

**CORRELATION**

*of*

***INDIANA SOCIAL STUDIES***

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*to the*

**INDIANA**

**ACADEMIC STANDARDS FOR SOCIAL STUDIES  
CORE STANDARDS AND STANDARDS INDICATORS  
Grades K – 5**



**HOUGHTON MIFFLIN HARCOURT**  
School Publishers



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## **EXPLANATION OF CORRELATION**

This document is a computer-generated correlation of INDIANA SOCIAL STUDIES © 2010 to the INDIANA ACADEMIC STANDARDS FOR SOCIAL STUDIES, CORE STANDARDS AND STANDARDS INDICATORS. The format for this correlation follows the basic format and sequence of skills established by the INDIANA ACADEMIC STANDARDS FOR SOCIAL STUDIES, CORE STANDARDS AND STANDARDS INDICATORS. The references listed include Teacher Edition lesson pages and practice and application opportunities.

The references in this correlation reflect the Harcourt School Publishers National Correlation Group's interpretation of the social studies objectives in the INDIANA ACADEMIC STANDARDS FOR SOCIAL STUDIES, CORE STANDARDS AND STANDARDS INDICATORS.

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<b>GRADE K</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>Our World, Now and Long Ago</u>
<b>Core Standard 1 History: Past and Present</b>	
<i>Explore differences and similarities in the lives of children and families of long ago and today. Identify famous Americans from the past who have shown courageous leadership, and sequentially order events of the past.</i> [Standard Indicators: K.1.1, K.1.2, K.1.3, K.1.4, K.1.5]	61–64, 117–120, 184–186, 189–192, 257–260, 272, 276–277, 283–284, 287, 289–304, 307, 309–312, 326, 330–331, 335, 339–363, 368–375, 379, H 3–H 18
<b>Standard 1: History</b>	
<i>Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.</i>	
<b>Historical Knowledge</b>	
K.1.1 Compare children and families of today with those in the past. (Individuals, Society and Culture) Example: Compare clothing, houses and objects of the past with the present.	272, 326, 330–331, 335, 359–363, 371
K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America’s ethnic heritage. Example: Identify Thanksgiving, Columbus Day, Grandparent’s Day, and birthdays.	309–311, 345–350, 351–354, H 3–H 18
K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility. Example: George Washington;, Chief Little Turtle; Abraham Lincoln; Harriet Tubman; and Martin Luther King, Jr.	61–64, 117–120, 184–186, 257–260, 309–311, 339–344, 346, 349–350, 372–375, H 4, H 11, H 13
<b>Chronological Thinking</b>	
K.1.4 Identify and order events that take place in a sequence. Example: Identify events in the school day as first, net, last, yesterday, today and tomorrow; place school events in order.	283–284, 287, 289–292, 295, 298–299, 307, 312, 344, 351–354
K.1.5 Explain that calendars are used to represent days of the week and months of the year. Example: Use a calendar to identify days of the week and school activities and birthdays.	272, 276–277, 293–296, 297–300, 301–304, 351

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<b>GRADE K</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>Our World, Now and Long Ago</u>
<b>Core Standard 2 Civics and Government: Citizenship</b>	
<i>Give examples of leaders in our country and communities. Describe some qualities of good leaders. Explain why we have rules.</i> [Standard Indicators: K.2.1, K.2.2, K.2.3, K.2.5]	14, 18, 27, 35–38, 45–48, 50, 52, 62–64, 89–96, 101–104, 108–112, 120, 155–159, 245, 260, 309
<b>Standard 2: Civics and Government</b>	
<i>Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; understand the importance of being a responsible citizen who knows why rules are needed and follows them.</i>	
<b>Foundations of Government</b>	
K.2.1 Give examples of people who are community helpers and leaders and describe how they help us. (Individuals, Society and Culture) Example: Parents, teachers, school principal, bus drivers and policemen.	38, 62–64, 108–112, 155–159, 245, 260
K.2.2 Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.	89–92, 93–96, 101–104, 110, 120
<b>Functions of Government</b>	
K.2.3 Give examples of classroom and school rules and explain how each helps us.	14, 18, 27, 35–38, 50, 52
<b>Roles of Citizens</b>	
K.2.4 Give examples of how to be a responsible family member and member of a group. (Individuals, Society and Culture) Example: Respecting the property and rights of others, being honest and truthful, and respecting authority.	35–37, 49–52, 309–311, 372
K.2.5 Identify the role of students in the classroom and the importance of following school rules to ensure order and safety.	14, 18, 27, 35–38, 50, 52, 309

