

## Iowa Core K-12 Social Studies

### Essential Concepts and Skills with Details and Examples

#### 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 (NCSS)*

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.

In social studies, students develop knowledge, skills, and dispositions, including but not limited to:

- Possessing basic knowledge and ways of thinking drawn from many academic disciplines
- Expressing ideas in written form
- Reading reflectively and critically
- Analyzing their own and others' opinions on social issues
- Becoming motivated to participate in civic and community life as active and informed citizens

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 Iowa Core for Social Studies reflects 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.

For that reason, the Iowa Core for Social Studies has been structured around five core social studies content areas. They are:

- Behavioral Sciences
- Economics
- Geography
- History
- Political Science/Civic Literacy

For each area, knowledge and skills have been identified and defined in terms of detailed understandings that students should be able to apply. It is of key importance that students possess the knowledge and skills associated with the economic, political, and social forces that make up the human systems in which they live. In addition, they must possess the historical knowledge which created the spatial, temporal, and cultural perspectives present in our world.

The Iowa Core for Social Studies is premised upon a rigorous and relevant K – 12 social studies program. Engaging students in the pursuit of active informed citizenship will require a broad range of understandings and skills. It will also require an articulated 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 and civic literacy for all of Iowa’s students.

## Behavioral Sciences

Behavioral sciences include, but are not limited to, the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.

### High School (9 – 12) Details and Example

**Essential Concept and/or Skill:** *Understand the historical development of the behavioral sciences and the changing nature of society. (SS.9-12.BS.1)*

- Understand the fields of psychology and sociology developed in response to social and economic changes.
- Understand the role of major social institutions of American society.
- Understand the role of social institutions as well as individual and group behaviors, in bringing about social change.
- Understand that mass media, migrations, and conquest have affected social change by exposing one culture to another.
- Understand change and development in institutions further both continuity and change in societies.

**Essential Concept and/or Skill:** *Understand the influences on individual and group behavior and group decision making. (SS.9-12.BS.2)*

- Understand the components of social structure and how social structure affects the individual in society.
- Understand society practices social control through the use of norms and sanctions.
- Understand the role of deviance in society and its effects on individual and group behavior.
- Understand that a group may act, hold beliefs, and/or present itself as a cohesive whole, and yet individual members may hold varying beliefs.
- Understand that people might ignore evidence that challenges their beliefs and more readily accept evidence that supports them.

**Essential Concept and/or Skill:** *Understand the appropriate research procedures and skills of the behavioral scientist. (SS.9-12.BS.3)*

- Understand the appropriate uses of the research methods used by behavioral scientists.
- Understand the types of research methods used by behavioral scientists to study human behavior, social groups, social issues and problems.

Illustration of <i>Understand the appropriate research procedures and skills of the behavioral scientist</i> in the ICLE's Rigor and Relevance Framework	
<b>Quadrant C</b> Compare and contrast which research methods would work best based on various scenarios.	<b>Quadrant D</b> Create and administer a survey to a group, interpret the results, and present findings in an appropriate format.
<b>Quadrant A</b> Create a chart of the various methods of conducting research in the behavioral sciences.	<b>Quadrant B</b> Students administer a survey to a group and tally the results.

**Essential Concept and/or Skill:** *Understand current social issues to determine how the individual is able to formulate opinions and responds to those issues. (SS.9-12.BS.4)*

- Understand past and current cultural, religious, and social reform movements.
- Understand that differences in the behavior of individuals arise from the interaction of heredity and experience.
- Understand that conflict between people or groups may arise from competition over ideas, resources, power, and/or status.
- Understand that personal values influence the types of conclusions people make.
- Understand that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression.
- Understand ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

**Essential Concept and/or Skill:** *Understand how social status, social groups, social change, and social institutions influence individual and group behaviors. (SS.9-12.BS.5)*

- Understand the concept of stratification.
- Understand gender, age, health, and socioeconomic status affect social inequality.
- Understand changes in social and political institutions reflect and affect individuals' values and behaviors.

**Essential Concept and/or Skill:** *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture. (SS.9-12.BS.6)*

- Understand that heredity, culture, and personal experience interact in shaping human behavior.
- Understand the stages of physical, perceptual, and intellectual development that humans experience from infancy to old age.
- Understand the concept of culture.
- Understand that peoples' values and behavior are shaped by their culture.
- Understand the processes of cultural transmission and cultural change.

**Essential Concept and/or Skill:** *Understand how personality and agents of socialization impact the individual. (SS.9-12.BS.7)*

- Understand the factors that shape personality and identity
- Understand the process of socialization leads individuals to become functioning members of society.
- Understand groups and institutions sometimes promote social conformity.

### **Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand the changing nature of society. (SS.6-8.BS.1)*

- Understand that a large society may be made up of many groups, and these groups may contain many different subcultures.
- Understand various institutions influence people.
- Understand various institutions influence elements of culture.
- Understand that technology is important in spreading the ideas, values, and behavior patterns within a society.
- Understand the role of institutions in furthering both continuity and change.
- Understand the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.

**Essential Concept and/or Skill:** *Understand how personality and socialization impact the individual. (SS.6-8.BS.2)*

- Understand the ways family, gender, ethnicity, nationality, socioeconomic factors and institutional affiliations contribute to personal identity.
- Understand the influence of perception, attitudes, values, and beliefs on personal identity.

**Essential Concept and/or Skill:** *Understand the influences on individual and group behavior and group decision making. (SS.6-8.BS.3)*

- Understand that various factors affect decisions that individuals make.
- Understand role, status, and social class affect interactions of individuals and social groups.
- Understand that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.
- Understand that standards used to judge behaviors vary for different settings and societal groups.
- Understand that technology is important in spreading ideas, values, and behavior patterns within a society and among different societies.
- Understand that the media may influence the behavior and decision-making of individuals and groups.

Illustration of <i>Understand the influences on individual and group behavior and group decision making</i> in the ICLE's Rigor and Relevance Framework	
<p><b>Quadrant C</b> In groups students research the actions of the Civil Rights Movement of the '50s and '60s. The students identify how the actions of participants and groups in the Civil Rights Movement impacted the lives of the individual and changed group decision-making.</p>	<p><b>Quadrant D</b> Student groups choose a primary group from a list they have created and develop a short skit that demonstrates how the group influences the individual (e.g. peer pressure) or how the individual influences the group. The skits are presented to the class. After each skit, the class identifies how the individual influenced the group, how the group influenced the individual and if group decision-making was influenced.</p>
<p><b>Quadrant A</b> In small groups students brainstorm ways that individuals participate in primary groups (e.g. family, nuclear and extended family) and how the group may impact the individual and their development. The groups share their ideas with the class and a list is formed and posted in the classroom.</p>	<p><b>Quadrant B</b> Students choose a primary group to which they belong and keep a journal (for a few days) as to how the group has impacted their behavior as well as how they may have impacted group behavior. Students develop a Venn Diagram comparing the journal observations of how they impact group behavior and how their primary group has impacted their own behavior.</p>

**Essential Concept and/or Skill:** *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture. (SS.6-8.BS.4)*

- Understand that all behavior is affected by both inheritance and experience
- Understand values, language, beliefs, and behaviors contribute to the transmission of culture.
- Understand that language and tools enable human beings to learn complicated and varied things from others.
- Understand that technology is important in spreading the ideas, values, and behavior patterns within a society.

**Essential Concept and/or Skill:** *Understand current social issues to determine how the individual is able to formulate opinions and respond to those issues. (SS.6-8.BS.5)*

- Understand that personal values influence the types of conclusions people make.
- Understand the concepts of bias, prejudice, stereotyping, power, role, status, justice.
- Understand group and institutional influences on people, events, and elements of culture.

**Essential Concept and/or Skill:** *Understand how to evaluate social research and information. (SS.6-8.BS.6)*

- Understand that human behavior is studied using scientific methods.
- Understand basic distinctions between information that is based on fact and information that is based on opinion.

### **Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand the changing nature of society. (SS.3-5.BS.1)*

- Understand various institutions, ideas, values and behavior patterns change over time.
- Understand that the decisions of one generation provide the range of possibilities open to the next generation.
- Understand that human beings can use the memory of their past experiences to make judgments about new situations.

