

Iowa K-12 Core in Social Studies

In the Footsteps of History

6th grade Inquiry Standards

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

The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.

Constructing Compelling Questions

SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.

Constructing Supporting Questions

SS.6.2. Identify the relationship between supporting questions and compelling questions in an inquiry.

Gathering and Evaluating Sources Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.

SS.6.3. Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.

SS.6.4. With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.

Developing Claims and Using Evidence All lessons ask students to use supporting evidence to back up claims, arguments, and research theses.

SS.6.5. With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.

SS.6.6. With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating and Critiquing Conclusions Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts

SS.6.7. With teacher direction, construct arguments using claims and evidence from multiple sources.

SS.6.8. With guided practice, construct responses to compelling questions supported by reasoning and evidence.

SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.

SS.6.10. With teacher direction, analyze the disciplinary arguments of peers' for credibility.

Taking Informed Action Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)

SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.

SS.6.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

Content Anchor Standard 6th Grade: World Regions and Cultures

Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences) Marco Polo, Inuit, Isabella Bird (Buddhism), Ibn Battuta (Islam) units

SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.

Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences) Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.

Assess the Global Economy (Economics) Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.

Create Geographic Representations (Geography) Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.

Create Geographic Representations (Geography) Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.

Evaluate Human Environment Interaction (Geography) Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.

Analyze Human Population Movements and Patterns (Geography) Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.

Analyze Global Interconnections (Geography) Marco Polo, Inuit, Ibn Battuta units

SS.6.19. Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.

Analyze Change, Continuity, and Context (History) Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.

Compare Perspectives (History) Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

SS.6.21. Explain how and why perspectives of people have changed throughout different historical eras.

Justify Causation and Argumentation (History) Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

SS.6.22. Explain multiple causes and effects of events and developments in the past.

7th Grade Inquiry Standards

In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental

challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

***In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.**

Constructing Compelling Questions

SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions

SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.

Gathering and Evaluating Sources **Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective. All units include topics for debate or research.**

SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.

SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.

Developing Claims and Using Evidence **All lessons ask students to use supporting evidence to back up claims, arguments, and research theses.**

SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.

SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating and Critiquing Conclusions Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts

SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.

SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.

SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.

SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.

Taking Informed Action Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)

SS.7.11. Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.

SS.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

Content Anchor Standard 7th grade: Contemporary Global Studies

The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences) Marco Polo, Inuit (culture, climate change and poverty), Isabella Bird (Buddhism and women's rights), Ibn Battuta (Islam) units

SS.7.13. Identify social, political and economic factors that can influence our thoughts and behavior.

Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences) Marco Polo, Henson (US civil rights era), Inuit (US inequality/poverty), Isabella Bird (women's rights) units

SS.7.14. Examine what causes inequalities and how they exist within a society.

Analyze Civic and Political Institutions (Civics/Government) Marco Polo (world trade extensions)

SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts. (21st century skills)

SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)

SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)

Engage in Economic Decision Making (Economics) Marco Polo, Isabella Bird, Inuit, Ibn Battuta unit

SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.

Critique Exchange and Markets (Economics) Marco Polo, Isabella Bird, Inuit, Ibn Battuta unit

SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.

Assess the Global Economy (Economics) Marco Polo, Isabella Bird, Ibn Battuta unit

SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.

Analyze Human Population Movements and Patterns (Geography)

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.

Analyze Global Interconnections (Geography) *Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period), Inuit units*

SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

Analyze Change, Continuity, and Context (History) *Marco Polo (Silk Road Today), Isabella Bird (India today after the British), Ibn Battuta (issues traditional nomads face today) units, Walkabouts*

SS.7.24. Analyze connections among historical events and developments in contemporary global issues.

Compare Perspectives (History) *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts*

SS.7.25. Explain how and why perspectives on various contemporary issues have changed over time.

Justify Causation and Argumentation (History) *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts*

SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.

8th Grade Inquiry Standards

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

***In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.**

Constructing Compelling Questions

SS.8.1. Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions

SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.

Gathering and Evaluating Sources **Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective. All units include topics for debate or research. Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

SS.8.3. Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.

Developing Claims and Using Evidence All lessons ask students to use supporting evidence to back up claims, arguments, debates, and research theses.

SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.

SS.8.6. Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.

SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.

Communicating and Critiquing Conclusions Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta unit, Walkabouts

SS.8.8. Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.

SS.8.9. Present original arguments based on credible sources using a variety of media to authentic audiences.

SS.8.10. Independently, analyze disciplinary arguments of peers for credibility.