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<b>GRADE K</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>Our World, Now and Long Ago</u>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<i>Locate, identify and describe places in the school and community using terms related to distance and direction. Identify the address of home and school. Identify and compare maps and globes and explain that they show places in the world.</i> [Standard Indicators: K.3.1, K.3.2, K.3.3, K.3.4, K.3.6,]	3–6, 57–60, 97–99, 100, 149–154, 194, 219, 220, 227–231, 235–238, 239–256, 378–381, H 9, H 14, H 16
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<i>Describe how different groups of people have different ways of living, and explain how people can improve their environment.</i> [Standard Indicators: K.3.6, K.3.7]	49–51, 57–60, 149–154, 180–183, 239–242, 248–252, 253–259, 378–381, 384, H 9, H 14, H 16
<b>Core Standard 3 Geography: Seasonal Changes</b>	
<i>Give examples of what happens when the seasons change.</i> [Standard Indicators: K.3.5]	230–231, 285–288, 305–308, 358
<b>Standard 3: Geography</b>	
<i>Students learn that maps and globes are different representations of the Earth’s surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.</i>	
<b>The World in Spatial Terms</b>	
K.3.1 Use words related to location, direction and distance, including <i>here/there, over/under, left/right, above/below, forward/backward</i> and <i>between</i> . Example: Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.	3–6, 97, 99, 100, 219, 220
K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.	97–99, 194, 235–238, 239–243, 244–247

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<b>GRADE K</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>Our World, Now and Long Ago</u>
<b>Places and Regions</b>	
K.3.3 Locate and describe places in the school and community. Example: Cafeteria, library, office, restrooms, gym and the fire station.	229, 239–243, 247
K.3.4 Identify and describe the address and location of home and school.	241–242
<b>Physical Systems</b>	
K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment. Example: In different seasons, people wear different kinds of clothing.	230–231, 285–288, 305–308, 358
<b>Human Systems</b>	
K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society and Culture) Example: Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, cultural and ethnic heritage.	149–154, 239–242, 248–252, 253–256, 378–381, H 9, H 14, H 16
<b>Environment and Society</b>	
K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.	49–51, 180–183, 257–259, 384



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<b>GRADE K</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>Our World, Now and Long Ago</u>
<b>Core Standard 4 Economics: Work</b>	
<i>Give examples of different jobs that people have and the tools they use in these jobs (in the home and outside of the home). Explain why people work.</i> [Standard Indicators: K.4.1, K.4.2, K.4.3, K.4.4]	136, 140–141, 146, 149–159, 164–171, 175, 194, 245, 260, 346, 372, 379, 381, H 3
<b>Standard 4: Economics</b>	
<i>Students explain that people do different jobs and work to meet basic economic wants.</i>	
K.4.1 Explain that people work to earn money to buy the things they want.	168–171, 175
K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. Example: Use picture books, stories and software programs to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.	136, 140–141, 146, 149–154, 155–159, 164–167, 168–170, 194, 245, 260, 346, H 3
K.4.3 Explain why people in a community choose different jobs. Example: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.	155–158, 168–170, 194, 245, 260, H 3
K.4.4 Give examples of work activities that people do at home.	372, 379, 381

