20	Create a chronological sequence of multiple related events in the past and present using specific times.	20: Calendars 21: Changes Over Time 26: Folktales and Legends
SS.1.21	Compare life in the past to life today within different communities and cultural groups, including indigenous communities.	23: Life Long Ago and Today 24: Communication Over Time
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.	22: History
SS.1.23	Describe the diverse cultural makeup	

Standards		Weekly Issues
2nd Iowa Core in Social Studies		
SS.2.1	Explain why a compelling question is important.	33: Inquiry Is a Process 34: Values, Beliefs, and Culture 35: Historical Figures: Part One
SS.2.2	Generate supporting questions across the social studies disciplines related to compelling questions.	32: Historical Figures 34: Values, Beliefs, and Culture 35: Historical Figures: Part One
SS.2.3	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	6: Important Documents 31: Solving Problems in Your Community 32: Historical Figures 33: Inquiry Is a Process 34: Values, Beliefs, and Culture 35: Historical Figures: Part One
SS.2.4	Construct responses to compelling questions using reasoning, examples, and relevant details	32: Historical Figures 33: Inquiry Is a Process 34: Values, Beliefs, and Culture 35: Historical Figures: Part One 36: Historical Figures: Part Two
SS.2.5	Take group or individual action to help address local, regional, and/or global problems.	1: Sources 3: I Belong to a Community 4: Rules and Laws 5: Principles of Democracy 7: The Purpose of Government 10: Government Services 31: Solving Problems in Your Community
SS.2.6	Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	4: Rules and Laws 7: The Purpose of Government 8: The Structure of National Government 11: Citizenship
SS.2.7	Explain how people from different groups work through conflict when solving a community problem.	3: I Belong to a Community 4: Rules and Laws 5: Principles of Democracy 7: The Purpose of Government 31: Solving Problems in Your Community
SS.2.8	Explain the purpose of different government functions. (21st century skills)	8: The Structure of National Government 9: The Structure of Tribal, State, and Local Government 10: Government Services

Standards		Weekly Issues
SS.2.9	Develop an opinion on a decision about a local issue. (21st century skills)	1: Sources 8: The Structure of National Government 13: Patriotic Symbols 14: Founders
SS.2.10	Determine effective strategies for solving particular community problems. (21st century skills)	3: I Belong to a Community 4: Rules and Laws 5: Principles of Democracy 7: The Purpose of Government 31: Solving Problems in Your Community
SS.2.11	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	25: Needs, Wants, Resources 30: More Economic Principles
SS.2.12	Identify how people use natural resources to produce goods and services.	26: Economic Activity
SS.2.13	Describe examples of the goods and services that governments provide.	10: Government Services
SS.2.14	Explain how different careers take different levels of education. (21st century skills)	27: Economic Choices 28: Producers and Consumers
SS.2.15	Evaluate choices and consequences for spending and saving. (21st century skills)	27: Economic Choices
SS.2.16	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.	17: Map Skills 18: Location 22: Movement 29: Economic Principles
SS.2.17	Explain how environmental characteristics impact the location of particular places.	20: Human Characteristics of Places 21: Humans and the Environment
SS.2.18	Describe how the choices people make impact local and distant environments.	21: Humans and the Environment 22: Movement
SS.2.19	Make a prediction about the future based on past related events.	2: Timelines
SS.2.20	Determine the influence of particular individuals and groups who have shaped significant historical change.	32: Historical Figures

Standards		Weekly Issues
SS.2.21	Compare perspectives of people in the past to those in the present with regards to particular questions or issues.	32: Historical Figures
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.	1: Sources
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.	31: Solving Problems in Your Community
SS.2.24	Describe the intended and unintended consequences of using Iowa's natural resources.	

Standards		Weekly Issues
3rd Iowa Core in Social Studies		
SS.3.1	Identify disciplinary ideas associated with a compelling question.	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions 4: Taking Action 5: Engage in Your Own Inquiry
SS.3.2	Use supporting questions to help answer the compelling question in an inquiry.	1: Developing Inquiries 4: Taking Action 5: Engage in Your Own Inquiry
SS.3.3	Determine the credibility of one source.	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions
SS.3.4	Cite evidence that supports a response to supporting or compelling questions.	1: Developing Inquiries 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry
SS.3.5	Construct responses to compelling questions using reasoning, examples, and relevant details.	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry
SS.3.6	Identify challenges and opportunities when taking action to address problems, including predicting possible results.	4: Taking Action 5: Engage in Your Own Inquiry 26: Problem Solving
SS.3.7	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	5: Engage in Your Own Inquiry 12: We the People
SS.3.8	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	6: I Am a Member of a Community 9: Important Documents 12: We the People 21: Migration 24: Communities Over Time

