

# Grade 6

## Inquiry Anchor Standards

### A Constructing Compelling Questions

- 1 Explain how disciplinary concepts and ideas are associated with a compelling question. [SS.6.1.](#)
- 

### B Constructing Supporting Questions

- 1 Identify the relationship between supporting questions and compelling questions in an inquiry. [SS.6.2.](#)
- 

### C Gathering and Evaluating Sources

- 1 Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection. [SS.6.3.](#)
  - 2 With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use. [SS.6.4.](#)
- 

### D Developing Claims and Using Evidence

- 1 With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations. [SS.6.5.](#)
  - 2 With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both. [SS.6.6.](#)
- 

### E Communicating and Critiquing Conclusions

- 1 With teacher direction, construct arguments using claims and evidence from multiple sources. [SS.6.7.](#)
  - 2 With guided practice, construct responses to compelling questions supported by reasoning and evidence. [SS.6.8.](#)
  - 3 Present original arguments based on credible sources using a variety of media to authentic audiences. [SS.6.9.](#)
  - 4 With teacher direction, analyze the disciplinary arguments of peers' for credibility. [SS.6.10.](#)
- 

### F Taking Informed Action

- 1 Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results. [SS.6.11.](#)
  - 2 Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities. [SS.6.12.](#)
-

## Content Anchor Standards

### **A Examine Factors that Led to Continuity and Change in Human and Group Behavior**

- 1 Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems. [SS.6.13. I](#)
- 

### **B Recognize the Interaction Between Individuals and Various Groups**

- 1 Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other. [SS.6.14.](#)
- 

### **C Assess the Global Economy**

- 1 Distinguish how varying economic systems impact a nation and its citizens. [SS.6.15.](#)
- 

### **D Create Geographic Representations**

- 1 Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics. [SS.6.16.](#)
- 

### **E Evaluate Human Environment Interaction**

- 1 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. [SS.6.17.](#)
- 

### **F Analyze Human Population Movements and Patterns**

- 1 Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries. [SS.6.18.](#)
- 

### **G Analyze Global Interconnections**

- 1 Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions. [SS.6.19.](#)
- 

### **H Analyze Change, Continuity, and Context**

- 1 Analyze connections among historical events and developments in various geographic and cultural contexts. [SS.6.20.](#)
- 

### **I Compare Perspectives**

- 1 Explain how and why perspectives of people have changed throughout different historical eras. [SS.6.21.](#)
- 

### **J Justify Causation and Argumentation**

- 1 Explain multiple causes and effects of events and developments in the past. [SS.6.22.](#)
- 

### **K Iowa History**

- 1 Compare Iowa's geography, natural resources and climate to other regions of the world. [SS.6.23.](#)
-

## Financial Literacy

### **A Develop Financial and Career Goals**

- 1 Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants. (21st century skills) [SS.6.24.](#)
- 

### **B Create a Saving and Spending Plan**

- 1 Demonstrate how to allocate income for spending, saving and giving. (21st century skills) [SS.6.25.](#)
- 

### **C Analyze Credit and Debt Levels**

- 1 Explain how debit cards differ from credit cards, gift cards, and savings accounts. (21st century skills) [SS.6.26.](#)
- 

### **D Evaluate Savings and Long Term Investments**

- 1 Identify the advantages and disadvantages of various savings tools. (21st century skills) [SS.6.27.](#)
- 

### **E Measure Risk Management Tools**

- 1 Describe how to protect one's identity from common threats. (21st century skills) [SS.6.28.](#)