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<b>GRADE 1</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>A Child's View</b>
<b>Core Standard 1 History: Comparing Past and Present</b>	
<i>Compare the daily life of individuals in the community with life in the past. Describe local people whose actions showed courage, honesty and responsibility. Use narratives, oral histories, folklore, video images, and biographies to share the information.</i> [Standard Indicators: 1.1.1, 1.1.2, 1.1.4]	12, 18, 22–25, 32–33, 35, 40–41, 70, 82–83, 108–115, 119, 122, 128–131, 133, 136–137, 145L, IN 145A–B, 145P–Q, 146–181, 184–189, 192–197, 200, 201L, 206–215, 218–219, 224, 242–243, 276–277
<b>Core Standard 1 History: Chronology and Analysis</b>	
<i>Measure time using clocks and calendars. Order events sequentially on a timeline. Distinguish between fact and opinion.</i> [Standard Indicators: 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10]	97J, 110, 134–135, 142, 145J, 145L, 145P–Q, 146, 148–157, 163–169, 170–175, 178–183, 190–191, 193, 197, 218, 228–231, R 10–15, H 13
<b>Core Standard 1 History: National Symbols</b>	
<i>Discuss the origins and significance of American songs, symbols, people and events associated with national celebrations and holidays.</i> [Standard Indicators: 1.1.3, 1.1.5]	11, 1, 97L, 97P–Q, IN 97A–B, 97, 99–103, 107, 114, 116–133, 136–139, 141–142, 144, 232–235, H 4–6, H 11, H 13, H 15, H 17–18
<b>Standard 1: History</b>	
<i>Students will identify continuity and change in the different environment around them including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.</i>	
<b>Historical Knowledge</b>	
1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. Example: Clothing, the use of technology, methods of transportation, entertainment, and customs.	70, 112–115, 131, 136–137, 145L, 145P–Q, IN 145A–B, 146–147, 150–157, 158–163, 164–165, 166–169, 170–175, 176–177, 178–181, 184–189, 194–195, 196–197, 200
1.1.2 Compare past and present similarities and differences in community life by using biographies, oral histories, folklore and video images. Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.	35, 40–41, 70, 82–83, 110–111, 114–115, 145L, 145P–Q, 148–149, 150–157, 158–163, 164–165, 166–169, 170–175, 176–177, 178–181, 184–189, 193, 201L, 206–209, 210–215, 218–219, 224, 242–243

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<b>GRADE 1 Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>A Child's View</u>
1.1.3 Identify American songs and symbols and discuss their origins. Example: Symbols – The United States Flag, the bald eagle, and the Statue of Liberty Songs – “The Star-Spangled Banner,” “Yankee Doodle”	II, 1, 97L, 97P–Q, IN 97A-B, 97, 100–101, 102–103, 116–119, 120–123, 124–125, 126–127, 136–137, 138–139, 141, 144, H 5, H 17
1.1.4 Identify local people from the past who have shown honesty, courage, and responsibility. (Individuals, Society and Culture) Example: War veterans and community leaders.	12, 18, 22–25, 32–33, 35, 40–41, 82-83, 108, 109, 110–111, 115, 119, 122, 128-130, 133, 192-193, 218-219, 276–277
1.1.5 Identify people and events observed in national celebrations and holidays. Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day	97P–Q, 99, 107, 114, 125, 128–133, 136–137, 141, 142, 144, 232–235, H 4, H 5, H 6, H 11, H 13, H 15, H 17, H 18
<b>Chronological Thinking, Historical Analysis and Interpretation, Research</b>	
1.1.6 Use terms related to time to sequentially order events that have occurred in the school. Example: Use the terms <i>past</i> and <i>present</i> ; <i>yesterday</i> , <i>today</i> , and <i>tomorrow</i> ; <i>next week</i> and <i>last week</i> .	134–135, 145P–Q, 146, 148–149, 170–175, 178–181, 182-183, 197
1.1.7 Explain that clocks and calendars are used to measure time.	134–135, 142, 150
1.1.8 Develop a simple timeline of important events in the student’s life.	182–183
1.1.9 Use the library and other information resources to find information that answers questions about history. Example: Books about Abraham Lincoln or George Washington such as <i>Honest Abe</i> by Edith Kunhardt, <i>George Washington’s Teeth</i> by Deborah Chandra, and family stories such as <i>Grandfather’s Journey</i> by Allen Say.	97J, 110, 145J, 145P–Q, 150–157, 163, 164–165, 166–169, 193, R 10–15, H 13
1.1.10 Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture. Example: Johnny Appleseed, Paul Bunyan and John Henry.	145L, 190–191, 218, 228–231

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<b>GRADE 1</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>A Child's View</b>
<b>Core Standard 2 Civics and Government: Citizenship and Civic Responsibility</b>	
<i>Provide examples of good citizenship in the school and community. Identify rights and responsibilities of citizens and know the Pledge of Allegiance. Give examples of rules and laws in the school and community.</i> [Standard Indicators: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6]	IN 1A–B, 1L, 2–3, 10–19, 26–27, 34–46, 48, 78–83, 110–111, 116–119, 125, 140, 192–193, 218–219, 273, 276–279, 302, H 15
<b>Standard 2: Civics and Government</b>	
<i>Students will explain the meaning of government, and explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.</i>	
<b>Foundations of Government</b>	
1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights. (Individuals, Society and Culture) Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.	IN 1A-B, 11, 13, 16–19, 26–27, 34–37, 45, 48
<b>Functions of Government</b>	
1.2.2 Define and give examples of rules and laws in the school and the community.	IN 1A-B, 1L, 3, 10–13, 16–19, 44, 45, 48
1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws. Example: Rules and laws exist to establish order and security and to protect individual and community rights.	3, 10–13, 16–19, 44, 45, 46
<b>Roles of Citizens</b>	
1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture) Example: Students help to keep the classroom and school clean by properly disposing of trash.	IN 1A-B, 14–15, 16–19, 34–37, 78–79, 80–81, 273, 278–279, 302, H 15