Standards		Weekly Issues
SS.3.9	Compare and contrast the treatment of a variety of demographic groups in the past and present.	2: Sources 24: Communities Over Time 31: Transportation Over Time 35: Immigration 36: Civil Rights
SS.3.10	Explain how rules and laws impact society. (21st century skills)	7: The Purpose of Government 8: Government 9: Important Documents 10: National Government 11: Tribal, State, and Local Government
SS.3.11	Provide examples of historical and contemporary ways that societies have changed. (21st century skills)	6: I Am a Member of a Community 24: Communities Over Time 25: People Who Influence Communities 31: Transportation Over Time
SS.3.12	Use historical examples to describe how scarcity requires a person to make choices.	24: Communities Over Time
SS.3.13	Identify how people use natural resources, human resources, and physical capital to produce goods and services.	24: Communities Over Time 29: Producers and Consumers 30: Community Interdependence
SS.3.14	Describe the role of various financial institutions in an economy.	
SS.3.15	Analyze why and how individuals, businesses, and nations around the world specialize and trade.	32: Inquiry: Interdependence in Your Community
SS.3.16	Describe how people take risks to improve their family income through education, career changes and moving to new places.	21: Migration
SS.3.17	Explain an individual's responsibility for credit and debt. (21st century skills)	
SS.3.18	Determine the importance of saving/investing in relation to future needs. (21st century skills)	
SS.3.19	Create a geographic representation to explain how the unique characteristics of a place affect migration.	18: Regions: Part One 19: Regions: Part Two 21: Migration

Standards		Weekly Issues
SS.3.20	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.	18: Regions: Part One 19: Regions: Part Two
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.	18: Regions: Part One 19: Regions: Part Two
SS.3.22	Compare and contrast events that happened at the same time.	33: Historical Inquiry
SS.3.23	Compare and contrast conflicting historical perspectives about a past event or issue.	2: Sources 34: Underground Railroad 36: Civil Rights
SS.3.24	Infer the intended audience and purpose of a primary source using textual evidence.	2: Sources 3: Examining Evidence and Communicating Conclusions
SS.3.25	Explain probable causes and effects of events and developments.	5: Engage in Your Own Inquiry 13: Inquiry: Research a Tribal, State, or Local Government 32: Inquiry: Interdependence in Your Community 34: Underground Railroad 36: Civil Rights
SS.3.26	Develop a claim about the past based on cited evidence.	5: Engage in Your Own Inquiry 13: Inquiry: Research a Tribal, State, or Local Government 32: Inquiry: Interdependence in Your Community 34: Underground Railroad 36: Civil Rights
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.	

Standards		Weekly Issues
4th Iowa Core in Social Studies		
SS.4.1	Explain how a compelling question represents key ideas in the field.	1: Developing Questions and Planning Inquiries 5: Engaging in Your Own Inquiry
SS.4.2	Use supporting questions to help answer the compelling question in an inquiry.	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence 5: Engaging in Your Own Inquiry
SS.4.3	Cite evidence that supports a response to supporting or compelling questions.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 5: Engaging in Your Own Inquiry
SS.4.4	Construct responses to compelling questions using reasoning, examples, and relevant details.	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence 5: Engaging in Your Own Inquiry
SS.4.5	Identify challenges and opportunities when taking action to address problems, including predicting possible results.	1: Developing Questions and Planning Inquiries 4: Using Evidence to Communicate Conclusions 5: Engaging in Your Own Inquiry 6: geographic Skills 23: Citizens 24: Responsibilities of Citizens 28: Conflict and Cooperation
SS.4.6	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	2: Historical Inquiry Sources 5: Engage in Your Own inquiry 24: Responsibilities of Citizens
SS.4.7	Explain causes of conflict or collaboration among different social groups.	20: Foundations of Government and Law 28: Conflict and Cooperation
SS.4.8	Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)	20: Foundations of Government and Law 23: Citizens 24: Responsibilities of Citizens
SS.4.9	Explain how the enforcement of a specific ruling or law changed society. (21st century skills)	20: Foundations of Government and Law 26: Chronology

Standards		Weekly Issues
SS.4.10	Describe how societies have changed in the past and continue to change. (21st century skills)	28: Conflict and Cooperation 29: Contributions of Individuals and Groups
SS.4.11	Describe how scarcity requires a person to make a choice and identify costs associated with that choice.	14: Needs and Wants 15: Economic Principles
SS.4.12	Using historical and/or local examples, explain how competition has influenced the production of goods and services.	15: Economic Principles 18: Economic Systems
SS.4.13	Compare and contrast different ways that the government interacts with the economy.	14: Needs and Wants 17: Personal Finance
SS.4.14	Explain the reasons why the costs of goods and services rise and fall.	14: Needs and Wants 15: Economic Principles 18: Economic Systems
SS.4.15	Identify factors that can influence people's different spending and saving choices. (21st century skills)	14: Needs and Wants 17: Personal Finance 18: Economic Systems
SS.4.16	Determine the consequences of sharing personal information with others. (21st century skills)	
SS.4.17	Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.	6: Geographic Skills 10: Human Characteristics 11: Movement
SS.4.18	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	4: Using Evidence to Communicate Conclusions 8: Physical Characteristics 10: Human Characteristics 11: Movement
SS.4.19	Explain influences on the development and decline of different modes of transportation in U.S. regions.	11: Movement
SS.4.20	Compare and contrast events that happened at the same time.	
SS.4.21	Analyze conflicting perspectives on historical and current events/issues.	

