



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
Grade 5 Social Studies		
Standard 1: Historical Knowledge		
<p>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</p>	<p>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</p>	<p>Rewritten with similar content Added to Examples <i>Plymouth</i></p>
<p>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.</p>	<p>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.</p>	<p>Rewritten for clarification</p>
<p>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</p>	<p>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</p>	<p>Added to Examples <i>Currency Act, Proclamation of 1763, and French and Indian War</i></p>
Standard 2: Civics and Government		

NO CHANGES TO STANDARD 2 INDICATORS.

Standard 3: Geography

<p>5.3.2: Identify and describe cultural and physical regions of the United States.</p>	<p>5.3.2: Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.</p>	<p><i>Added and relate Indiana regions to the larger North American regions</i></p>
<p>5.3.5: Locate the continental divide and the major drainage basins in the United States.</p>	<p>5.3.5: Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.</p>	<p><i>Added noting the watersheds that Indiana lies within</i></p>
<p>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</p>	<p>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</p>	<p>Added data, audio, and video <i>Added to Example and misperceptions</i></p>
<p>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</p>	<p>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</p>	<p>Rewritten with similar content. <i>Added to Examples plantations for slavery, reservations for Native Americans</i></p>

and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts	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	
	5.3.13: Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	New standard indicator in 2020
Standard 4: Economics		
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>
5.4.4: 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
5.4.6: Use economic reasoning to explain why certain careers are more common in one region than in another and how	5.4.6: Use economic reasoning to explain why certain careers are more common in one region than in another region of	Removed and <i>how specialization results in more interdependence</i>



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

specialization results in more interdependence.	the United States.	Added than in another region of the United States
---	--------------------	---