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<b>GRADE 1 Indiana Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u>
	<u>A Child's View</u>
1.2.5 Define what a citizen is and describe the characteristics of good citizenship. (Individuals, Society and Culture) Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property.	2, 11, 13, 16–19, 26-27, 34–37, 38–39, 40–41, 42–43, 45, 82–83, 110–111, 125, 192–193, 218–219, 276–277, 278–279
1.2.6 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	116–119, 140

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<b>GRADE 1</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>A Child's View</b>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<i>Identify and map human and physical features of the school and neighborhood. Understand the use of cardinal directions. Identify continents, oceans, cities and roads on maps and globes.</i> [Standard Indicators: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.7]	I12–I13, 20–21, IN 49A–B, 49P–Q, 51, 56–70, 72–73, 88–89, IN 97A–B, 94–96, 134–135, 145P–Q, 146, 148–149, 170–175, 178–183, 197, 236–237, 247, R2–5
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<i>Compare cultural similarities and differences found in the local community. Give examples of natural resources found locally. Describe how people use these resources and how they interact with their environment.</i> [Standard Indicators: 1.3.7, 1.3.8, 1.3.9]	IN 49A–B, 51, 74–79, 82–83, 90–91, 93, 131, 134–135, 145P–Q, 146, 148–149, 170–175, 178–183, 197, IN 201A–B, 201P–Q, 202–205, 210–217, 220–235, 238–241, 244, 246, 248
<b>Core Standard 3 Geography: Environment and Seasonal Changes</b>	
<i>Observe and record daily and seasonal weather changes, and explain how these changes influence activities in the school and community.</i> [Standard Indicators: 1.3.5, 1.3.6]	IN 49A–B, 84–88, 92, 96, IN 97A–B
<b>Standard 3: Geography</b> <i>Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.</i>	
<b>The World in Spatial Terms</b>	
1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.	72–73, 95
1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.	20–21, IN 49A–B, 51, 56–59, 60–61, 94, 236–237, 247, R 2–3, R 4–5
<b>Places and Regions</b>	
1.3.3 Identify and describe the relative locations of places in the school setting. Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”	I12–I13

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<b>GRADE 1 Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>A Child's View</u>
1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.	I12-I13, 20–21, IN 49A-B, 49P–Q, 56–59, 62–65, 66-67, 68–70, 88-89, IN 97A-B, 96
<b>Physical Systems</b>	
1.3.5 Observe and record the weather on a daily basis. Example: Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight using Web sites.	84, 86, 87
1.3.6 Explain the effect of seasonal change on plants, animals, and people. Example: Plants die in the winter and show new growth in the spring; some birds fly south in the winter and return in the spring. People may wear heavier clothing in the winter and lighter-weight clothing in summer.	IN 49A-B, 84–87, 88, 92, 96, IN 97A-B
<b>Human Systems</b>	
1.3.7 Draw simple maps using symbols that show how space is used in the classroom at school and in the neighborhood. Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.	I13, 20–21, 73, 236
1.3.8 Compare cultural similarities and differences, such as family traditions and customs and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Individuals, Society and Culture)	131, IN 201A-B, 201P–Q, 202-203, 204–205, 210–215, 216-217, 220–225, 226-227, 228–231, 232–235, 238–241, 244, 246, 248
<b>Environment and Society</b>	
1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.	IN 49A-B, 51, 74–79, 82–83, 90–91, 93