Standards		Weekly Issues
SS.4.22	Infer the purpose of a primary source and from that the intended audience.	22: Tribal, State, and Local Governments 26: Chronology
SS.4.23	Explain probable causes and effects of events and developments.	25: Guided Inquiry: Road to Statehood and Government
SS.4.24	Develop a claim about the past and cite evidence to support it.	25: Guided Inquiry: Road to Statehood and Government
SS.4.25	Analyze the impact of technological changes in Iowa, across time and place.	27: Change Over Time 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.26	Explain how Iowa's agriculture has changed over time.	13: Guided Inquiry: Physical and Human Characteristics of My State 19: Guided Inquiry: Economy of My State

Standards		Weekly Issues
5th Iowa Core in Social Studies		
SS.5.1	Identify the disciplinary concepts and ideas associated with a compelling question.	1: Developing Questions and Planning Inquiries
SS.5.2	Use supporting questions to help answer the compelling question in an inquiry.	1: Developing Questions and Planning Inquiries
SS.5.3	Determine the credibility of multiple sources.	2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence
SS.5.4	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
SS.5.5	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	5: Engage in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
SS.5.6	Identify challenges and opportunities when taking action to address problems, including predicting possible results.	33: Taking Action 36: Active Civic Participation
SS.5.7	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.	35: Citizens and American Democracy
SS.5.8	Analyze how rights and laws influence interactions between groups in society.	12: The Colonies and Their Founding 24: Independence and Revolution: The People
SS.5.9	Analyze the strategies that a variety of demographic groups have used to ensure their rights.	13: Jamestown 37: Contemporary Constitutional Issues

	Standards	Weekly Issues
SS.5.10	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)	23: Independence and Revolution: The Government 28: The Constitution 29: The Bill of Rights
SS.5.11	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)	30: The New Nation
SS.5.12	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)	30: The New Nation 36: Active Participation
SS.5.13	Describe how goods and services are produced and distributed domestically and globally.	8: Trade and Economics in North America 11: Consequences of Contact
SS.5.14	Explain how various levels of government use taxes to pay for the goods and services they provide.	10: The Age of Encounters 19: The Acts of Parliament 20: The Actions of the Colonies
SS.5.15	Explain how trade impacts relationships between countries.	10: The Age of Encounters 11: Consequences of Contact 14: Colonial Life 20: The Actions of the Colonies
SS.5.16	Demonstrate ways to monitor how money is spent and saved. (21st century skills)	8: Trade and Economics in North America
SS.5.17	Give examples of financial risks that individuals and households face. (21st century skills)	14: Colonial Life
SS.5.18	Investigate ways that personal information is fraudulently obtained. (21st century skills)	
SS.5.19	Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	12: The Colonies and Their Founding 13: Jamestown 31: America on the Move
SS.5.20	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	14: Colonial Life 30: The New Nation

Standards		Weekly Issues
SS.5.21	Describe the connections between historical developments that occurred within the same time period.	16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 27: The Founders and Process
SS.5.22	Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	17: Clash of the Empires 27: The Founders and Process
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.	23: Independence and Revolution: The Government 28: The Constitution 29: The Bill of Rights 30: The New Nation
SS.5.24	Explain probable causes and effects of historical developments.	11: Consequence of Contact 16: Conflicts and Compromise in North America 23: Independence and Revolution: The Government 26: Outcomes of the American Revolution
SS.5.25	Develop a claim about the past and cite evidence to support it.	9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
SS.5.26	Analyze Iowa's role in civil rights history.	34: Engaging in Your Own Inquiry 37: Contemporary Constitutional Issues

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	SS.K.6 Describe students' roles in different groups of which they are members including their family, school, and community.
2	Authority Figures	
3	What Are Rules?	SS.K.9 Compare and contrast rules from different places. (21st century skills)
4	What Are Laws?	SS.K.4 Take group or individual action to help address local, regional, and/or global problems. SS.K.9 Compare and contrast rules from different places. (21st century skills)
Unit 2: Civics and Government		
5	Government	SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. SS.K.9 Compare and contrast rules from different places. (21st century skills)
6	Important Documents	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.
7	Learning and Working Together	SS.K.4 Take group or individual action to help address local, regional, and/or global problems. 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)
8	Citizens	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. SS.K.6 Describe students' roles in different groups of which they are members including their family, school, and community. 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)

Week	Title	Standards Covered
9	Characteristics of Responsible Citizens	
Unit 3: Symbols and Celebrations		
10	Patriotism	
11	National Symbols	SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.
12	National Patriotic Holidays	
Unit 4: Geography		
13	Map Skills	SS.K.13 Create a route to a specific location using maps, globes, and other simple geographic models. SS.K.15 Explain why and how people move from place to place.
14	Location	SS.K.13 Create a route to a specific location using maps, globes, and other simple geographic models.
15	Finding Places Around Me	SS.K.13 Create a route to a specific location using maps, globes, and other simple geographic models. SS.K.15 Explain why and how people move from place to place.
16	Physical Characteristics of a Place	SS.K.14 Compare environmental characteristics in Iowa with other places. SS.K.19 Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.
17	Weather	SS.K.14 Compare environmental characteristics in Iowa with other places. SS.K.19 Compare and contrast local environmental characteristics to that of other parts of the state of Iowa.
18	Human Characteristics of a Place	SS.K.14 Compare environmental characteristics in Iowa with other places. SS.K.15 Explain why and how people move from place to place.
19	My Place on the Map	SS.K.6 Describe students' roles in different groups of which they are members including their family, school, and community.

Week	Title	Standards Covered
Unit 5: Time and Chronology		
20	Calendars	SS.K.16 Distinguish at least two related items or events by sequencing them from the past to the present.
21	Words About Time	SS.K.16 Distinguish at least two related items or events by sequencing them from the past to the present.
22	Changes Over Time	<p>SS.K.7 Describe ways in which students and others are alike and different within a variety of social categories.</p> <p>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)</p> <p>SS.K.17 Compare life in the past to life today.</p>
Unit 6: History		
23	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.
24	Life Long Ago and Today	<p>SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.K.7 Describe ways in which students and others are alike and different within a variety of social categories.</p> <p>SS.K.17 Compare life in the past to life today.</p>
25	Inventors	<p>SS.K.4 Take group or individual action to help address local, regional, and/or global problems.</p> <p>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)</p>
26	Transportation Over Time	<p>SS.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.K.15 Explain why and how people move from place to place.</p> <p>SS.K.17 Compare life in the past to life today.</p>

Week	Title	Standards Covered
Unit 7: Culture		
27	Culture	<p>SS.K.6 Describe students' roles in different groups of which they are members including their family, school, and community.</p> <p>SS.K.7 Describe ways in which students and others are alike and different within a variety of social categories.</p>
28	Holidays Around the World	<p>SS.K.7 Describe ways in which students and others are alike and different within a variety of social categories.</p>
Unit 8: Economics		
29	Needs and Wants	
30	Economics	<p>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)</p> <p>SS.K.11 Explain the difference between buying and borrowing. (21st century skills)</p>
31	Jobs	<p>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)</p> <p>SS.K.11 Explain the difference between buying and borrowing. (21st century skills)</p>
32	Spending and Saving	<p>SS.K.11 Explain the difference between buying and borrowing. (21st century skills)</p> <p>SS.K.12 Distinguish between appropriate spending choices. (21st century skills)</p>
Unit 9: Inquiry		
33	What is a Question?	<p>SS.K.1 Recognize a compelling question.</p> <p>SS.K.2 Identify the relationship between compelling and supporting questions.</p> <p>SS.K.3 Construct responses to compelling questions using examples.</p>
34	Asking a Question	<p>SS.K.1 Recognize a compelling question.</p> <p>SS.K.3 Construct responses to compelling questions using examples.</p>

Week	Title	Standards Covered
35	Today's Inquiry: Mountains	SS.K.3 Construct responses to compelling questions using examples.
36	Create Your Own Inquiry	SS.K.1 Recognize a compelling question. SS.K.2 Identify the relationship between compelling and supporting questions. SS.K.3 Construct responses to compelling questions using examples.

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	<p>SS.1.7 Investigate how social identities can influence students' own and others' thoughts and behaviors.</p> <p>SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.</p>
2	Authority Figures	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.1.9 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p>
3	Rules and Laws	<p>SS.1.9 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p> <p>SS.1.10 Compare and contrast rules or laws within different communities and cultures. (21st century skills)</p>
Unit 2: Civics and Government		
4	Government	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>
5	Government Services	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p>
6	Founders	
7	Important Documents	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.1.9 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p> <p>SS.1.10 Compare and contrast rules or laws within different communities and cultures. (21st century skills)</p>
8	Citizens	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p>

Week	Title	Standards Covered
		<p>SS.1.7 Investigate how social identities can influence students' own and others' thoughts and behaviors.</p> <p>SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.</p> <p>SS.1.9 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p> <p>SS.1.10 Compare and contrast rules or laws within different communities and cultures. (21st century skills)</p>
9	Characteristics of Responsible Citizens	<p>SS.1.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.1.9 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</p>
10	Responsible Citizens in History	
Unit 3: Symbols and Celebrations		
11	Patriotism	<p>SS.1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.1.7 Investigate how social identities can influence students' own and others' thoughts and behaviors.</p>
12	National Patriotic Symbols	
13	National Patriotic Holidays	<p>SS.1.7 Investigate how social identities can influence students' own and others' thoughts and behaviors.</p> <p>SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.</p>
Unit 4: Geography		
14	Map Skills	<p>SS.1.16 Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>

Week	Title	Standards Covered
15	Location	<p>SS.1.16 Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p> <p>SS.1.18 Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</p>
16	Physical Characteristics of a Place	
17	Human Characteristics of a Place	SS.1.17 Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.
18	Adapting to Our Environment	SS.1.17 Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.
19	Geography of Our Community	SS.1.17 Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.
Unit 5: History		
20	Calendars	SS.1.20 Create a chronological sequence of multiple related events in the past and present using specific times.
21	Changes Over Time	SS.1.20 Create a chronological sequence of multiple related events in the past and present using specific times.
22	History	<p>SS.1.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.1.22 Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.</p>
23	Life Long Ago and Today	SS.1.21 Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
24	Communication Over Time	SS.1.21 Compare life in the past to life today within different communities and cultural groups, including indigenous communities.
Unit 6: Culture		
25	Culture	SS.1.7 Investigate how social identities can influence students' own and others' thoughts and behaviors.

