



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Grade 5 Social Studies Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Grade 5 Social Studies</b>		
<b>Standard 1: History</b>		
5.1.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	5.1.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	No change
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.	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.	No change
5.1.3: 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.	5.1.3: 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.	No change
5.1.4: Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. Examples: St. Augustine, Roanoke Island, Santa Fe, and Jamestown	5.1.4: Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements. Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown	Rewritten with similar content  Added to Examples <i>Plymouth</i>
5.1.5: Compare and contrast the religious, political and economic reasons for the	5.1.5: Compare and contrast the religious, political and economic reasons for the	No change

colonization of the Americas by Europe.	colonization of the Americas by Europe.	
5.1.6: Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	5.1.6: Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	No change
5.1.7: Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.	5.1.7: 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.	Rewritten for clarification
5.1.8: Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	5.1.8: Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	No change
5.1.9: Understand how political, religious, and economic ideas brought about the American Revolution. Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, and Intolerable [Coercive] Acts	5.1.9: Understand how political, religious, and economic ideas brought about the American Revolution. Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War	Added to Examples <i>Currency Act, Proclamation of 1763, and French and Indian War</i>
5.1.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	5.1.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	No change

5.1.11: Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	5.1.11: Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	No change
5.1.12: Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	5.1.12: Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	No change
5.1.13: Identify contributions of women and minorities during the American Revolution.	5.1.13: Identify contributions of women and minorities during the American Revolution.	No change
5.1.14: 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.	5.1.14: 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.	No change
5.1.15: 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.	5.1.15: 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.	No change
5.1.16: Describe the origins and drafting of the Bill of Rights that were ratified in 1791.	5.1.16: Describe the origins and drafting of the Bill of Rights that were ratified in 1791.	No change
5.1.17: Explain why the first American political parties developed and analyze the impact political parties had on	5.1.17: Explain why the first American political parties developed and analyze the impact political parties had on	No change

early presidential elections.	early presidential elections.	
5.1.18: Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	5.1.18: Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	No change
5.1.19: 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.	5.1.19: 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.	No change
5.1.20: 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.	5.1.20: 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.	No change
5.1.21: Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	5.1.21: Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	No change
5.1.22: Identify and describe the contributions of important	5.1.22: Identify and describe the contributions of important	No change

early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.	early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.	
<b>Standard 2: Civics and Government</b>		
5.2.1: 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.	No change
5.2.2: Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	5.2.2: Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	No change
5.2.3: Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.	5.2.3: Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.	No change
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.	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.	No change
5.2.5: Describe and give examples of individual rights guaranteed by the Bill of Rights.	5.2.5: Describe and give examples of individual rights guaranteed by the Bill of Rights.	No change
5.2.6: Describe the primary and general election process for local, state, and national	5.2.6: Describe the primary and general election process for local, state, and national	No change

offices, including those used to select congressional and presidential office holders.	offices, including those used to select congressional and presidential office holders.	
5.2.7: Identify the three branches of the United States government and explain the functions of each.	5.2.7: Identify the three branches of the United States government and explain the functions of each.	No change
5.2.8: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.	5.2.8: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.	No change
5.2.9: 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.	5.2.9: 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.	No change
5.2.10: Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.	5.2.10: Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.	No change
<b>Standard 3: Geography</b>		
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.	5.3.1: 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.	No change

5.3.2: Identify and describe cultural and physical regions of the United States.	5.3.2: Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.	<i>Added and relate Indiana regions to the larger North American regions</i>
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.	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.	No change
5.3.4: Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.	5.3.4: Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.	No change
5.3.5: Locate the continental divide and the major drainage basins in the United States.	5.3.5: Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.	<i>Added noting the watersheds that Indiana lies within</i>
5.3.6: 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.	No change
5.3.7: 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.	No change
5.3.8: Explain how the Spanish, British, and French colonists altered the character and use of land in early America.	5.3.8: Explain how the Spanish, British, and French colonists altered the character and use of land in early America.	No change
5.3.9: Identify the major manufacturing and agricultural	5.3.9: Identify the major manufacturing and agricultural	No change



regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	
5.3.10: Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts	5.3.10: 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. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts	Added data, audio, and video  Added to Example <i>and misperceptions</i>
5.3.11: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. 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	5.3.11: Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment. 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	Rewritten with similar content.  Added to Examples <i>plantations for slavery, reservations for Native Americans</i>
5.3.12: Describe and analyze how specific physical features influenced historical events.	5.3.12: Describe and analyze how specific physical features influenced historical events.	No change

	5.3.13: Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	New standard indicator in 2020
<b>Standard 4: Economics</b>		
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.	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. Examples: trade with French	Added Examples <i>trade with French</i>
5.4.2: Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	5.4.2: Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	No change
5.4.3: Define types of trade barriers.	5.4.3: Define types of trade barriers.	No change
5.4.4: Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	5.4.4: Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. Examples: transportation, steam engine, railroad, communication, telegraph	Added Examples: transportation, steam engine, railroad, communication, telegraph
5.4.5: 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	No change
5.4.6: Use economic reasoning	5.4.6: Use economic reasoning	Removed and <i>how</i>

to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	to explain why certain careers are more common in one region than in another region of the United States.	<i>specialization results in more interdependence</i>  Added than in another region of the United States
5.4.7: Predict the effect of changes in supply and demand on price.	5.4.7: Predict the effect of changes in supply and demand on price.	No change
5.4.8: Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	5.4.8: Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	No change
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.	5.4.9: 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.	No change