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<b>GRADE 1</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>A Child's View</b>
<b>Core Standard 4 Economics: Goods and Services</b>	
<i>Identify and compare goods, services and jobs in the school and community. Explain how and why people exchange goods and services.</i> [Standard Indicators: 1.4.1, 1.4.2, 1.4.3, 1.4.6]	32–33, IN 249A–B, 249L, 249P–Q, 250–251, 254–263, 266–273, 280–295, 298–301, 304, H 3
<b>Standard 4: Economics</b>	
<i>Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.</i>	
1.4.1 Identify goods that people use.	249P–Q, 250, 254–259, 260–263, 266–267, 301
1.4.2 Identify services that people do for each other.	IN 249A–B, 249P–Q, 250, 254–259, 260–263, 266–267, 301
1.4.3 Compare and contrast different jobs people do to earn income.	32–33, 249L, 260–263, 268–273, 290–295, 300, 301, 304, H 3
1.4.4 Describe how people in the school and community are both producers and consumers.	IN 249A–B
1.4.5 Explain that people have to make choices about goods and services because of scarcity.	280–285, 286–287, 304
1.4.6 Explain that people exchange goods and services to get the things they want.	249P–Q, 251, 260–263, 280–285, 286–287, 288–289, 298–299, 300, 301



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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>People We Know</b>
<b>Core Standard 1 History: Local History Past to Present</b>	
<i>Identify when the local community was established. Identify its founders, early settlers, and other individuals who had a positive influence on the community. Explain changes in daily life from past to present.</i> [Standard Indicators: 2.1.1, 2.1.2, 2.1.3]	30-31, IN 1-8, IN 2-4, IN 2-8, 139–141, IN 153A–B, 153L, 153P–Q, 158–175, 178–183, 187–191, 200–201, 204, 208–209, IN 4-1–4-8, 254–257, H 11, H15
<b>Core Standard 1 History: Chronology and Analysis</b>	
<i>Use calendars and timelines to understand the development of important community traditions and events.</i> [Standard Indicators: 2.1.4, 2.1.5, 2.1.6, 2.1.7]	IN 1–1, 153L, 153V, 180, 187–188, 192–193, 196–199, 202–205, 210, IN 4-8, IN 217A–B, 228, 250–253, 262, R 12–R 19, H 3, H 5–H 11, H 14, H 16–H 18
<b>Standard 1: History</b>	
<i>Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.</i>	
<b>Historical Knowledge</b>	
2.1.1 Identify when the local community was established and identify its founders and early settlers.	IN 2-8, 153L, 178-183, 187, 190-191, 204, IN 4-1–4-4, IN 4-8
2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture) Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time	IN 2-4, 139-141, 153L, 158-171, 172-175, 189, IN 4-2, IN 4-5–4-6
2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)	30-31, IN 1-8, IN 153A-B, 153P-Q, 188, 190, 191, 200-201, 208-209, IN 4-7, 254-257, H 11, H 15
2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture) Example: Local and regional festivals, city flags and seals, and community mottos	IN 1-1, 187, 196-199, 202-205, 210, IN 4-8, IN 217A-B, 228, 252-253, H 3, H 5, H 6, H 7, H 8, H 9, H 10, H 11, H 14, H 16, H 17, H 18

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<b>GRADE 2 Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Chronological Thinking, Historical Comprehension, Research</b>	
2.1.5 Develop a simple timeline of important events in the history of the school and/or community.	153L, 153V, 192-193
2.1.6 Create and maintain a calendar of important school days, holidays and community events.	250-251, 262
2.1.7 Read about and summarize historical community events using libraries and a variety of information resources. Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.	153L, 180, 188, 204, IN 4-8, R 12-19

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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>People We Know</b>
<b>Core Standard 2 Civics and Government: Citizenship and Civic Responsibility</b>	
<i>Define what a citizen is and describe the rights and responsibilities of citizens. Explain how people must work together to resolve conflict and the importance of respecting differences. Explain how laws are used to resolve conflicts appropriately and discuss the consequences for disobeying laws.</i> [Standard Indicators: 2.2.4, 2.2.5, 2.2.6, 2.2.7]	3, 6–7, 10–15, 24–25, 28–31, 52, 54, IN 1-2–1-3, IN 1-8, 72–73, 122–123, 153, 194–197, 201, 208–209, IN 217A–B, 226–231, 236–245, 282–283, 312–313
<b>Core Standard 2 Civics and Government: Foundations of Government</b>	
<i>Explain that the United States government is founded on the belief of equal rights for all of its citizens. Explain why it is important for a community to have a responsible government. Identify some of the leaders of community governments.</i> [Standard Indicators: 2.2.1, 2.2.2, 2.2.3]	IN 1A–B, 1P–Q, 8–9, 13, 18–21, 24–27, 32–37, 40–45, 52–53, IN 1-4–1-8, 186–187
<b>Standard 2: Civics and Government</b>	
<i>Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.</i>	
<b>Foundations of Government</b>	
2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens. (Individuals, Society and Culture) Example: People have the right to own property and the right of free speech.	8-9, 13, 53, IN 1-4–1-5, IN 1-8, 186-187
<b>Functions of Government</b>	
2.2.2 Understand and explain why it is important for a community to have responsible government. Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.	IN 1A-B, 1P-Q, 18-21, 40-45, 52, IN 1-7
2.2.3 Identify community leaders, such as the mayor and city council.	IN 1A-B, 1P-Q, 24-27, 40-45, IN 1-6