Week	Title	Standards Covered
		<p>SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.</p> <p>SS.1.17 Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.</p>
26	Folktales and Legends	SS.1.20 Create a chronological sequence of multiple related events in the past and present using specific times.
Unit 7: Economics		
27	Needs and Wants	<p>SS.1.12 Explain why people in one country trade goods and services with people in other countries.</p> <p>SS.1.13 Explain why people have different jobs in the community. (21st century skills)</p> <p>SS.1.19 Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>
28	Economics	<p>SS.1.11 Compare the goods and services that people in the local community produce with those that are produced in other communities.</p> <p>SS.1.12 Explain why people in one country trade goods and services with people in other countries.</p> <p>SS.1.13 Explain why people have different jobs in the community. (21st century skills)</p>
29	Economic Choices	
30	Jobs	
31	Workers Contribute to the Economy	<p>SS.1.12 Explain why people in one country trade goods and services with people in other countries.</p> <p>SS.1.13 Explain why people have different jobs in the community. (21st century skills)</p> <p>SS.1.18 Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</p> <p>SS.1.19 Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>
32	Spending and Saving	SS.1.15 Describe the role of financial institutions in the community in order to save and invest. (21st century skills)

Week	Title	Standards Covered
Unit 8: Inquiry		
33	What Is Inquiry?	<p>SS.1.1 Explain why a compelling question is important.</p> <p>SS.1.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p>
34	Questions Come From Many Places: Part One	<p>SS.1.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.4 Construct responses to compelling questions using examples.</p>
35	Questions Come From Many Places: Part Two	<p>SS.1.1 Explain why a compelling question is important.</p> <p>SS.1.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.4 Construct responses to compelling questions using examples.</p>
36	Anansi and Inquiry	<p>SS.1.1 Explain why a compelling question is important.</p> <p>SS.1.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.4 Construct responses to compelling questions using examples.</p>

Week	Title	Standards Covered
Unit 1: Foundations		
1	Sources	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.9 Develop an opinion on a decision about a local issue. (21st century skills)</p> <p>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.</p>
2	Timelines	<p>SS.2.19 Make a prediction about the future based on past related events.</p>
Unit 2: Government		
3	I Belong to a Community	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.7 Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems. (21st century skills)</p>
4	Rules and Laws	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.2.7 Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems. (21st century skills)</p>
5	Principles of Democracy	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.7 Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems. (21st century skills)</p>

Week	Title	Standards Covered
6	Important Documents	SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
7	The Purpose of Government	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.2.7 Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems. (21st century skills)</p>
8	The Structure of National Government	<p>SS.2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.2.8 Explain the purpose of different government functions. (21st century skills)</p> <p>SS.2.9 Develop an opinion on a decision about a local issue. (21st century skills)</p>
9	The Structure of Tribal, State, and Local Government	SS.2.8 Explain the purpose of different government functions. (21st century skills)
10	Government Services	<p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.8 Explain the purpose of different government functions. (21st century skills)</p> <p>SS.2.13 Describe examples of the goods and services that governments provide.</p>
Unit 3: Civics		
11	Citizenship	SS.2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.
12	Patriotism	
13	Patriotic Symbols	SS.2.9 Develop an opinion on a decision about a local issue. (21st century skills)

Week	Title	Standards Covered
14	Founders	SS.2.9 Develop an opinion on a decision about a local issue. (21st century skills)
15	Memorials and Monuments	
16	Patriotic Holidays	
Unit 4: Geography		
17	Map Skills	SS.2.16 Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
18	Location	SS.2.16 Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
19	Physical Features of Places	
20	Human Characteristics of Places	SS.2.17 Explain how environmental characteristics impact the location of particular places.
21	Humans and the Environment	SS.2.17 Explain how environmental characteristics impact the location of particular places. SS.2.18 Describe how the choices people make impact local and distant environments.
22	Movement	SS.2.16 Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics. SS.2.18 Describe how the choices people make impact local and distant environments.
23	Culture	
24	Regions of the World	
Unit 5: Economics		
25	Needs, Wants, Resources	SS.2.11 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
26	Economic Activity	SS.2.12 Identify how people use natural resources to produce goods and services.

Week	Title	Standards Covered
27	Economic Choices	<p>SS.2.14 Explain how different careers take different levels of education. (21st century skills)</p> <p>SS.2.15 Evaluate choices and consequences for spending and saving. (21st century skills)</p>
28	Producers and Consumers	<p>SS.2.14 Explain how different careers take different levels of education (21st century skills)</p>
29	Economic Principles	<p>SS.2.16 Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.</p>
30	More Economic Principles	<p>SS.2.11 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.</p>
Unit 6: Culminating Activities		
31	Solving Problems in Your Community	<p>SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.2.5 Take group or individual action to help address local, regional, and/or global problems.</p> <p>SS.2.7 Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems. (21st century skills)</p> <p>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.</p>
32	Historical Figures	<p>SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.2.4 Construct responses to compelling questions using reasoning, examples, and relevant details</p> <p>SS.2.20 Determine the influence of particular individuals and groups who have shaped significant historical change.</p> <p>SS.2.21 Compare perspectives of people in the past to those in the present with regards to particular questions or issues.</p>
Unit 7: Inquiry		
33	Inquiry Is a Process	<p>SS.2.1 Explain why a compelling question is important.</p>

