

GRADE 5

Overview: Below is a comparison of the 2011 and the 2022 Louisiana Student Social Studies Standards for grade 5. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for fifth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

| 2022 Skills and Practices | 2011 Standards | Notice/Wonder |
|---|---|---------------|
| <p>3-5.SP1. Examine sources in order to:</p> <p>A. distinguish between primary, secondary, and tertiary sources</p> <p>B. determine the origin, author's point of view, and intended audience</p> <p>C. understand and use content-specific vocabulary and phrases</p> | <p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product | |
| <p>5.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> | <p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p> | |
| <p>5.2 Use a variety of primary and secondary sources to:</p> <p>a. Analyze social studies content.</p> <p>b. Explain claims and evidence.</p> <p>c. Compare and contrast multiple sources</p> | <p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product | |
| <p>5.3 Explain connections between ideas, events, and developments in world history.</p> | | |
| <p>5.4 Compare and contrast events and developments in world history.</p> | | |
| <p>5.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p>a. Demonstrate an understanding of social studies content.</p> <p>b. Compare and contrast content and viewpoints.</p> <p>c. Explain causes and effects.</p> <p>d. Describe counterclaims.</p> | <p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product | |
| <p>5.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> | <p>5.4.1 Differentiate between various types of maps using characteristics, functions, and applications</p> <p>5.4.2 Analyze a map using a variety of tools</p> <p>5.4.3 Analyze maps from the Age of Exploration to 1763</p> | |
| 2022 Content Standards | 2011 Standard | Notice/Wonder |
| <p>5.13b. Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> | <p>5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration</p> | |
| <p>5.13c. Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures</p> | | |
| <p>5.13d Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations</p> | | |
| <p>5.13e. Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico</p> | | |
| <p>5.13f. Describe Aztec religious beliefs and how they were linked to the traditions of the society.</p> | | |
| <p>5.13g. Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.</p> | | |
| <p>5.13h. Identify Moctezuma II and describe features of his reign.</p> | | |
| <p>5.13i. Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land</p> | | |

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| 5.13j. Explain how the Inca kept their empire together without a written language. | |
| 5.14a. Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain. | 5.2.2 Identify early explorers and their motivations, challenges, and achievements |
| 5.14b. Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. | |
| 5.14c. Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe. | |
| 5.14d. Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors. | 5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples |
| 5.14e. Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent | 5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa |
| 5.14f. Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery. | |
| 5.14g. Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas | |