



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

GRADE 5



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 5 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

Grade 5 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
History	
<p>5.H.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (E)</p> <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.). 	<p>5.H.1a: Identify characteristics of early cultures and settlements that existed in North America prior to contact with Europeans. (E)</p> <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.).
<p>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)</p> <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 explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White. 	<p>5.H.2a: Identify a European explorer from early history who came to North America and explain why they came. (E)</p> <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 explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.
<p>5.H.3: 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. 	<p>5.H.3a: Identify similarities and/or differences with two Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, or 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, and sources of food and clothing.

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<p>5.H.4: 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. 	<p>5.H.4a: Locate the early Spanish, French, and British settlements on a map and identify the physical or social structure of these settlements.</p> <ul style="list-style-type: none"> ● Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
<p>5.H.5: 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. 	<p>5.H.5a: Identify a religious, political, or economic reason 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.
<p>5.H.6: 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.H.6a: Identify an instance of cooperation or 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.H.7: 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.H.7a: Sort the original 13 colonies by region (e.g., New England, Middle, Southern) and match one political, social, or economic organization to each region (e.g., New England, Middle, Southern). (E)</p>
<p>5.H.8: 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.H.8a: Identify early founders of colonial settlements.</p> <ul style="list-style-type: none"> ● Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, William Penn.

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<p>5.H.9: 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.H.9a: Identify a political, religious, or economic idea(s) that 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.H.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)</p>	<p>5.H.10a: Identify three causes of the American Revolution as outlined in the Declaration of Independence. (E)</p>
<p>5.H.11: 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"> ● 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>5.H.11a: Match major British and American leaders of the American Revolutionary War to a significant key event of the war. (E)</p> <ul style="list-style-type: none"> ● 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>5.H.12: Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution.</p> <ul style="list-style-type: none"> ● 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>5.H.12a: Identify a contribution of France, another nation, and/or an individual to the outcome of the American Revolution.</p> <ul style="list-style-type: none"> ● 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>5.H.13: 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.H.13a: Identify one or more contributions of women or 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.

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<p>5.H.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.</p>	<p>5.H.14a: Identify three consequences of the American Revolution. (e.g. 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: 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.H.15a: Identify the purpose of the United States Constitution and 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.H.16: Describe the origins and drafting of the Bill of Rights that was ratified in 1791. (E)</p>	<p>5.H.16a: Identify three or more reasons the Bill of Rights was created. (E)</p>
<p>5.H.17: 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.H.17a: Identify the first American political parties and match reasons why they were developed.</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.H.18: 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.H.18a: Identify important American artists or writers and match their contribution to the nation’s cultural landscape.</p> <ul style="list-style-type: none"> ● Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.

Civics and Government

<p>5.C.1: Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p>	<p>5.C.1a: Identify a principle and purpose of government as stated in the Preamble to the United States Constitution.</p>
<p>5.C.2: Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E)</p> <ul style="list-style-type: none"> ● Examples: the Mayflower Compact (1620), Fundamental Orders of Connecticut (1639). 	<p>5.C.2a: Identify a characteristic of limited government; identify an individual right in a key colonial era.</p> <ul style="list-style-type: none"> ● Examples: the Mayflower Compact (1620), Fundamental Orders of Connecticut (1639).
<p>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)</p> <ul style="list-style-type: none"> ● Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights. 	<p>5.C.3a: Identify key ideas about government as noted in two of the following: Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E)</p> <ul style="list-style-type: none"> ● Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
<p>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.</p>	<p>5.C.4a: Sort the election processes of the primary and general elections.</p>
<p>5.C.5: 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.C.5a: Identify the three branches of the United States government and match a function of each branch. (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.C.6: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p>	<p>5.C.6a: Identify group and/or individual actions that support civic life.</p> <ul style="list-style-type: none"> ● Example: civility, cooperation, respect, and responsible participation.)

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<p>5.C.7: 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.7a: Identify ways by which citizens may effectively voice opinions, monitor government, and/or bring about change in government.</p> <ul style="list-style-type: none"> ● Example: voting and participation in the election process.
<p>5.C.8: 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.C.8a: Identify contemporary issues that involve civic responsibility, individual rights, and/or 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>Geography</p>	
<p>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)</p>	<p>5.G.1a: Demonstrate that a location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.</p>
<p>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)</p>	<p>5.G.2a: Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)</p>
<p>5.G.3: Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within.</p>	<p>5.G.3a: Locate the continental divide and the major drainage basins/watersheds that Indiana lies within.</p>
<p>5.G.4: Use maps to describe the characteristics of climate regions of the United States.</p>	<p>5.G.4a: Use a map to identify a characteristic of a climate region in the United States.</p>
<p>5.G.5: Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.</p>	<p>5.G.5a: Identify the impact of access to fresh water on the local or regional communities.</p>

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<p>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)</p>	<p>5.G.6a: Identify manufacturing and/or agricultural regions in colonial America, and identify one way per region how agriculture and/or manufacturing changed between 1600 and 1800.</p>
<p>5.G.7: 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. 	<p>5.G.7a: Identify one or more ways Native Americans, Africans, immigrant groups, and/or 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: 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.G.8a: Identify 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, George Rogers Clark’s campaign in the Ohio Valley.
<p>Economics</p>	
<p>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)</p> <ul style="list-style-type: none"> ● Examples: trade with the French. 	<p>5.E.1a: Identify and/or describe the economic activities within and among Native American cultures prior to contact with Europeans. Identify the economic incentives that helped motivate European exploration and colonization. (E)</p> <ul style="list-style-type: none"> ● Examples: trade with the French.
<p>5.E.2: Define types of trade barriers.</p>	<p>5.E.2a: Identify types of trade barriers.</p>

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<p>5.E.3: Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E)</p> <ul style="list-style-type: none"> ● Examples: transportation, steam engine, railroad, communication, telegraph. 	<p>5.E.3a: Identify the impact of technological developments and major inventions on business productivity during the early development of the United States. (E)</p> <ul style="list-style-type: none"> ● Examples: transportation, steam engine, railroad, communication, telegraph.
<p>5.E.4: Explain how education and training, specialization, and investment in capital resources increase productivity.</p>	<p>5.E.4a: Explain how education and training increase productivity.</p>
<p>5.E.5: Predict the effect of changes in supply and demand on price. (E)</p>	<p>5.E.5a: Identify two ways that changes in supply and demand affect price.</p>
<p>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.</p>	<p>5.E.6a: Explain the purpose of a personal budget and identify factors that influence household saving and spending decisions. (E)</p>