

# Iowa Core Social Studies Standards Chart

## SCHOOL DESEGREGATION

Anchor	Standard	Read Iowa History	Read Aloud	History Mystery	Think Like...
Inquiry	SS.5.1. Develop and refine questions to actively shape and advance the investigation of the topic.				
Inquiry	SS.5.2. Interpret information about specific perspectives or beliefs from sources.	X	X	X	
Inquiry	SS.5.3. Make a claim about a topic and support it with evidence from one or more sources.	X			
Inquiry	SS.5.4. Construct responses to questions using reasoning, examples, and relevant details.	X	X	X	X
Inquiry	SS.5.5. Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies.	X	X		
Civics/Gov	SS.5.6. Describe the origin, purpose, and impact of the Constitution and Bill of Rights.	X			
Civics/Gov	SS.5.7. Explain the processes by which laws are created, changed, limited, upheld, and removed.	X			
Civics/Gov	SS.5.8. Describe how the Constitution ensures federalism, including examples of how power is shared between federal and state government.	X			
Civics/Gov	SS.5.9. Explain the protections provided under the Bill of Rights and the responsibilities that accompany exercising these rights.	X			
History	SS.5.10. Analyze the multiple economic, political, and social changes and divisions that brought about and affected the Civil War.				
Geography	SS.5.11. Generate geographic representations to illustrate how cultural and physical characteristics of U.S. regions affected the Civil War.				
Civics/Gov	SS.5.12. Examine legislative efforts, court decisions, and social movements intended to promote peace before, during and after the Civil War.	X			
Geography	SS.5.13. Examine the impact that railroad transportation had on the movement of populations in the United States.				
History	SS.5.14. Analyze the impacts of significant inventions of the Industrial Revolution.				
History	SS.5.15. Identify how the Industrial Revolution changed living conditions for people in both rural areas and growing cities.				
Econ/Fin Lit	SS.5.16. Explain how the Industrial Revolution caused significant population shifts and analyze the effects of these shifts on cities and rural populations, labor, and society.				
Civics/Gov	SS.5.17. Analyze key events, individuals, and campaigns that have been driven by a desire to create positive social change.	X		X	X
Civics/Gov	SS.5.18. Examine various laws and their impact on the equal rights of American citizens.	X	X	X	
History	SS.5.19. Evaluate the progression of key events of the Civil Rights Movement.	X	X	X	
History	SS.5.20. Investigate how youth played a role in the Civil Rights Movement by engaging in various forms of activism in Iowa and around the nation.	X		X	
Econ/Fin Lit	SS.5.21. Describe reasons and considerations for financial borrowing.				
Econ/Fin Lit	SS.5.22. Compare different ways to save and invest money.				
Civics/Gov	SS.5.23. Determine aspects of long-term financial goals.				
Econ/Fin Lit	SS.5.24. Describe different types of taxes, including how they are collected and the public benefits they fund.				

Strand	Standard	Read Iowa History	Read Aloud
Reading: Literature	<b>RL.5.2.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (DOK 2,3)		X
Reading: Literature	<b>RL.5.3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (DOK 2,3)		X
Reading: Literature	<b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view and/or perspective influences how events are described. (DOK 2,3,4)		X
Reading: Literature	<b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (DOK 3,4)		X
Reading: Informational Text	<b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 2,3)		X
Reading: Informational Text	<b>RI.5.3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s). (DOK 2,3)	X	
Reading: Informational Text	<b>RI.5.7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (DOK 2,3)		X
Reading: Informational Text	<b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 3,4)		X
Writing	<b>W.5.1.</b> Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ). d. Provide a concluding statement or section related to the opinion presented. (DOK 2,3,4)	X	
Writing	<b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. (DOK 2,3,4)	X	
Writing	<b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (DOK 2,3)	X	

\*Only the Iowa Literacy Standards applied in the Goldie’s History Kit are listed.