



Grade 5 Social Studies

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: History		Domain: History	
Number	Text	Number	Text
5.H.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (E) <ul style="list-style-type: none"> Examples: Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.). 	5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. <ul style="list-style-type: none"> Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)
5.H.2	Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) <ul style="list-style-type: none"> Examples: Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French 	5.1.2	Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. <ul style="list-style-type: none"> Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vásquez de Coronado; expeditions by French

	explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.		explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.
5.H.3	<p>Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</p> <ul style="list-style-type: none"> ● Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology. 	5.1.3	<p>Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</p> <ul style="list-style-type: none"> ● Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.
5.H.4	<p>Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements.</p> <ul style="list-style-type: none"> ● Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown 	5.1.4	<p>Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.</p> <ul style="list-style-type: none"> ● Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown
5.H.5	<p>Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E)</p> <ul style="list-style-type: none"> ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade. 	5.1.5	<p>Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.</p> <ul style="list-style-type: none"> ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade.

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<p>5.H.6</p>	<p>Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists.</p> <ul style="list-style-type: none"> ● Examples: agriculture, trade, cultural exchanges, military alliances, massacres 	<p>5.1.6</p>	<p>Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.</p> <ul style="list-style-type: none"> ● Examples: agriculture, trade, cultural exchanges, military alliances, and massacres.
<p>5.H.7</p>	<p>Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E)</p> <ul style="list-style-type: none"> ● Examples: slavery, plantations, town meetings, town markets. 	<p>5.1.7</p>	<p>Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.</p> <ul style="list-style-type: none"> ● Examples: Slavery, plantations, town meetings, and town markets
<p>5.H.8</p>	<p>Identify the early founders of colonial settlements, and describe early colonial resistance to British rule.</p> <ul style="list-style-type: none"> ● Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, William Penn. 	<p>5.1.8</p>	<p>Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</p> <ul style="list-style-type: none"> ● Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn
<p>5.H.9</p>	<p>Understand how political, religious, and economic ideas brought about the American Revolution.</p> <ul style="list-style-type: none"> ● Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, the French and Indian War. 	<p>5.1.9</p>	<p>Understand how political, religious, and economic ideas brought about the American Revolution.</p> <ul style="list-style-type: none"> ● Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.

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<p>5.H.10</p>	<p>Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)</p>	<p>5.1.10</p>	<p>Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p>
<p>5.H.11</p>	<p>Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E)</p> <ul style="list-style-type: none"> <p>Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).</p> 	<p>5.1.11</p>	<p>Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.</p> <ul style="list-style-type: none"> <p>Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)</p>
<p>5.H.12</p>	<p>Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution.</p> <ul style="list-style-type: none"> <p>Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben.</p> 	<p>5.1.12</p>	<p>Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.</p> <ul style="list-style-type: none"> <p>Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben</p>

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<p>5.H.13</p>	<p>Identify contributions of women and minorities during the American Revolution.</p> <ul style="list-style-type: none"> • Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, Joseph Brant. 	<p>5.1.13</p>	<p>Identify contributions of women and minorities during the American Revolution.</p> <ul style="list-style-type: none"> • Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant
<p>5.H.14</p>	<p>Explain consequences of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.</p>	<p>5.1.14</p>	<p>Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.</p>
<p>5.H.15</p>	<p>Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. (E)</p> <ul style="list-style-type: none"> • Examples: George Washington, James Madison, George Mason, and Alexander Hamilton, Great Compromise, 3/5 Compromise. 	<p>5.1.15</p>	<p>Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.</p> <ul style="list-style-type: none"> • Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise
<p>5.H.16</p>	<p>Describe the origins and drafting of the Bill of Rights that was ratified in 1791. (E)</p>	<p>5.1.16</p>	<p>Describe the origins and drafting of the Bill of Rights that were ratified in 1791.</p>

<p>5.H.17</p>	<p>Explain why the first American political parties developed, and analyze the impact political parties had on early presidential elections.</p> <ul style="list-style-type: none"> ● Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), the election of Thomas Jefferson (1800). 	<p>5.1.17</p>	<p>Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.</p> <ul style="list-style-type: none"> ● Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)
<p>5.H.18</p>	<p>Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.</p> <ul style="list-style-type: none"> ● Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin. 	<p>5.1.22</p>	<p>Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.</p> <ul style="list-style-type: none"> ● Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, and Benjamin Franklin
		<p>5.1.18</p>	<p>Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.</p>
		<p>5.1.19</p>	<p>Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories’ historical details and sequence of events.</p> <ul style="list-style-type: none"> ● Examples: <u>Johnny Tremain</u> by Esther Forbes, <u>The Fighting Ground</u> by Avi, and <u>George vs. George</u> by