Week	Title	Standards Covered
		<p>SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.2.4 Construct responses to compelling questions using reasoning, examples, and relevant details</p>
34	Values, Beliefs, and Culture	<p>SS.2.1 Explain why a compelling question is important.</p> <p>SS.2.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.2.4 Construct responses to compelling questions using reasoning, examples, and relevant details</p>
35	Historical Figures: Part One	<p>SS.2.1 Explain why a compelling question is important.</p> <p>SS.2.2 Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</p> <p>SS.2.4 Construct responses to compelling questions using reasoning, examples, and relevant details</p>
36	Historical Figures: Part Two	<p>SS.2.4 Construct responses to compelling questions using reasoning, examples, and relevant details</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	<p>SS.3.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SS.3.2 Use supporting questions to help answer the compelling question in an inquiry.</p> <p>SS.3.3 Determine the credibility of one source.</p> <p>SS.3.4 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.</p>
2	Sources	<p>SS.3.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SS.3.3 Determine the credibility of one source.</p> <p>SS.3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.</p> <p>SS.3.9 Compare and contrast the treatment of a variety of demographic groups in the past and present.</p> <p>SS.3.23 Compare and contrast conflicting historical perspectives about a past event or issue.</p> <p>SS.3.24 Infer the intended audience and purpose of a primary source using textual evidence.</p>
3	Examining Evidence and Communicating Conclusions	<p>SS.3.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SS.3.3 Determine the credibility of one source.</p> <p>SS.3.4 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.</p> <p>SS.3.24 Infer the intended audience and purpose of a primary source using textual evidence.</p>
4	Taking Action	<p>SS.3.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SS.3.2 Use supporting questions to help answer the compelling question in an inquiry.</p>

Week	Title	Standards Covered
		SS.3.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results.
5	Engage in Your Own Inquiry	<p>SS.3.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SS.3.2 Use supporting questions to help answer the compelling question in an inquiry.</p> <p>SS.3.4 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.</p> <p>SS.3.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.3.7 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.3.25 Explain probable causes and effects of events and developments.</p> <p>SS.3.26 Develop a claim about the past based on cited evidence.</p>
Unit 2: Civics and Government		
6	I Am a Member of a Community	<p>SS.3.8 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p> <p>SS.3.11 Provide examples of historical and contemporary ways that societies have changed. (21st century skills)</p>
7	The Purpose of Government	SS.3.10 Explain how rules and laws impact society. (21st century skills)
8	Government	SS.3.10 Explain how rules and laws impact society. (21st century skills)
9	Important Documents	<p>SS.3.8 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p> <p>SS.3.10 Explain how rules and laws impact society. (21st century skills)</p>
10	National Government	SS.3.10 Explain how rules and laws impact society. (21st century skills)
11	Tribal, State, and Local Government	SS.3.10 Explain how rules and laws impact society. (21st century skills)

Week	Title	Standards Covered
12	We the People	<p>SS.3.7 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p> <p>SS.3.8 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p>
13	Inquiry: Research a Tribal, State, or Local Government	<p>SS.3.25 Explain probable causes and effects of events and developments.</p> <p>SS.3.26 Develop a claim about the past based on cited evidence.</p>
Unit 3: Geography		
14	Thinking Like a Geographer	
15	Map Skills	
16	Natural Features and Landforms	
17	Natural Features and Landforms: Oceans and Deserts	
18	Regions: Part One	<p>SS.3.19 Create a geographic representation to explain how the unique characteristics of a place affect migration.</p> <p>SS.3.20 Describe how cultural characteristics influence people's choices to live in different regions of the U.S.</p> <p>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.</p>
19	Regions: Part Two	<p>SS.3.19 Create a geographic representation to explain how the unique characteristics of a place affect migration.</p> <p>SS.3.20 Describe how cultural characteristics influence people's choices to live in different regions of the U.S.</p> <p>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.</p>
20	Water is a Natural Resource	<p>SS.3.19 Create a geographic representation to explain how the unique characteristics of a place affect migration.</p> <p>SS.3.20 Describe how cultural characteristics influence people's choices to live in different regions of the U.S.</p>

Week	Title	Standards Covered
		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.
21	Migration	<p>SS.3.8 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p> <p>SS.3.16 Describe how people take risks to improve their family income through education, career changes and moving to new places.</p> <p>SS.3.19 Create a geographic representation to explain how the unique characteristics of a place affect migration.</p>
Unit 4: History		
22	Timelines	
23	Using Charts, Maps, and Date	
24	Communities Over Time	<p>SS.3.8 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</p> <p>SS.3.9 Compare and contrast the treatment of a variety of demographic groups in the past and present.</p> <p>SS.3.11 Provide examples of historical and contemporary ways that societies have changed. (21st century skills)</p> <p>SS.3.12 Use historical examples to describe how scarcity requires a person to make choices.</p> <p>SS.3.13 Identify how people use natural resources, human resources, and physical capital to produce goods and services.</p>
25	People Who Influence Communities	SS.3.11 Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
26	Problem Solving	SS.3.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results.
27	Eyewitnesses to Changes Over Time	
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	