Illustration of <i>Understand the changing nature of society</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students create a chart comparing the societal characteristics of a previous era with characteristics of today’s society. They offer various hypotheses about why the changes came about from one generation to the next. They evaluate the hypotheses generated.</p>	<p><b>Quadrant D</b> Students invite the interviewees to the class and make presentations about the different characteristics in today’s society compared to a previous era. The presentation will be concluded with predictions for the future of society.</p>
<p><b>Quadrant A</b> Students create a questionnaire designed to be completed by a person who lived in a previous era. The questionnaire should address characteristics of society and culture during the era. Each student shares the findings with the class.</p>	<p><b>Quadrant B</b> Students create a definition for the terms “society” and “culture” and determine the characteristics of each. The class creates a list of societal topics students want to investigate. (e.g. relationships, music, communication technology, values etc.)</p>

**Essential Concept and/or Skill:** *Understand the influences on individual and group behavior and group decision making. (SS.3-5.BS.2)*

- Understand that people involved in a dispute often have different points of view.
- Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.
- Understand that resolving a conflict by force rather than compromise can lead to more problems.
- Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.
- Understand that family, groups and community influence the individual's daily life and personal choices.
- Understand stereotyping.
- Understand the role of cultural unity and diversity within and across groups.

**Essential Concept and/or Skill:** *Understand how personality and socialization impact the individual. (SS.3-5.BS.3)*

- Understand that various factors contribute to the shaping of a person's identity.
- Understand that human beings have different interests, motivations, skills, and talents.
- Understand the rights and responsibilities of the individual in relation to his/her social group.
- Understand various meanings of social group, general implications of group membership, and different ways that groups function.

**Essential Concept and/or Skill:** *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture. (SS.3-5.BS.4)*

- Understand the fundamental concepts of growth and development.
- Understand learning and physical development affect behavior.
- Understand personal changes over time, such as those related to physical development and personal issues.
- Understand that language, stories, folktales, music, and artistic creations are expressions of culture.
- Understand that interactions among learning, inheritance, and physical development affect human behavior.
- Understand that group and cultural influences contribute to human development, identity, and behavior.

**Essential Concept and/or Skill:** *Understand current social issues to determine how the individual formulates opinions and responds to issues. (SS.3-5.BS.5)*

- Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes.



**Essential Concept and/or Skill:** *Understand how to evaluate social research and information. (SS.3-5.BS.6)*

- Understand the use of research procedures and skills to investigate an issue.

### **Primary (K – 2) Details and Example**

**Essential Concept and/or Skill:** *Understand the changing nature of society. (SS.K-2.BS.1)*

- Understand that people and institutions change over time.
- Understand past, present and future.
- Understand that people in different times and places view the world differently.

**Essential Concept and/or Skill:** *Understand all people have individual traits. (SS.K-2.BS.2)*

- Understand that people are alike and different in many ways.
- Understand that individuals will respond to events differently.

**Essential Concept and/or Skill:** *Understand interactions between self and the peer group. (SS.K-2.BS.3)*

- Understand that people often choose to dress, talk, and act like their friends.
- Understand that people often choose to do certain things their own way.
- Understand that telling and listening is a way that people can learn from others.
- Understand that disagreements occur between friends.
- Understand that rules let people understand what to expect and so can reduce the number of disputes.

Illustration of <i>Understand interactions between self and the peer group</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students categorize and compare the types of activities in which these groups engage. (e.g. class, sports groups, music groups, etc.)</p>	<p><b>Quadrant D</b> The class creates questions about individual responsibilities to the group and the benefits of belonging to the group. Using their questions, the class interviews older students. The class examines the older students’ responses and writes a statement of their future responsibilities to peer groups, to which they may belong.</p>
<p><b>Quadrant A</b> Students define what a peer group is and make a list of possible peer groups.</p>	<p><b>Quadrant B</b> Students examine the list of peer groups and choose one group to which they belong or would like to belong. Students list their responsibilities to that group and share with the class.</p>

**Essential Concept and/or Skill:** *Understand the relationship of the individual to the components of society and culture. (SS.K-2.BS.4)*

- Understand that different groups may have different rules and patterns of acceptable behavior.
- Understand that people belong to some groups because they are born into them and some because they join them.
- Understand that groups influence one's thoughts and actions.
- Understand that a community is a group to which a person may belong.
- Understand that people tend to live in families in which individuals have different roles.
- Understand the features of nuclear and extended families.

## Economics

Economics addresses the production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.

### High School (9 – 12) Details and Example

**Essential Concept and/or Skill:** *Understand the function of common financial instruments. (SS.9-12.E.1)*

- Understand the cost of borrowing money over long periods of time.
- Understand the concept of insurance.
- Understand credit cards.
- Understand the role of personal taxes in society.
- Understand different financial investments, such as mutual funds, stocks and bonds.
- Understand saving for retirement.

Illustration of <i>Understand the function of common financial instruments</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students participate in a debate arguing for or against personal investment in the stock market as a retirement strategy.</p>	<p><b>Quadrant D</b> Students create a retirement portfolio for three individuals representing varying family circumstances and income levels.</p>
<p><b>Quadrant A</b> Students read an informative passage on the nature and function of the stock market. They subsequently write a one page summary of their findings.</p>	<p><b>Quadrant B</b> Using the Internet, students research the price of selected Dow Jones Industrial Average companies over the past five years. Students then make a virtual \$5000 investment in those companies and track profits and/or losses for the semester.</p>

**Essential Concept and/or Skill:** *Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives. (SS.9-12.E.2)*

- Understand the concepts of marginal benefit and marginal cost in connection to economic actions.
- Understand increases and decreases in productivity are influenced by positive and negative incentives.
- Understand production possibilities curves.
- Understand the impact of increases in wages or a change in government policy (new taxes, interest rate, subsidies) on consumers, producers, workers, savers and investors.
- Understand the role of business plans.
- Understand long-term unintended consequences of economic choices made by individuals, businesses, and governments.
- Understand the unemployment rate.

**Essential Concept and/or Skill:** *Understand the functions of economic institutions. (SS.9-12.E.3)*

- Understand the basic functions of money.
- Understand the composition of the money supply.
- Understand that economic institutions have different goals, rules, and constraints.
- Understand banks and other financial institutions affect the economy.
- Understand government policies affect economic institutions.
- Understand the role of non-profit organizations.

**Essential Concept and/or Skill:** *Understand how governments throughout the world influence economic behavior. (SS.9-12.E.4)*

- Understand the role of fiscal and monetary policies in governments.
- Understand government regulation of industries.
- Understand the economic trade-offs of government assistance programs.
- Understand the impact of the federal budget on the economy at the individual, household, and business levels.
- Understand changes in spending and taxation affect national deficits, surpluses, and debt.
- Understand the role of the Federal Reserve.

**Essential Concept and/or Skill:** *Understand how universal economic concepts present themselves in various types of economies throughout the world. (SS.9-12.E.5)*

- Understand the law of supply and demand affects the price of products.
- Understand major world economic systems.
- Understand factors that influence Gross Domestic Product for specific countries.
- Understand different policies and actions that combat inflation, deflation, and recession.
- Understand economic self-interest influences economic decisions.

**Essential Concept and/or Skill:** *Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy. (SS.9-12.E.6)*

- Understand the difference between domestic and global economic systems and how the two interact.
- Understand absolute and comparative advantage.
- Understand the costs and benefits of free trade among countries.
- Understand trade barriers imposed by the United States from a historical perspective and the impact of those actions.
- Understand the role of exchange rates between countries and their effect on purchasing power.
- Understand government subsidies to industries and the effect on global trade.

**Essential Concept and/or Skill:** *Understand the impact of advancing technologies on the global economy. (SS.9-12.E.7)*

- Understand the role of technologies that interlock the global economy.
- Understand the role of investment and government support in advancing technologies.
- Understand the impact of green technologies in the global economy.

### **Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. (SS.6-8.E.1)*

- Understand the cost and benefits of economic trade-offs and how scarcity of resources affects costs and benefits.
- Understand economic trade-offs at different levels (personal, business, local government).
- Understand the short term and long term impact of economic trade-offs on society.