Taking Informed Action Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)

SS.8.11. Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

SS.8.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

Content Anchor Standard 8th Grade: US History and Civic Ideals

Engage in Economic Decision Making (Economics) **Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period), Inuit units**

SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.

Evaluate Human Environment Interaction (Geography) **North American Native migration and survival can be found in the Inuit journey, while Arctic exploration and perseverance are major factors in Matthew Henson's journey of discovery. How these cultures and events have affected the geographic environment is also a focus.**

SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.

Critique Historical Sources and Evidence (History) **Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective.**

SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness. **Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units**

9th Grade Inquiry Standards

The Marco Polo unit bridges continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in Marco Polo, Ibn Battuta, and Isabella Bird journeys. In addition, VR Walkabouts explore events in history that touch on many of the key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Constructing Compelling Questions

SS.9-12.1. Create compelling questions representing key ideas within the disciplines.

Constructing Supporting Questions

SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.

Gathering and Evaluating Sources **Varied primary and secondary sources are used and their validity and biases questioned. Critical thinking is our main objective. All units include topics for debate or research.**

SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence **All lessons ask students to use supporting evidence to back up claims, arguments, debates, and research theses.**

SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating and Critiquing Conclusions **Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta (Benin bronzes) units, Walkabouts**

SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.

SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.

SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.

Taking Informed Action

SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Marco Polo unit (Silk Road today), Ibn Battuta unit (scarcity of water for nomadic life), Inuit unit (global warming affecting wildlife and people's ability to survive)**

SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. **Marco Polo (endangered species), Ibn Battuta (Benin bronzes controversy)**

Content Anchor Standard 9-12 Grade: Behavioral Sciences- Psychology Strand and Sociology Strand

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

In the Footsteps units delve deeply into world religions (Buddhism and Islam) and their effects on individuals and the group. Societal norms are discussed in every unit (for example: Isabella Bird and women's rights in the 1800s, or Inuit society.) The heroism or perseverance of individuals are always explored, as well as the varied social levels in every culture we study.

Recognize the Interaction and Influence Between Individuals and Various Groups

Marco Polo, Inuit (climate change and poverty in Native US groups), Henson (US civil rights era), Isabella Bird (Buddhism, women's rights, colonialism), and Ibn Battuta (Islam) units

SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.

SS-Psy.9-12.14. Examine how an individual's involvement in a collective group can influence their individual thoughts and behaviors.

SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.

SS-Psy.9-12.15. Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.

SS-Soc.9-12.15. Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups.

SS-Soc.9-12.16. Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses.

Examine Factors that Led to Continuity and Change in Human and Group Behavioral

Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units

SS-Psy.9-12.16. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.

SS-Soc.9-12.18. Utilize various scientific methods to interpret behavior and events through the lens of a sociologist.

SS-Soc.9-12.20. Apply appropriate research methods to collect and analyze data designed to answer a sociological question.

Content Anchor Standard 9-12 Grade: Economics

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

Critique Exchange and Markets **Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period)**

SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.

SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.

SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.

SS-Econ.9-12.18. Evaluate the effectiveness of government policies altering market outcomes.

Assess the Global Economy **Marco Polo (Silk Road Today extensions), Ibn Battuta (salt/gold routes), Isabella Bird (British Raj period), Inuit units**

SS-Econ.9-12.22. Explain the role of specialization in trade.

SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.

Content Anchor Standard 9-12 Grade: Geography

The geography standards emphasize the human and physical characteristics of geography. The standards promote the use of multiple

geographic tools in order to frame issues and solve problems in both a local and global context.

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

Create Geographic Representations *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units*

SS-Geo.9-12.13. Employ maps to display and explain the spatial patterns of human and environmental characteristics.

SS-Geo.9-12.14. Integrate multiple geographic representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

SS-Geo.9-12.15. Use geographic data to analyze variations in the spatial patterns of human and/or environmental characteristics at multiple scales.

Evaluate Human Environment Interaction *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta (nomadic life) units*

SS-Geo.9-12.16. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences.

SS-Geo.9-12.17. Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions.

SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Analyze Human Population Movement and Patterns *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units*

SS-Geo.9-12.19. Analyze the reciprocal relationship between historical events and the spatial diffusion of ideas, technologies, cultural practices and the distribution of human population.

SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.

Analyze Global Interconnections *Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts*

SS-Geo.9-12.21. Analyze how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

SS-Geo.9-12.22. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

SS-Geo.9-12.23. Analyze the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Content Anchor Standard 9-12 Grade: World History

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

Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences) Marco Polo, Inuit, Henson (US civil rights era), Isabella Bird (Buddhism, women's rights, colonialism), and Ibn Battuta (Islam) units

SS-WH.9-12.13. Describe the impact of culture and institutions on societies.