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<b>GRADE 2</b> <b>Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
	<u>People We Know</u>
<b>Roles of Citizens</b>	
2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture)	24-25, IN 217A-B, 226-231, 236-241
2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.	10, 12, 24-25, 30-31, IN 1-8, 72-73, 122-123, 201, 208-209, 244-245, 282-283, 312-313
2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship. Example: The Pledge of Allegiance is a promise to be loyal to our republic. Other ways citizens can affirm the citizenship include voting, serving in the military and volunteering to help solve community problems.	3, 6-7, 28-29, IN 1-2-1-3, 153, 194-195,196-197
2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.	11-13, 14-15, 52, 54, 242-243

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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>People We Know</u>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<i>Use basic information on maps, globes, and other geographic tools to locate and identify physical and human features of one's community, state, and nation.</i> [Standard Indicators: 2.3.1, 2.3.2, 2.3.4, 2.3.5]	I12–I14, 46–47, 55, 57P–Q, 59, 67–68, 75–83, 90–91, 93–95, 103–104, IN 2-1–2-6, IN 2-8, 129, 136–137, 142–143, 151, R 4, R 6-9 R 11
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<i>Describe the simple demographics of the school. Give examples of how different physical features in different neighborhoods and communities can influence the activities available there.</i> [Standard Indicators: 2.3.3, 2.3.6, 2.3.7, 2.4.1]	I14, 20, IN 57A–B, 60–61, 87, 92–93, 98, 104, IN 2-5–IN 2-8, IN 105A–B, 105P–Q, 110–119, 126, 129, 284, 294–299, 317, 319
<b>Standard 3: Geography</b>	
<i>Students will locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between the physical and environmental characteristics of their community.</i>	
<b>The World in Spatial Terms</b>	
2.3.1 Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.	57P-Q, 59, 94-95, 103, IN 2-1, 142-143
2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.	46-47, 68, 75, 90-91, 93, 94-95, IN 2-1, 129, R 6-7
<b>Places and Regions</b>	
2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there. Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.	I14, IN 57A-B, 60-61, 87, 92, 93, 104, IN 2-5, IN 2-6, IN 2-8, 117, 126, 129

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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>People We Know</u>
<b>Physical Systems</b>	
2.3.4 On a map, identify physical features of the local community. Example: Use maps and atlases to identify local bodies of water, crops and green spaces.	I14, IN 57A-B, 76-81, 82-83, 104, IN 2-2–IN 2-3, IN 2-8, 136-137, 151, R 4, 8-9, 11
<b>Human Systems</b>	
2.3.5 Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture) Example: Local roads, highways, buildings, towns and parks	I12-13, 46-47, 55, 67, 103, IN 2-4, IN 2-5, IN 2-6, IN 2-8, 129, 136-137, 142-143, 151
2.3.6 Describe simple demographics of the school. Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups	IN 2-7
<b>Environment and Society</b>	
2.3.7 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.	20, 98, IN 2-8, IN 105A-B, 117, 284