**Essential Concept and/or Skill:** *Understand the functions of economic institutions. (SS.6-8.E.2)*

- Understand the services that are available at banks and credit unions.
- Understand the process of interests and payments for goods.
- Understand the role banks play among savers, borrowers, and investors.
- Understand the types of specialized economic institutions found in market economies (corporations, partnerships, cooperatives, labor unions, banks, and nonprofit organizations).

**Essential Concept and/or Skill:** *Understand how governments throughout the world influence economic behavior. (SS.6-8.E.3)*

- Understand goods and services that the government provides.
- Understand the government's purpose in preventing monopolies.
- Understand how taxes are used at the local, state, and national levels.
- Understand revenues and expenditures in the federal budget.
- Understand the concepts of balanced budget, budget deficit, budget surplus, and national debt.
- Understand the role of the Federal Reserve on the economy.
- Understand the process of filing personal tax returns.

**Essential Concept and/or Skill:** *Understand factors that create patterns of interdependence in the world economy. (SS.6-8.E.4)*

- Understand the impact of imported and exported goods and services in the local community.
- Understand the concepts of free trade and trade barriers.
- Understand trade barriers imposed by the United States from a historical perspective and the impact of those actions.
- Understand the interdependence of America and other regions of the world in terms of imports and exports.
- Understand balance of trade and trade deficits and their impact on the price of goods.
- Understand that the increased interdependence of the world market causes economic conditions in one country to affect others.

**Essential Concept and/or Skill:** *Understand the impact of advancing technologies on the global economy. (SS.6-8.E.5)*

- Understand the evolution of technology over time.
- Understand the role of technologies that interlock the global economy.
- Understand the role of investment and government support in advancing technologies.

Illustration of <i>Understand the impact of advancing technologies on the global economy</i> in the ICLE's Rigor and Relevance Framework	
<p><b>Quadrant C</b> In groups students research the country a product came from to find out the impact of that industry on the country's economy. The students then compare that country's economy of today with its economy of an earlier time. Students make hypothesis regarding the growth of the industry and the impact of that growth on the country today.</p>	<p><b>Quadrant D</b> Students create an economic technology fair. In groups students create a presentation that demonstrates the economic impact of technology produced by a given country. The students invite other classes, parents and community members to attend the fair.</p>
<p><b>Quadrant A</b> Students do research to identify countries that manufacture products. The students make a list of items and where the item was manufactured. The list is shared with the class.</p>	<p><b>Quadrant B</b> Using the data gathered by students from their list of countries that manufacture devices, the data is placed into like groupings (e.g. TV, computer, phone, kitchen devices etc.). Students then choose a grouping (e.g. TV, computer, phone, kitchen devices etc.) to research the economic impact of that industry on the country or countries where it is manufactured.</p>

**Essential Concept and/or Skill:** *Understand how universal economic concepts present themselves in various types of economies throughout the world. (SS.6-8.E.6)*

- Understand the different types of economies and universal economic concepts (supply and demand, production, consumption, labor, capital, etc.) and their influence on each other.
- Understand how the laws of supply and demand affect price and consumers' responses to prices.
- Understand how the change of price for one good or service can affect the price for other goods and services.
- Understand causes of inflation, deflation, and recessions and who gains or loses from them.
- Understand the relation between gross domestic products and standards of living among countries.
- Understand unemployment.
- Understand the role of profit in motivating entrepreneurs in starting new businesses.

**Essential Concept and/or Skill:** *Understand the function of common financial instruments. (SS.6-8.E.7)*

- Understand checking accounts.
- Understand that bank accounts, loans and other services vary from one bank to another.

### **Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives. (SS.3-5.E.1)*

- Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies
- Understand that consumers buy less of products and services when prices go up and buy more when prices go down.
- Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down.
- Understand the concept of unemployment.
- Understand the importance of work.
- Understand how competition among sellers results in lowers costs and higher product quality.

Illustration of <i>Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students are placed in small groups. Each group will be provided with a family profile of a family receiving food stamps. The profile includes a number of family members in a family, their ages and the family budget (including income and expenses). From a given list of grocery items the students will decide which items to purchase. The students use a chart to list their food selections, the dollar amounts and the reasons for their choices.</p>	<p><b>Quadrant D</b> The teacher asks the students to create a list of outside-of-school activities they like to do. The students share their list with the class and the teacher creates a master list. Once the list is complete the teacher tells the students that every activity will cost something. No activity will cost less than \$1 and some activities may already have a real cost associated with them (e.g. going to a movie, bowling, swimming etc.). Once all of the costs are determined the teacher tells the students that they have \$15 (or an amount determined by the teacher and class) to spend on the activities for the week. The students then choose the activities they would like to do and eliminate those they can’t afford. Students will create a T-chart that lists the impact of scarcity in their decisions and the impact of economic tradeoffs (what they received for their money).</p>
<p><b>Quadrant A</b> The teacher leads a class discussion about the term “scarcity” listing students’ examples.</p>	<p><b>Quadrant B</b> The teacher brings in a bag of popcorn. The teacher distributes the popcorn so there is not enough for everyone. The teacher explains that this is an example of scarcity. The teacher facilitates a class discussion about scarcity. In groups students create webs to identify ways to lessen the impact of popcorn scarcity in the class that day. Each group shares their web ideas with the class...followed by a popcorn party for everyone.</p>



**Essential Concept and/or Skill:** *Understand the functions of economic institutions. (SS.3-5.E.2)*

- Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers.

**Essential Concept and/or Skill:** *Understand how governments throughout the world influence economic behavior. (SS.3-5.E.3)*

- Understand that the government pays for goods and services it provides by taxing and borrowing.
- Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system.
- Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes.

**Essential Concept and/or Skill:** *Understand factors that create patterns of interdependence in the world economy. (SS.3-5.E.4)*

- Understand that when countries specialize they become more interdependent.
- Understand the impact of increasing economic interdependence in different regions of the world.
- Understand that local goods and services are part of the global economy.
- Understand the concepts of exports and imports.

**Essential Concept and/or Skill:** *Understand that advancing technologies impact the global economy. (SS.3-5.E.5)*

- Understand that technologies have costs and benefits associated with them.
- Understand that new inventions reflect people's needs and wants; and when these change, technology changes to reflect the new needs and wants.
- Understand that the design process is a series of methodical steps for turning ideas into useful products and systems.
- Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product.

**Essential Concept and/or Skill:** *Understand that all economies throughout the world rely upon universal concepts. (SS.3-5.E.6)*

- Understand that there are producers and consumers in all economies.
- Understand supply and demand in various types of economies.
- Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.
- Understand how nations throughout the world have joined with one another to promote economic development and growth.
- Understand barriers to trade among people across nations.

**Primary (K – 2) Details and Example**

**Essential Concept and/or Skill:** *Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. (SS.K-2.E.1)*

- Understand people are both consumers and producers.
- Understand that a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants.
- Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.

**Essential Concept and/or Skill:** *Understand that the basic nature of economics is an exchange of resources. (SS.K-2.E.2)*

- Understand the role of money in everyday life.
- Understand that a price is the amount of money people pay for a good or service.
- Understand that people sell resources to businesses to earn income.
- Understand that in an exchange people trade goods and services for other goods and services or for money.
- Understand that money is a good that can be used to buy all other goods and services.
- Understand that barter is trading goods and services for other goods and services without using money.
- Understand natural resources are from nature; capital resources are made by humans; human resources (labor) are the efforts of people who produce goods and services.

**Essential Concept and/or Skill:** *Understand how governments throughout the world influence economic behavior. (SS.K-2.E.3)*

- Understand that some goods and services are provided by governments.
- Understand the purpose of taxes.
- Understand the concept of capitalism.

**Essential Concept and/or Skill:** *Understand people in all parts of the world trade with one another. (SS.K-2.E.4)*

- Understand the basic concept of trading.
- Understand that different currencies are used throughout the world.