Analyze Civic and Political Institutions (Civics/Government) Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units

SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (21st century skills)

Assess the Global Economy (Economics) Marco Polo (modern trade extensions), Inuit, Isabella Bird (colonialism, modern corporations), and Ibn Battuta units

SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.

SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.

Analyze Global Interconnections (Geography) **Marco Polo (modern trade extensions), Inuit, Isabella Bird (colonialism, modern corporations), and Ibn Battuta units**

SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.

SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.

Analyze Human Population Movement and Patterns (Geography) Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units

SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.

Analyze Change, Continuity, and Context (History) **Marco Polo, Inuit, Isabella Bird, and Ibn Battuta units, Walkabouts**

SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.

SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.

SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social

Critique Historical Sources and Evidence (History) Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units

SS-WH.9-12.23. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.

Compare Perspectives (History) Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units

SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.

Justify Causation and Argumentation (History) Marco Polo, Inuit, Henson, Isabella Bird, and Ibn Battuta units, Walkabouts

SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.

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

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

In the Footsteps journeys require students to determine main ideas, summaries, and conclusions. There are several reading supplements and projects that require student research and synthesis.

At times, different primary and secondary sources and viewpoints are presented, which can be analyzed for perspective. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations.

In Walkabouts, student prompts invite deep reflection and often, outside research.

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

| Grade 6-8 students: | Grade 9-10 students: | Grade 11-12 students: |
|---|--|---|
| | | Madison defines faction in Federalist No. 10). (RH.11-12.4) |
| Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5) | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5) | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5) |
| Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6) | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6) | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6) |
| Integration of Knowledge and Ideas | | |
| Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7) | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7) | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7) |
| Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) | Assess the extent to which the reasoning and evidence in a text support the author's claims. (RH.9-10.8) | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. (RH.11-12.8) |
| Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9) | Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9) | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9) |
| Range of Reading and Level of Text Complexity | | |
| By the end of grade 8, read and comprehend | By the end of grade 10, read and comprehend | By the end of grade 12, read and comprehend |
| history/social studies texts in the grades 6-8 text complexity band independently and proficiently. (RH.6-8.10) | history/social studies texts in the grades 9-10 text complexity band independently and proficiently. (RH.9-10.10) | history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. (RH.11-12.10) |

Writing Standards for History/Social Studies, 6-12

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

***In the Footsteps* assessments revolve around written student work, from research papers to innovative digital presentations, from creative writing and exit slips to formal essays, all in various lengths that can be adjusted by the instructor. Students will write frequently, for different purposes, encouraging them to improve their thought processes and written organization, where a thesis or a debate outline may be required. Students will pay close attention to supporting facts and craft conclusions based on the best evidence.**

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

| | | |
|--|---|---|
| | <p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1)</p> | <p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1)</p> |
|--|---|---|

| | | |
|---|--|--|
| <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify</p> | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence</p> |
|---|--|--|

| | | |
|--|---|---|
| <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2)</p> | <p>the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2)</p> | <p>structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (WHST.11-12.2)</p> |
|--|---|---|

| | | |
|--|---|--|
| <p>(See note; not applicable as a separate requirement) (WHST.6-8.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p> | <p>(See note; not applicable as a separate requirement) (WHST.9-10.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p> | <p>(See note; not applicable as a separate requirement) (WHST.11-12.3)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can</p> |
|--|---|--|

| | | |
|--|---|--|
| replicate them and (possibly) reach the same results. | replicate them and (possibly) reach the same results. | replicate them and (possibly) reach the same results. |
| Production and Distribution of Writing | | |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.6-8.4) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.9-10.4) | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4) |
| With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHST.6-8.5) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.9-10.5) | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5) |
| Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (WHST.6-8.6) | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (WHST.9-10.6) | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WHST.11-12.6) |
| Research to Build and Present Knowledge | | |
| Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST.6-8.7) | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.9-10.7) | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.11-12.7) |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST.6-8.8) | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (WHST.9-10.8) | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8) |
| Draw evidence from informational texts to support analysis, reflection, and research. (WHST.6-8.9) | Draw evidence from informational texts to support analysis, reflection, and research. (WHST.9-10.9) | Draw evidence from informational texts to support analysis, reflection, and research. (WHST.11-12.9) |
| Range of Writing | | |
| Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.6-8.10) | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.9-10.10) | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.11-12.10) |