Week	Title	Standards Covered
29	Producers and Consumers	SS.3.13 Identify how people use natural resources, human resources, and physical capital to produce goods and services.
30	Community Interdependence	SS.3.13 Identify how people use natural resources, human resources, and physical capital to produce goods and services.
31	Transportation Over Time	SS.3.9 Compare and contrast the treatment of a variety of demographic groups in the past and present. SS.3.11 Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
32	Inquiry: Interdependence in Your Community	SS.3.15 Analyze why and how individuals, businesses, and nations around the world specialize and trade. 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.
Unit 6: Developing Inquiry		
33	Historical Inquiry	SS.3.22 Compare and contrast events that happened at the same time.
34	Underground Railroad	SS.3.23 Compare and contrast conflicting historical perspectives about a past event or issue. SS.3.25 Explain probable causes and effects of events and developments. SS.3.26 Develop a claim about the past based on cited evidence.
35	Immigration	SS.3.9 Compare and contrast the treatment of a variety of demographic groups in the past and present.
36	Civil Rights	SS.3.9 Compare and contrast the treatment of a variety of demographic groups in the past and present. SS.3.23 Compare and contrast conflicting historical perspectives about a past event or issue. SS.3.25 Explain probable causes and effects of events and developments. SS.3.26 Develop a claim about the past based on cited evidence.

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>SS.4.1 Explain how a compelling question represents key ideas in the field.</p> <p>SS.4.2 Use supporting questions to help answer the compelling question in an inquiry.</p> <p>SS.4.3 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.</p> <p>SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p>
2	Historical Inquiry Sources	<p>SS.4.3 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.4.6 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>
3	Analyzing and Evaluating Evidence	<p>SS.4.2 Use supporting questions to help answer the compelling question in an inquiry.</p> <p>SS.4.3 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.</p>
4	Using Evidence to Communicate Conclusions	<p>SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.4.18 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>
5	Engaging in Your Own Inquiry	<p>SS.4.1 Explain how a compelling question represents key ideas in the field.</p> <p>SS.4.2 Use supporting questions to help answer the compelling question in an inquiry.</p> <p>SS.4.3 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.</p>

Week	Title	Standards Covered
		<p>SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.4.6 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>
Unit 2: Geography		
6	Geographic Skills	<p>SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.4.17 Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p>
7	Location	
8	Physical Characteristics	SS.4.18 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
9	Regions of the United States	
10	Human Characteristics	<p>SS.4.17 Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p> <p>SS.4.18 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>
11	Movement	<p>SS.4.17 Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p> <p>SS.4.18 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>SS.4.19 Explain influences on the development and decline of different modes of transportation in U.S. regions.</p>
12	Culture	
13	Guided Inquiry: Physical and Human Characteristics of My State	SS.4.26 Explain how Iowa's agriculture has changed over time.
Unit 3: Economics		
14	Needs and Wants	SS.4.11 Describe how scarcity requires a person to make a choice and identify costs associated with that choice.

Week	Title	Standards Covered
		<p>SS.4.13 Compare and contrast different ways that the government interacts with the economy.</p> <p>SS.4.14 Explain the reasons why the costs of goods and services rise and fall.</p> <p>SS.4.15 Identify factors that can influence people's different spending and saving choices. (21st century skills)</p>
15	Economic Principles	<p>SS.4.11 Describe how scarcity requires a person to make a choice and identify costs associated with that choice.</p> <p>SS.4.12 Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.14 Explain the reasons why the costs of goods and services rise and fall.</p>
16	Economic Activities	
17	Personal Finance	<p>SS.4.13 Compare and contrast different ways that the government interacts with the economy.</p> <p>SS.4.15 Identify factors that can influence people's different spending and saving choices. (21st century skills)</p>
18	Economic Systems	<p>SS.4.12 Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.14 Explain the reasons why the costs of goods and services rise and fall.</p> <p>SS.4.15 Identify factors that can influence people's different spending and saving choices. (21st century skills)</p>
19	Guided Inquiry: Economy of My State	SS.4.26 Explain how Iowa's agriculture has changed over time.
Unit 4: Government		
20	Foundations of Government and Law	<p>SS.4.7 Explain causes of conflict or collaboration among different social groups.</p> <p>SS.4.8 Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)</p> <p>SS.4.9 Explain how the enforcement of a specific ruling or law changed society. (21st century skills)</p>

Week	Title	Standards Covered
21	Structure and Functions of Government	
22	Tribal, State, and Local Governments	SS.4.22 Infer the purpose of a primary source and from that the intended audience.
23	Citizens	SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.4.8 Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)
24	Responsibilities of Citizens	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. SS.4.8 Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)
25	Guided Inquiry: Road to Statehood and Government	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.
Unit 5: History		
26	Chronology	SS.4.9 Explain how the enforcement of a specific ruling or law changed society. (21st century skills) SS.4.22 Infer the purpose of a primary source and from that the intended audience.
27	Change Over Time	SS.4.25 Analyze the impact of technological changes in Iowa, across time and place.
28	Conflict and Cooperation	SS.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.4.7 Explain causes of conflict or collaboration among different social groups. SS.4.10 Describe how societies have changed in the past and continue to change. (21st century skills)

Week	Title	Standards Covered
29	Contributions of Individuals and Groups	SS.4.10 Describe how societies have changed in the past and continue to change. (21st century skills)
30	Symbols and Landmarks	
31	Celebrations and Remembrance	
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	SS.4.25 Analyze the impact of technological changes in Iowa, across time and place.