**Essential Concept and/or Skill:** *Understand that changes in technology impact individuals, the economy and society. (SS.K-2.E.5)*

- Understand that the types of jobs and goods and services change over time.
- Understand the technological developments that influenced changes in communication and transportation.
- Understand that people are always inventing new ways to solve problems and accomplish work.
- Understand that manufacturing technology creates a design of a product and then produces the product in quantity.

**Essential Concept and/or Skill:** *Understand the universal economic concept of needs and wants. (SS.K-2.E.6)*

- Understand the difference between needs and wants.
- Understand the concepts of consumers and producers.
- Understand that people make choices because they cannot have everything they want.

Illustration of <i>Understand the universal economic concepts of needs and wants</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> The teacher shows students cards that have pictures of everyday objects (e.g. food, TV, car, etc.) As a class the students identify the objects as wants or needs. Then students look at pictures of people living in various cultures. They analyze the picture to determine the associated needs and wants of those persons pictured.</p>	<p><b>Quadrant D</b> As a class students plan a 30-minute party for another class to celebrate a success. Placed in groups, students become responsible for certain aspects of the celebration (e.g. food, activities, theme etc.) and interview the other class investigating what they want in a party. The groups make their plans then decide what they need for their plan to work. The party takes place. At the conclusion the students determine the successes of the party by conducting interviews with the other class focused on what the other class wanted. The students take their responses and report back to their home class to identify wants and needs in the activity.</p>
<p><b>Quadrant A</b> The teacher defines “needs” and “wants.” Students brainstorm a list of needs and wants.</p>	<p><b>Quadrant B</b> Teacher generates a list of people and activities in the school that meet the students’ needs and wants. The name of each person or activity is written on a slip of paper and placed in a container. Each day a slip of paper is drawn from the container. Students decide whether a want or a need is reflected in the activity or provided by the person.</p>

## Geography

Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.

### High School (9 – 12) Details and Example

**Essential Concept and/or Skill:** *Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.9-12.G.1)*

- Understand the characteristics and uses of geographic technologies.
- Understand geographic representations and tools used to analyze, explain and solve geographic problems.
- Understand the use of mental maps of physical and human features of the world to answer complex geographic questions.
- Understand perspective and point of view in interpreting data on maps.
- Understand the value of using maps from different sources and points of view.

Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students use the geography tool OSAE (Observe, Speculate, Analyze, Evaluate) to examine a specific location in their community. Using Internet resources, students complete an OSAE on a corresponding location from three other countries. Students write a paper comparing and contrasting land use in the selected countries.</p>	<p><b>Quadrant D</b> Students identify a real or potential land use conflict in their community. Students use various types of geographic tools (maps, photographs, community questionnaires, GIS data, air photos, data tables and related information) to study the issue. Students evaluate and weigh data to formulate a land use policy related to the real or potential conflict. Students create a presentation related to their policy.</p>
<p><b>Quadrant A</b> Students complete a World Atlas Scavenger Hunt to become familiar with the structure of atlases.</p>	<p><b>Quadrant B</b> Students use the geography tool OSAE (Observe, Speculate, Analyze, Evaluate) to examine several locations in their community. These locations might include a residential area, a city center, a suburb, or a rural area. From the completed OSAE, students summarize how each area is used.</p>

**Essential Concept and/or Skill:** *Understand how physical and human characteristics create and define regions. (SS.9-12.G.2)*

- Understand culture as an integrated whole that explains the function and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns.
- Understand regional boundaries change.
- Understand places and regions are important to individual human identity and as symbols for unifying or fragmenting society.
- Understand external forces can conflict economically and politically with internal interests in a region.

**Essential Concept and/or Skill:** *Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.9-12.G.3)*

- Understand population issues.
- Understand international migrations are shaped by push and pull factors.
- Understand the impact of human migration on physical and human systems.
- Understand the impact of policy decisions regarding the use of resources in different regions of the world.
- Understand issues related to the reuse and recycling of resources.
- Understand the physical and human factors that have led to famines and large-scale refugee movements.
- Understand competition for and conflict over natural resources.

**Essential Concept and/or Skill:** *Understand how physical and human processes shape the Earth's surface and major ecosystems. (SS.9-12.G.4)*

- Understand relationships between soil, climate, plant and animal life affect the distributions of ecosystems.
- Understand the importance of ecosystems in understanding the environment.
- Understand physical processes affect different regions of the United States and the world.
- Understand social, cultural and economic processes shape the features of places.
- Understand the effects of human and physical changes in ecosystems both locally and globally.

**Essential Concept and/or Skill:** *Understand how human actions modify the environment and how the environment affects humans. (SS.9-12.G.5)*

- Understand competition for control of the Earth's surface can have a positive or negative effect on the planet and its inhabitants.
- Understand the global impact of human changes in the physical environment.
- Understand programs and positions related to the use of resources on a local to global scale.

**Essential Concept and/or Skill:** *Understand how culture affects the interaction of human populations through time and space. (SS.9-12.G.6)*

- Understand technology and human mobility have changed various cultural landscapes.
- Understand the processes of spatial change have affected history.
- Understand the role culture plays in incidences of cooperation and conflict in the present day world.
- Understand the causes of boundary conflicts and internal disputes between culture groups.
- Understand diverse cultural responses to persistent human issues.

**Essential Concept and/or Skill:** *Understand how cultural factors influence the design of human communities. (SS9-12.G.7)*

- Understand the impact of changing global patterns of trade and commerce on the local community and predict the future impact of these patterns.
- Understand cultures influence the characteristics of regions.
- Understand people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build places.

**Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.6-8.G.1)*

- Understand the characteristics and purposes of geographic tools and representations of the earth such as maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite-produced images and databases.
- Understand mental maps of locales, regions and the world.
- Understand geographic relationships such as population density and spatial distribution patterns.

**Essential Concept and/or Skill:** *Understand how geographic and human characteristics create culture and define regions. (SS.6-8.G.2)*

- Understand human and physical characteristics of place.
- Understand the concept of region.
- Understand the physical environment affects life in different regions.
- Understand communities reflect the cultural backgrounds of their inhabitants.
- Understand patterns of cultural diffusion.

Illustration of <i>Understand how geographic and human characteristics create culture and define regions</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> The students create a facsimile of an Iowa immigrant journal. The journal should include references to why the region attracted them, the rationale for settling in a particular place and the impact geography had on the decisions immigrants made.</p>	<p><b>Quadrant D</b> Students create Iowa Tour Guides designed for use with Iowa tourists. The Tour Guides should capture the geographic and cultural essence of each region of Iowa and connect to a tour group’s ancestral heritage. (e.g. the Dutch in Pella and the Norwegians in Decorah). A PowerPoint or scrapbook of pictures, maps or other artifacts could accompany the completed tour plans. The tours are presented at a senior center to small groups of seniors.</p>
<p><b>Quadrant A</b> Students list ways land has been used historically and how these uses shape people’s lives. The lists are created in a chart form and displayed in the classroom.</p>	<p><b>Quadrant B</b> Students research where immigrants settled in Iowa. The students create a map and timeline to determine patterns of immigration.</p>

**Essential Concept and/or Skill:** *Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.6-8.G.3)*

- Understand physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- Understand world patterns of resource distribution and utilization.
- Understand the role of technology in resource acquisition and use, and its impact on the environment.
- Understand the development and widespread use of alternative energy sources have an impact on societies.
- Understand physical and human geographic factors have influenced major historic events and movements.

**Essential Concept and/or Skill:** *Understand how physical processes and human actions modify the environment and how the environment affects humans. (SS.6-8.G.4)*

- Understand human systems develop in response to conditions in the physical environment.
- Understand major processes that shape patterns in the physical environment.
- Understand the environmental consequences of both the unintended and intended outcomes of major technological changes in human history.
- Understand technology influences the human capacity to modify the physical environment.
- Understand the environmental consequences of people changing the physical environment.
- Understand ecosystems in terms of their characteristics and ability to withstand stress caused by physical events.

**Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.3-5.G.1)*

- Understand political, topographical and historical maps, aerial photos and maps.
- Understand the use of mental maps to organize information about people, places, and environments in a spatial context.
- Understand the concepts of title, legend, cardinal directions, distance, grids.
- Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- Understand the spatial elements of point, line, area and volume.
- Understand the representations of major physical and human features on maps and globes.

Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students examine an online satellite image of Iowa. They choose a region (northeast, southeast, northwest, southwest) of Iowa and write a hypothesis regarding how and why settlements of cities and towns in that region occurred. Analysis should include statements about geographic and physical features.</p>	<p><b>Quadrant D</b> The students use online satellite imagery to view an image of their city. Students create an emergency evacuation plan for their town. The plan should include provisions for food, shelter, transportation and medical services. They present the emergency plans to the city council or other community groups and compare with the city’s current emergency evacuation plans.</p>
<p><b>Quadrant A</b> Students use a road map to locate a city. They make a list of geographical reasons why people may have settled their town.</p>	<p><b>Quadrant B</b> Using online satellite imagery, students discover the absolute location of their home by searching with their address. Students use the satellite image to discover and chart other geographic and manmade features that are close to their home.</p>



**Essential Concept and/or Skill:** *Understand how geographic and human characteristics create culture and define regions. (SS.3-5.G.2)*

- Understand the characteristics of regions--physical and cultural.
- Understand regions change over time and the causes and consequences of these changes.
- Understand ways regional, ethnic, and national cultures influence individuals' daily lives.
- Understand how people from different cultures think about and deal with their physical environment and social conditions.
- Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.

**Essential Concept and/or Skill:** *Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.3-5.G.3)*

- Understand causes and effects of human migration.
- Understand reasons for the growth and decline of settlements.
- Understand density and sparcity in terms of human settlement.
- Understand the relationship between population growth and resource use.
- Understand the concepts of renewable and non-renewable resources.
- Understand recycling.
- Understand the relation between economic activities and natural resources in areas.

**Essential Concept and/or Skill:** *Understand how physical processes and human actions modify the environment and how the environment affects humans. (SS.3-5.G.4)*

- Understand the characteristics of places are shaped by physical and human processes.
- Understand humans interact and adapt to the physical environment.
- Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.
- Understand laws and policies that govern the environment.

**Primary (K – 2) Details and Example**

**Essential Concept and/or Skill:** *Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.K-2.G.1)*

- Understand representations of the earth such as maps, globes and photographs.
- Understand representations of locales and regions on maps and globes.

Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students study their hometown using different sources of geographic information, such as census data, newspapers and pictures.</p>	<p><b>Quadrant D</b> Students study their hometown using different sources of geographic information, such as census data, newspapers and pictures. Categorizing information such as population data, physical features, attractions and recreation sources the class makes travel brochures for their community incorporating the information.</p>
<p><b>Quadrant A</b> Students learn the concept of scale and maps by drawing maps of their classroom and school.</p>	<p><b>Quadrant B</b> Students each choose a place in the community they enjoy visiting and have their picture taken there. (Provide disposable cameras for children who do not have a camera at home.) When the students bring their photos to school, they place them on an enlarged map of the community in the spot where they were taken.</p>

**Essential Concept and/or Skill:** *Understand how geographic and human characteristics create culture and define regions. (SS.K-2.G.2)*

- Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.).
- Understand the concept of regions according to physical and human criteria.
- Understand the concept of culture.
- Understand the concepts of urban and suburban.
- Understand that different people living in the same region maintain different ways of life.

**Essential Concept and/or Skill:** *Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. (SS.K-2.G.3)*

- Understand why people choose to settle in different places.
- Understand the role that resources play in human's daily lives.
- Understand modes of transportation used to move products, people and ideas.

**Essential Concept and/or Skill:** *Understand how geographic processes and human actions modify the environment and how the environment affects humans. (SS.K-2.G.4)*

- Understand ways in which people depend on the physical environment.
- Understand humans impact the environment in positive and negative ways.
- Understand the environment impacts humans in positive and negative ways.
- Understand areas of a community have changed over time.

## History

History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.

### **High School (9 – 12) Details and Example**

**Essential Concept and/or Skill:** *Understand historical patterns, periods of time, and the relationships among these elements. (SS.9-12.H.1)*

- Understand concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Understand significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation states, and social, economic, and political revolutions.
- Understand patterns of social and cultural continuity in various societies.

**Essential Concept and/or Skill:** *Understand how and why people create, maintain, or change systems of power, authority, and governance. (SS.9-12.H.2)*

- Understand the purpose of government and how its powers have been acquired, used, and justified.
- Understand different political systems from historical periods.
- Understand from a historical perspective the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

**Essential Concept and/or Skill:** *Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.9-12.H.3)*

- Understand the ways groups, societies, and cultures have addressed human needs and concerns in the past.
- Understand societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- Understand the value of cultural diversity, as well as cohesion, within and across groups.
- Understand the origins, central ideas, and global influence of world religions
- Understand cultural factors that have promoted political conflict.

Illustration of <i>Understand the role of culture and cultural diffusion on the development and maintenance of societies</i> in the ICLE's Rigor and Relevance Framework	
<p><b>Quadrant C</b> Students analyze examples of advertisements from the 1920s and today for advertising styles and for the assumptions about people and society which the advertisements make. Students write an essay comparing Americans of the 1920s to Americans of today, using examples from their analysis of the advertisements.</p>	<p><b>Quadrant D</b> Working in groups, students are assigned a product that was first introduced in the 1920s. The group of students design an advertising campaign for their product appealing to consumerism in the 1920s and have them plan a presentation to win the account for this product. The groups will present their campaign to a committee of students and the teacher and the best ad campaign will be awarded the contract.</p>
<p><b>Quadrant A</b> Students create a concept web of consumer products which became popular in the 1920s. The web should identify how these products affected people's lives.</p>	<p><b>Quadrant B</b> Students create a collage of advertisements for products that they use regularly and write a brief description of the advertising techniques used.</p>

**Essential Concept and/or Skill:** *Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.9-12.H.4)*

- Understand the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts.
- Understand the role the values of specific people in history played in influencing history.
- Understand the significant religious, philosophical, and social movements and their impacts on society and social reform.
- Understand the effect of "chance events" on history.

**Essential Concept and/or Skill:** *Understand the effect of economic needs and wants on individual and group decisions. (SS.9-12.H.5)*

- Understand how economic issues have influenced society in the past.
- Understand connections between the cultural achievements of early civilizations and the development of political and economic institutions.
- Understand that choices made by individuals, firms, or government officials often have unintended consequences that can offset the initial effects of the decision.
- Understand that the introduction of new products and production methods by entrepreneurs has impacted economic growth, competition, technological progress, and job opportunities.
- Understand the historical relationship between economic growth, higher production levels, new technologies, and standard of living.

**Essential Concept and/or Skill:** *Understand the effects of geographic factors on historical events. (SS.9-12.H.6)*

- Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- Understand reasons for changes in the world's political boundaries.
- Understand the historic reasons for conflicts within specific world regions.
- Understand past government policies designed to change a country's population characteristics.

**Essential Concept and/or Skill:** *Understand the role of innovation on the development and interaction of societies. (SS.9-12.H.7)*

- Understand significant changes caused by technology, industrialization, urbanization, and population growth and the effects of these changes.
- Understand the historical impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

**Essential Concept and/or Skill:** *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.9-12.H.8)*

- Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- Understand relationships between and among significant events.
- Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.
- Understand the process of critical historical inquiry to reconstruct and reinterpret the past.
- Understand multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues.
- Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

**Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand historical patterns, periods of time and the relationships among these elements. (SS.6-8.H.1)*

- Understand concepts such as chronology, causality, change, conflict, and complexity.
- Understand historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

**Essential Concept and/or Skill:** *Understand how and why people create, maintain or change systems of power, authority, and governance. (SS.6-8.H.2)*

- Understand political events that shaped the development of governments.
- Understand patterns of nationalism, state-building, religious and social reform.

**Essential Concept and/or Skill:** *Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.6-8.H.3)*

- Understand ways groups, societies, and cultures have met human needs and concerns in the past.
- Understand how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference.
- Understand language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors have contributed to the development and transmission of culture.

**Essential Concept and/or Skill:** *Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.6-8.H.4)*

- Understand that specific individuals and the values those individuals held had an impact on history.
- Understand significant events and people, including women and minorities, in the major eras of history.