			Rosalyn Schanzer
		5.1.20	<p>Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.</p> <ul style="list-style-type: none"> ● Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800
		5.1.21	<p>Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <ul style="list-style-type: none"> ● Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Civics and Government		Domain: Civics and Government	
Number	Text	Number	Text
5.C.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
5.C.2	Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E) <ul style="list-style-type: none"> • Examples: the Mayflower Compact (1620), Fundamental Orders of Connecticut (1639). 	5.2.2	Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents. <ul style="list-style-type: none"> • Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)
5.C.3	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) <ul style="list-style-type: none"> • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights. 	5.2.4	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. <ul style="list-style-type: none"> • Examples: Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights
5.C.4	Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.	5.2.6	Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

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<p>5.C.5</p>	<p>Identify the three branches of the United States government, and explain the functions of each. (E)</p> <ul style="list-style-type: none"> • Examples: separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government. 	<p>5.2.7</p>	<p>Identify the three branches of the United States government and explain the functions of each.</p> <ul style="list-style-type: none"> • Examples: Separation of powers, shared powers, and checks and balances involving the legislative (lawmaking), executive (law enforcing) and judicial (law interpreting) branches of government
<p>5.C.6</p>	<p>Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p>	<p>5.2.8</p>	<p>Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p>
<p>5.C.7</p>	<p>Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.</p>	<p>5.2.9</p>	<p>Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting, and participation in the election process.</p>
<p>5.C.8</p>	<p>Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <ul style="list-style-type: none"> • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands. 	<p>5.2.10</p>	<p>Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <ul style="list-style-type: none"> • Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.
		<p>5.2.3</p>	<p>Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.</p>

			<ul style="list-style-type: none"> ● Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut
		5.2.5	<p>Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <ul style="list-style-type: none"> ● Examples: The right to associate with whomever one pleases; the right to practice the religion of one’s choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Geography		Domain: Geography	
Number	Text	Number	Text
5.G.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)	5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.
5.G.2	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)	5.3.3	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

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5.G.3	Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within.	5.3.5	Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within.
5.G.4	Use maps to describe the characteristics of climate regions of the United States.	5.3.6	Use maps to describe the characteristics of climate regions of the United States.
5.G.5	Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.	5.3.7	Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.
5.G.6	Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)	5.3.9	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
5.G.7	<p>Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment.</p> <ul style="list-style-type: none"> ● Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans. 	5.3.11	<p>Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.</p> <ul style="list-style-type: none"> ● Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans

<p>5.G.8</p>	<p>Describe and analyze how specific physical features influenced historical events. (E)</p> <ul style="list-style-type: none"> Examples: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps, George Rogers Clark’s campaign in the Ohio Valley. 	<p>5.3.12</p>	<p>Describe and analyze how specific physical features influenced historical events.</p> <ul style="list-style-type: none"> Examples: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps, and George Rogers Clark’s campaign in the Ohio Valley
		<p>5.3.2</p>	<p>Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.</p>
		<p>5.3.4</p>	<p>Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.</p> <ul style="list-style-type: none"> Examples: Near bodies of water, on lowlands, along a transportation route, or near natural resources, or sources of power
		<p>5.3.8</p>	<p>Explain how the Spanish, British, and French colonists altered the character and use of land in early America.</p>
		<p>5.3.10</p>	<p>Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.</p> <ul style="list-style-type: none"> Examples: Explain how economic competition for resources, boundary disputes, cultural differences and

			misperceptions, and control of strategic locations contributed to these conflicts.
		5.3.13	Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles. <ul style="list-style-type: none"> • Examples: Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power
	2023 Indiana Academic Standard		2020 Indiana Academic Standard
Domain: Economics		Domain: Economics	
Number	Text	Number	Text
5.E.1	Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) <ul style="list-style-type: none"> • Examples: trade with the French. 	5.4.1	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. <ul style="list-style-type: none"> • Examples: trade with French
5.E.2	Define types of trade barriers.	5.4.3	Define types of trade barriers.
5.E.3	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E) <ul style="list-style-type: none"> • Examples: transportation, steam engine, railroad, communication, telegraph 	5.4.4	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. <ul style="list-style-type: none"> • Examples: Transportation, steam engine, railroad, communication, telegraph

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5.E.4	Explain how education and training, specialization, and investment in capital resources increase productivity.	5.4.5	Explain how education and training, specialization, and investment in capital resources increase productivity.
5.E.5	Predict the effect of changes in supply and demand on price. (E)	5.4.7	Predict the effect of changes in supply and demand on price.
5.E.6	Explain the purpose and components of a personal budget, and compare factors that influence household saving and spending decisions in early United States history and today.	5.4.9	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.
		5.4.2	<p>Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.</p> <ul style="list-style-type: none"> ● Examples: Private ownership, markets, competition and rule of law
		5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.
		5.4.8	<p>Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.</p> <ul style="list-style-type: none"> ● Examples: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States