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>SS.5.1 Identify the disciplinary concepts and ideas associated with a compelling question.</p> <p>SS.5.2 Use supporting questions to help answer the compelling question in an inquiry.</p>
2	Historical Inquiry Sources	<p>SS.5.3 Determine the credibility of multiple sources.</p> <p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p>
3	Analyzing and Evaluating Evidence	<p>SS.5.3 Determine the credibility of multiple sources.</p> <p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p>
4	Communicating Conclusions	SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
5	Engaging in Your Own Inquiry	SS.5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.
Unit 2: North America Before European Contact		
6	Life in the Americas	
7	Government and Culture in North America	
8	Trade and Economics in North America	<p>SS.5.13 Describe how goods and services are produced and distributed domestically and globally.</p> <p>SS.5.16 Demonstrate ways to monitor how money is spent and saved. (21st century skills)</p>
9	Guided Inquiry: Lives of North American Indians	<p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.5.25 Develop a claim about the past and cite evidence to support it.</p>

Week	Title	Standards Covered
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	<p>SS.5.14 Explain how various levels of government use taxes to pay for the goods and services they provide.</p> <p>SS.5.15 Explain how trade impacts relationships between countries.</p>
11	Consequences of Contact	<p>SS.5.13 Describe how goods and services are produced and distributed domestically and globally.</p> <p>SS.5.15 Explain how trade impacts relationships between countries.</p> <p>SS.5.24 Explain probable causes and effects of historical developments.</p>
12	The Colonies and Their Founding	<p>SS.5.8 Analyze how rights and laws influence interactions between groups in society.</p> <p>SS.5.19 Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.</p>
13	Jamestown	<p>SS.5.9 Analyze the strategies that a variety of demographic groups have used to ensure their rights.</p> <p>SS.5.19 Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.</p>
14	Colonial Life	<p>SS.5.15 Explain how trade impacts relationships between countries.</p> <p>SS.5.17 Give examples of financial risks that individuals and households face. (21st century skills)</p> <p>SS.5.20 Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.</p>
15	Guided Inquiry: Life in the British Colonies	<p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.5.25 Develop a claim about the past and cite evidence to support it.</p>
16	Conflicts and Compromise in North America	<p>SS.5.21 Describe the connections between historical developments that occurred within the same time period.</p> <p>SS.5.24 Explain probable causes and effects of historical developments.</p>

Week	Title	Standards Covered
17	Clash of the Empires	<p>SS.5.21 Describe the connections between historical developments that occurred within the same time period.</p> <p>SS.5.22 Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.</p>
18	Consequences of the French and Indian War	<p>SS.5.21 Describe the connections between historical developments that occurred within the same time period.</p>
Unit 4: The American Revolution		
19	The Acts of Parliament	<p>SS.5.14 Explain how various levels of government use taxes to pay for the goods and services they provide.</p>
20	The Actions of the Colonies	<p>SS.5.14 Explain how various levels of government use taxes to pay for the goods and services they provide.</p> <p>SS.5.15 Explain how trade impacts relationships between countries.</p>
21	The Shot Heard 'Round the World	
22	Guided Inquiry: The Road to Revolution	<p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.5.25 Develop a claim about the past and cite evidence to support it.</p>
23	Independence and Revolution: The Government	<p>SS.5.10 Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)</p> <p>SS.5.23 Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</p> <p>SS.5.24 Explain probable causes and effects of historical developments.</p>
24	Independence and Revolution: The People	<p>SS.5.8 Analyze how rights and laws influence interactions between groups in society.</p>
25	Independence and Revolution: The Military	
26	Outcomes of the American Revolution	<p>SS.5.24 Explain probable causes and effects of historical developments.</p>

Week	Title	Standards Covered
Unit 5: Creating a New Nation		
27	The Founders and Process	<p>SS.5.21 Describe the connections between historical developments that occurred within the same time period.</p> <p>SS.5.22 Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.</p>
28	The Constitution	<p>SS.5.10 Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)</p> <p>SS.5.23 Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</p>
29	The Bill of Rights	<p>SS.5.10 Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)</p> <p>SS.5.23 Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</p>
30	The New Nation	<p>SS.5.11 Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)</p> <p>SS.5.12 Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)</p> <p>SS.5.20 Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.</p> <p>SS.5.23 Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</p>
31	America on the Move	<p>SS.5.19 Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.</p>
32	Guided Inquiry: Changes in the United States	<p>SS.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.5.25 Develop a claim about the past and cite evidence to support it.</p>

Week	Title	Standards Covered
Unit 6: Developing Inquiry		
33	Taking Action	SS.5.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results.
34	Engaging in Your Own Inquiry	SS.5.26 Analyze Iowa's role in civil rights history.
35	Citizens and American Democracy	SS.5.7 Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.
36	Active Civic Participation	<p>SS.5.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.5.12 Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)</p>
37	Contemporary Constitutional Issues	<p>SS.5.9 Analyze the strategies that a variety of demographic groups have used to ensure their rights.</p> <p>SS.5.26 Analyze Iowa's role in civil rights history.</p>