**Essential Concept and/or Skill:** *Understand the effect of economic needs and wants on individual and group decisions. (SS.6-8.H.5)*

- Understand economic concepts that help explain historical and current developments and issues in local, national, or global contexts.
- Understand reform, revolution, and social change in the world economy.

**Essential Concept and/or Skill:** *Understand the effects of geographic factors on historical events. (SS.6-8.H.6)*

- Understand that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- Understand the forces of cooperation and conflict that shaped the divisions of Earth's surface.
- Understand geography is used to interpret the past.

**Essential Concept and/or Skill:** *Understand the role of innovation on the development and interaction of societies. (SS.6-8.H.7)*

- Understand technology has influenced the course of history through revolutions in agriculture, manufacturing, sanitation, medicine, warfare, transportation, information processing, and communication.
- Understand the impact of new inventions and technological developments in various regions of the world.

**Essential Concept and/or Skill:** *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.6-8.H.8)*

- Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- Understand relationships between and among significant events.
- Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.
- Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

Illustration of <i>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues</i> in the ICLE's Rigor and Relevance Framework	
<b>Quadrant C</b> The students investigate and analyze the causes of the Battle of Gettysburg. In groups students create a Venn diagram that compares the cause and effect relationships of the events leading to the battle.	<b>Quadrant D</b> In small groups, students use mapping software to create a tour of Underground Railroad sites in Iowa. A transcript for a guide is written to coordinate with an online tour. Each group presents their tour to other classes in the school as well as parents and community groups.
<b>Quadrant A</b> The students complete a word match worksheet about major events of the Civil War and their impact on the economy of the South. The teacher facilitates a class conversation about the facts presented in the worksheet.	<b>Quadrant B</b> The class creates timelines that represent the events of the Civil War and the changes in the economy of the south. Students compare and contrast the timelines to determine the cause and effect relationships. Timelines are presented to another class.



**Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand historical patterns, periods of time and the relationships among these elements. (SS.3-5.H.1)*

- Understand the similarities and differences between various civilizations within a time period.
- Understand problems, issues, and dilemmas of life in the past and their causes.
- Understand differences in life today compared to life in the past
- Understand causes and effects of events within a time period.

**Essential Concept and/or Skill:** *Understand how and why people create, maintain, or change systems of power, authority, and governance. (SS.3-5.H.2)*

- Understand groups and institutions work to meet individual needs and the common good of all.
- Understand that belief systems affect government policies and laws.
- Understand the consequences of governmental decisions.

**Essential Concept and/or Skill:** *Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.3-5.H.3)*

- Understand ways culture has influenced interactions of various groups.
- Understand ways culture affects decisions of a society, group or individual.
- Understand major historical events and developments that involved interaction among various groups.

**Essential Concept and/or Skill:** *Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.3-5.H.4)*

- Understand roles of important individuals and groups in technological and scientific fields.
- Understand that specific individuals had a great impact on history
- Understand the people, events, problems, and ideas that were significant in creating the history of their state.
- Understand how democratic values have been exemplified by people, events, and symbols.

**Essential Concept and/or Skill:** *Understand the effect of economic needs and wants on individual and group decisions. (SS.3-5.H.5)*

- Understands factors that shaped the economic system in the United States.
- Understand that economic activities in the community have changed over time.
- Understand that the types of work local community members do have changed over time.

**Essential Concept and/or Skill:** *Understand the effects of geographic factors on historical events. (SS.3-5.H.6)*

- Understand varying landforms and geographic features and their importance in the development of communities.
- Understand seasons, climate, and weather, environmental change and crises affect social and economic development.
- Understand major land and water routes of explorers.

**Essential Concept and/or Skill:** *Understand the role of innovation on the development and interaction of societies. (SS.3-5.H.7)*

- Understand the influence of cultural, scientific, and technological decisions on societies.
- Understand ways science and technology have changed the way people think about the natural world
- Understands that the use of technology in the local community has changed over time.

Illustration of <i>Understand the role of innovation on the development and interaction of societies</i> in the ICLE's Rigor and Relevance Framework	
<p><b>Quadrant C</b> Compare a map of the Transcontinental Railroad Lines from 1880 and a current map of Amtrak passenger routes from Chicago to the west coast. Research aspects of rail travel and rail technology in the 1880s and today. List the similarities and differences between the two time periods. Ask the class to hypothesize about why changes occurred.</p>	<p><b>Quadrant D</b> Each group of students will develop a recommendation for a Bullet Train rail line (route) that would connect two major cities (one of which is near their home) in the United States. Student groups need to state a rationale and market plan for the line (why would it be important for the cities, states and country?). Predict the impact the rail line may have on the two cities and the states it passes through and the country. Each group will present to the rest of the class their rail line and market plan. The class decides on the best market plan and each student is able to provide a rationale for their choice.</p>
<p><b>Quadrant A</b> Read "Death of an Iron Horse" by Paul Goble. As a class, discuss "How did the Native Americans view the innovation of trains in their lands?" Make a list of class comments.</p>	<p><b>Quadrant B</b> Compare and contrast automobile and railroad transportation 100 years ago and then today. List three to five innovations that have been introduced in students' lifetime.</p>

**Essential Concept and/or Skill:** *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.3-5.H.8)*

- Understand processes important to reconstructing and interpreting the past.
- Understand the historical perspective including cause and effect.
- Understand how to view the past in terms of the norms and values of the time.
- Understand interpretation of data in timelines.

**Primary (K – 2) Details and Example****Essential Concept and/or Skill:** *Understand people construct knowledge of the past from multiple and various types of sources. (SS.K-2.H.1)*

- Understand past, present, and future time in relation to historical events.
- Understand that primary sources such as artifacts, photographs, and documents are used to learn about the past.
- Understand timelines.
- Understand that people in different times and places view the world differently.

Illustration of <i>Understand people construct knowledge of the past from multiple and various types of sources</i> in the ICLE’s Rigor and Relevance Framework	
<b>Quadrant C</b> The class analyzes current and historic photos of people and objects (e.g. children, automobiles, radios, iPods, appliances) and decides if the people or objects are from the present or past. Students provide their reasoning behind responses.	<b>Quadrant D</b> As a class, students make a Venn diagram comparing their own lives to the lives of their interviewee.
<b>Quadrant A</b> The teacher reads aloud a picture book about children who lived in the past.	<b>Quadrant B</b> Children interview a parent, grandparent or guardian about what life was like when that person was a child.

**Essential Concept and/or Skill:** *Understand how and why people create and participate in governance. (SS.K-2.H.2)*

- Understand the need for government and how our government came to be.
- Understand national symbols through which American values and principles are expressed.
- Understand factors that contribute to disputes or cooperation in groups and nations.

**Essential Concept and/or Skill:** *Understand culture and how cultural diffusion affects the development and maintenance of societies. (SS.K-2.H.3)*

- Understand cultures influence society and government.
- Understand reasons groups of people moved into and within the United States long ago and today.
- Understand the different roles of majority and minority groups in society.

**Essential Concept and/or Skill:** *Understand individuals and groups within a society may promote change or the status quo. (SS.K-2.H.4)*

- Understand the roles historic and ordinary Americans have played in changing society and government.
- Understand ways science and technology have changed the lives of people.
- Understand changes in values, beliefs, and attitudes have resulted in technological and scientific knowledge.
- Understand that changes in society may or may not be beneficial.

**Essential Concept and/or Skill:** *Understand economic needs and wants affect individual and group decisions. (SS.K-2.H.5)*

- Understand the differences between needs and wants.
- Understand the need for public and private goods and services and the workers who provide them.
- Understand the development of technological innovations and their economic effects.
- Understand changes in transportation and communication and their effects.

**Essential Concept and/or Skill:** *Understand relationship between geography and historical events. (SS.K-2.H.6)*

- Understand that science and technology can affect physical environments.
- Understand why people developed a region.
- Understand that the earth's physical features have changed over time.

**Essential Concept and/or Skill:** *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.K-2.H.7)*

- Understand that historical decisions can help inform current public issues.
- Understand historical research methods.
- Understand the difference between fact and fiction.

## Political Science/Civic Literacy

**NOTE: The Essential Concepts and Skills listed in Social Studies – Political Science/Civic Literacy are the same as the Essential Concepts and Skills listed in 21<sup>st</sup> Century Skills – Civic Literacy.**

Political science is the study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.

### High School (9 – 12) Details and Example

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. (SS.9-12.PSCL.1)*

- Understand rights, roles, and status of the individual in relation to the general welfare.
- Understand that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
- Understand personal, political, and economic rights are secured by constitutional government, the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
- Understand ways citizens participate in the political process at local, state, and national levels.
- Understand the importance of becoming knowledgeable about public affairs.
- Understand the importance of voluntarism as a characteristic of American society.

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism. (SS.9-12.PSCL.2)*

- Understand the central ideas of American constitutional government and how this form of government has shaped the character of American society.
- Understand the role of government in major areas of domestic and foreign policy.

**Essential Concept and/or Skill:** *Understand the purpose and function of each of the three branches of government established by the Constitution. (SS.9-12.PSCL.3)*

- Understand the purpose of government and how its powers are acquired, used and justified.
- Understand the necessity of politics and government.
- Understand the purposes, organization, and functions of the legislative, executive, and judicial branches and the independent regulatory agencies.

**Essential Concept and/or Skill:** *Understand the differences among the complex levels of local, state and national government and their inherent, expressed, and implied powers. (SS.9-12.PSCL.4)*

- Understand the design and features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels and using a system of checks and balances.
- Understand provisions of the Constitution and principles of the constitutional system help to insure a government that will not exceed its limits.
- Understand the limits the United States Constitution places on the powers of the states and on the powers of the national government over state governments.
- Understand the policies of state and local governments provide citizens with ways to monitor and influence the actions of members of government and hold them responsible for their actions.

**Essential Concept and/or Skill:** *Understand strategies for effective political action that impact local, state, and national governance. (SS.9-12.PSCL.5)*

- Understand participation in civic and political life can help citizens attain individual and public goals.
- Understand the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.

**Essential Concept and/or Skill:** *Understand how law and public policy are established at the local, state, and national levels of government. (SS.9-12.PSCL.6)*

- Understand the purposes and functions of law.
- Understand the processes by which public policy concerning a local, state, or national issue is formed and carried out.
- Understand issues concerning the relationship between state and local governments and the national government.

Illustration of <i>Understand how law and public policy are established at the local, state, and national levels of government</i> in the ICLE’s Rigor and Relevance Framework	
<b>Quadrant C</b> Students will predict the fate of a piece of proposed legislation based on an assessment of the current political climate, partisan perspectives, public opinion and media coverage.	<b>Quadrant D</b> Students analyze a local, state or national issue and prescribe a legislative response that promotes the public interest or general welfare.
<b>Quadrant A</b> Students will be able to create a sequence diagram that shows how a bill becomes a law at the federal and state level as well as how local statutes are established.	<b>Quadrant B</b> Students select a current bill that they support and track it through the legislative session.

**Essential Concept and/or Skill:** *Understand how various political systems throughout the world define the rights and responsibilities of the individual. (SS.9-12.PSCL.7)*

- Understand ideologies, structures, institutions, processes and political cultures of different political systems in the world.
- Understand the essential characteristics of limited and unlimited governments.

**Essential Concept and/or Skill:** *Understand the role of the United States in current world affairs. (SS.9-12.PSCL.8)*

- Understand conditions, actions and motivations that contribute to conflict and cooperation within and among nations.
- Understand the significance of foreign policies and events in the United States' relations with the world.
- Understand the idea of national interest and how it is used as a criterion for shaping American foreign policy.
- Understand the effects that significant world political developments have on the United States.
- Understands the influence that American ideas about rights have had abroad and how other peoples' ideas about rights have influenced Americans.

### **Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. (SS.6-8.PSCL.1)*

- Understand rights, roles and status of the individual in relation to the general welfare.
- Understand issues regarding personal, political, and economic rights.
- Understand what is meant by the "scope and limits" of a right.
- Understand participation in civic and political life can help bring about the attainment of individual and public goals.
- Understand the functions of political leadership and why leadership is a vital necessity in a democracy.
- Understand the importance of voluntarism as a characteristic of American society.

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the principles of democracy and republicanism. (SS.6-8.PSCL.2)*

- Understand the essential ideas of American government that are expressed in the Declaration of Independence, the Constitution, and other documents.
- Understand the concepts of constitutional government as fundamental principles of American democracy.
- Understand the essential characteristics of limited and unlimited governments.
- Understand the basic concepts of a federal system of government.
- Understand values such as individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism are fundamental to American public life.
- Understand the type of citizenry needed to establish and maintain constitutional government.

**Essential Concept and/or Skill:** *Understand the purpose and function of each of the three branches of government established by the Constitution. (SS.6-8.PSCL.3)*

- Understand the primary responsibilities of each branch of government in a system of shared powers (legislative, executive, judicial) and ways in which each branch shares the powers and functions of the other branches.
- Understand how the legislative, executive, and judicial branches use checks and balances.

Illustration of <i>Understand the purpose and function of each of the three branches of government established by the Constitution</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> In groups, students create an informative chart that defines the relationship between each of the branches of the federal government—emphasizing similarities and differences. Each chart is displayed in the classroom for a gallery walk, allowing each student to comment on the information found on the charts.</p>	<p><b>Quadrant D</b> In groups, students create a tri-fold board and a corresponding brochure that displays the functions and relationships between the three branches of the U.S. Government. On Constitution Day, September 17th the students take their boards and brochures to a local community gathering place such as a senior center or a mall and present their findings. Students publicize the event in the local paper and on community bulletin boards.</p>
<p><b>Quadrant A</b> Students read about the three branches of the federal government and complete a corresponding worksheet.</p>	<p><b>Quadrant B</b> Students research the branches of the federal government and create a presentation that gives an overview of the responsibilities of each branch and shows how individuals are affected by the actions of the three branches. The students present their findings to an elementary class studying government.</p>

**Essential Concept and/or Skill:** *Understand the similarities and differences among the complex levels of local, state and national government (SS.6-8.PSCL.4).*

- Understand the relationship between state and local governments and the national government.
- Understand the powers and responsibilities of local, state and national governments.

**Essential Concept and/or Skill:** *Understand strategies for effective political action that impacts local, state and national governance. (SS.6-8.PSCL.5)*

- Understand the concept of civic responsibility.
- Understand the importance of political leadership, public service, and a knowledgeable citizenry in American democracy.
- Understand the concept of political leadership in the student’s own school, community, state, and the nation.



**Essential Concept and/or Skill:** *Understand how laws are established at the local, state and national levels. (SS.6-8.PSCL.6)*

- Understand the concept of public policy.
- Understand the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.

**Essential Concept and/or Skill:** *Understand how various political systems throughout the world define the rights and responsibilities of the individual. (SS.6-8.PSCL.7)*

- Understand constitutions protect individual rights and promote the common good.
- Understand the essential characteristics of limited and unlimited governments.

**Essential Concept and/or Skill:** *Understand the role of the United States in current world affairs. (SS.6-8.PSCL.8)*

- Understand conditions, actions and motivations that contribute to conflict and cooperation within and among nations.
- Understand current foreign policy issues and the means the United States is using to deal with them.

**Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. (SS.3-5.PSCL.1)*

- Understand what it means to be a citizen.
- Understand why civic responsibility is important and know examples of civic responsibility.
- Understand that Congress passes laws to protect individual rights.
- Understand how people can participate in their government.
- Understand what political leaders do and why leadership is necessary in a democracy.
- Understand opportunities for leadership and public service in the student’s own classroom, school, community, state, and the nation.
- Understand the importance of voluntarism as a characteristic of American society.

Illustration of <i>Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action</i> in the ICLE’s Rigor and Relevance Framework	
<p><b>Quadrant C</b> In small groups, students prioritize the rules contained in the school’s student handbook. Each group compares their ranking of the rules with other group’s rankings. Each group must come to consensus with at least one other group.</p>	<p><b>Quadrant D</b> The students cooperatively develop a classroom belief statement that serves as their classroom constitution, incorporating rules from the school’s student handbook. Each student is involved in the creation of the statement using cooperative learning groups, guidelines for success and after a review of the United States Constitution and Bill of Rights.</p>
<p><b>Quadrant A</b> Students examine the rules in the school handbook and explain reasons for these rules. The teacher facilitates a discussion centered on the students’ responsibilities to their class and school. Students summarize their responsibilities in their class notes or journal.</p>	<p><b>Quadrant B</b> In groups, students list and explain the rights and responsibilities of groups and or citizens (e.g. students and adults) in their community. The groups then produce a comprehensive list.</p>

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism. (SS.3-5 PSCL.2)*

- Understand the fundamental values and principles of American democracy.
- Understand the difference between power and authority.
- Understand fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.
- Understand the costs and benefits of diversity in American society.

**Essential Concept and/or Skill:** *Understand the purpose and function of each of the three branches of government established by the Constitution. (SS.3-5.PSCL.3)*

- Understand that the legislative branch passes laws to protect individual rights.
- Understand that the executive branch carries out and enforces laws to protect individual rights.
- Understand that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights.

**Essential Concept and/or Skill:** *Understand the differences among local, state and national government. (SS.3-5.PSCL.4)*

- Understand the roles of local, state and national government and the roles of representative leaders at these levels such as mayor, governor and President.
- Understand major services provided by national, state, and local governments.
- Understand how national, state and local government officials are chosen.

**Essential Concept and/or Skill:** *Understand the role of the United States in current world affairs. (SS.3-5.PSCL.5)*

- Understand that the world is divided into many different nations with each one having its own government.
- Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force.
- Understand factors that contribute to cooperation and cause disputes within and among groups and nations.

**Primary (K – 2) Details and Example**

**Essential Concept and/or Skill:** *Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens. (SS.K-2.PSCL.1)*

- Understand what the US Constitution is and why it is important.
- Understand the purpose of rules.
- Understand the concept of fairness.
- Understand rights and responsibilities.

Illustration of <i>Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens</i> in the ICLE’s Rigor and Relevance Framework	
<b>Quadrant C</b> Students develop a ballot on which they list their rights and responsibilities as students. They vote on the most important rights and responsibilities.	<b>Quadrant D</b> The students construct a class constitution identifying the most important rights and responsibilities. The class constitution is displayed next to a copy of the U.S. constitution.
<b>Quadrant A</b> The teacher defines rights and responsibilities, democracy and the Constitution.	<b>Quadrant B</b> Students give examples of their rights and responsibilities as members of their school class.

**Essential Concept and/or Skill:** *Understand how government affects citizens and how citizens affect government. (SS.K-2.PSCL.2)*

- Understand the purpose of government.
- Understand the characteristics of a good leader.
- Understand respect for other’s point of view.
- Understand the concepts of power and authority.

**Essential Concept and/or Skill:** *Understand the United States has a role in current world affairs. (SS.K-2.PSCL.3)*

- Understand the world is divided into nations.
- Understand how the nations of the world interact with one another.

## References

Burtz, H., & Marshall, K. (1998). *Performance-Based Curriculum for Social Studies. From Knowing to Showing*. Thousand Oaks, CA: Corwin Press, Inc., Sage Publications.

Center for Civic Education. (2008). *National Standards for Civics and Government*. Retrieved February 19, 2008, from Web site: <http://www.civiced.org/index.php?page=912toc>

Center for Civic Education. (2007). *National Standards for Civics and Government*. Retrieved February 19, 2008, from Web site: <http://www.civiced.org/index.php?page=stds>

Colorado Department of Education. (August 20, 1998). *Colorado Model Content standards for Economics*. Retrieved February 19, 2008, from Web site: <http://www.cde.state.co.us/cdeassess/documents/standards/econom.htm>

Colorado Department of Education. (November 9, 1995). *Colorado Model Content Standards for Geography*. Retrieved February 19, 2008, from Web site: <http://www.cde.state.co.us/cdeassess/documents/standards/geog.htm>

Fitzpatrick, Kathleen A (1998). *Program evaluation handbook: A comprehensive guide for standards-based program evaluation for schools committed to continuous improvement (national study of school evaluation)*. Bloomington, IN: NSSE; Indicators of Schools of Quality Series edition.

Indiana's Academic Standards and Resources. (n.d.). *Standard Summary*. Retrieved February 19, 2008, from Web site: <http://www.indianastandardsresources.org/standardSummary.asp?Subject=soc&Grade=S&Standard=>

Indiana Department of Education. (February 4, 2008). *Indiana's Academic Standards*. Retrieved February 19, 2008, from Web site: <http://www.doe.state.in.us/standards/welcome2.html>

International center for leadership in education. (2007). *Committed to Rigor and Relevance for All Students*. Retrieved February 19, 2008, from Web site: <http://www.leadered.com/rigor.shtml>

Massachusetts Department of Elementary and Secondary Education. (1997). *History and social science curriculum framework*. Retrieved February 10, 2008, from Web site: <http://www.doe.mass.edu/frameworks/hss/1997/sect8.html>

Mid-continent Research for Education and Learning. (2008). *Geography standards and topics*. Retrieved February 19, 2008, from Web site: <http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=8>

Munroe, S., & Smith, T. (1998, February). *State Geography Standards*. Retrieved February 20, 2008, from Fordham report Web site: <http://www.edexcellence.net/doc/geog.pdf>

National Center for Education Statistics. (October 25, 2006). *National Assessment of Educational Progress*. Retrieved February 19, 2008, from Web site: <http://nces.ed.gov/nationsreportcard/aboutnaep.asp>

National Center for History in the Schools. (2004). *National Standards for History Basic Edition*. Retrieved February 19, 2008, from Web site: <http://nchs.ucla.edu/standards/>

National Council on Economic Education. (2008). *Economics America, National Standards*. Retrieved February 19, 2008, from Web site: <http://www.ncee.net/ea/standards/>

National Council on Economic Education. (2008). *Economics America, National Standards*. Retrieved February 19, 2008, from Web site: <http://www.ncee.net/ea/program.php?pid=19>

National Educational Technology Standards (NETS) for Students 2007  
<http://www.iste.org/AM/Template.cfm?Section=NETS>

Schneider, D et. al (1994). *Expectations of Excellence: Curriculum Standards for Social Studies. National Council for the Social Studies*, Retrieved February 19, 2008, from <http://www.ncss.org/standards/>

The Thomas B. Fordham Institute. (2008). *State Geography Standards, Colorado*. Retrieved February 19, 2008, from Web site: <http://www.edexcellence.net/institute/publication/publication.cfm?id=28&pubsubid=407#407>

The National Council for Geographic Education. (n.d.). *The Eighteen National Geography Standards*. Retrieved February 19, 2008, from Web site: <http://www.ncge.org/publications/tutorial/standards/>

Virginia Standards of Learning. (January 2, 2005). *Virginia Standards of Learning*. Retrieved February 19, 2008, from Web site: <http://www.virginiasol.com/>

Wisconsin Department of Public Instruction. (2006, August 30). *Content Standard Social Studies Standard D - Economics: Production, Distribution, Exchange, Consumption*. Retrieved February 19, 2008, from Web site: <http://dpi.state.wi.us/standards/ssstand.html>

Wisconsin Department of Public Instruction. (August 23, 2005). *Content Standard Social Studies Standard A - Geography: People, Places, and Environments*. Retrieved February 19, 2008, from Web site: <http://dpi.state.wi.us/standards/ssstana.html>

Wisconsin Department of Public Instruction. (2006, August 30). *Social Studies, Standard A: Geography*. Retrieved February 19, 2008, from Web site: <http://dpi.wi.gov/standards/ssa12.html>

Wisconsin Department of Public Instruction. (August 23, 2005). *Wisconsin Model Academic Standards of Social Studies Introduction*. Retrieved February 19, 2008, from Web site: <http://dpi.state.wi.us/standards/ssintro.html>

Wisconsin Historical Society. (2008). *Wisconsin Model Academic Standards for History*. Retrieved February 19, 2008, from Web site: <http://www.wisconsinhistory.org/whspress/oss/standards/>