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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>People We Know</b>
<b>Core Standard 4 Economics: Goods and Services</b>	
<i>Give examples of resources that communities use to produce goods and services. Identify specialized jobs within the community. Explain how the scarcity of resources affects the choices people make.</i> [Standard Indicators: 2.4.1, 2.4.2, 2.4.4, 2.4.5, 2.4.6]	105P-Q, 110-119, IN 265A-B, 265P-Q, 266-267, 276-279, 284-287, 289-291, 294-299, 302-307, 316-317, 319, H 3
<b>Core Standard 4 Economics: Trade and Money</b>	
<i>Explain that individuals and communities obtain what they want through exchange/trade with others. Explain how money makes buying and selling goods and services easier. Explain that a price is what people pay or receive when they buy or sell a good or service. Define savings.</i> [Standard Indicators: 2.4.3, 2.4.4, 2.4.7, 2.4.8]	105P-Q, IN 265A-B, 265L, 265P-Q, 266-267, 278-279, 288-290, 299, 304-305, 308-311, 317
<b>Standard 4: Economics</b>	
<i>Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.</i>	
2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources) and identify productive resources used to produce goods and services in the community.	105P-Q, 110-113, 114-119, 294-299, 317, 319
2.4.2 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.	IN 265A-B, 265P-Q, 266, 276-279, 284-287, 316, 317, H 3
2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.	265L, 304-305, 309
2.4.4 Research goods and services produced in the local community and describe how people can be both producers and consumers.	105P-Q, IN 265A-B, 265P-Q, 266, 267, 278-279, 299
2.4.5 Explain that because of scarcity, people must make choices and incur opportunity costs.	289, 290-291, 302-305, 306-307

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<b>GRADE 2</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<u>People We Know</u>
2.4.6 Define specialization and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs	IN 265A-B, 277, 296-297
2.4.7 Explain why people trade for goods and services and explain how money makes trade easier.	278-279, 288-289, 308-311, 317
2.4.8 Explain that income that people do not spend on goods and services is called savings.	288-289, 290



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<b>GRADE 3</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana Academic Standards</b>	<b>Our Communities</b>
<b>Core Standard 1 History: Early Regional Culture and Settlement</b>	
<i>Describe how groups of people in the state and region (from prior to European settlement to the present) have influenced the development of different communities. Describe regional founders and leaders and explain why these people qualified as leaders.</i> [Standard Indicators: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8, 3.2.7]	IN 1A–B, 22–23, 32–37, IN 1-6–1-8, IN 145A–B, 145N–O, 150–153, 158–159, 165, 167–169, 171–175, 182, 187, 192–193, 198–199, 202–203, 215–217, 224–225, IN 3-1–1-8, IN 233A–B, 233N–O, 236–237, 255, 275, 304–305, IN 4-8, IN 5-1–5-8, R 16–17
<b>Core Standard 1 History: Chronology, Analysis and Interpretation</b>	
<i>Identify important events in the region by creating and using timelines. Distinguish fact and fiction in historical accounts and use a variety of resources to learn about regional communities.</i> [Standard Indicators: 3.1.5, 3.1.6, 3.1.8, 3.2.7]	IN 1A–B, 22, 32–37, IN 1-6–IN 1-8, 145N–O, 150–153, 159, 182, 199, 217, 224–225, IN 3-4, IN 3-8, IN 233A–IN 233B, 233N–O, 275, 304–305, IN 4-8, R16–R17
<b>Standard 1: History</b>	
<i>Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.</i>	
<b>Historical Knowledge</b>	
3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.  Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte	192–193, 202, IN 3-1–3-4
3.1.2 Explain why and how the local community was established and identify its founders and early settlers.	22–23, 145N–O, 150–153, 199, 203, IN 3-8
3.1.3 Describe the role of the local community and other communities in the development of the state’s regions. Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capital to Indianapolis encouraged growth in the central region of Indiana.	22, 145N–O, 150–153, 159, 199, 225, 236–237, IN 3-5–3-8, IN 5-4–5-8

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<b>GRADE 3 Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<p>3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana. (Individuals, Society and Culture) Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.</p>	<p><u>Our Communities</u> 22–23, IN 145A–B, 145N–O, 159, 165, 167, 168–169, 171–175, 187, 198–199, 203, 215–217, 224–225, 236–237, IN 3-7, 255, IN 5- 1–5-8</p>
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>	
<p>3.1.5 Create simple timelines that identify important events in various regions of the state.</p>	<p>224–225, IN 3-8</p>
<p>3.1.6 Use a variety of community resources to gather information about regional communities. (Individuals, Society and Culture) Example: Libraries, museums, county historians, chamber of commerce, Web sites, and digital newspapers and archives</p>	<p>IN 1A–B, 22, 32–37, IN 1-6–1-8, 145N–O, 158, 199, 217, 224–225, R 16</p>
<p>3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. Example: Abraham Lincoln, George Washington, John Chapman (Johnny Appleseed) and Harriet Tubman.</p>	<p>150–153, 318–321, 354–355, 371</p>
<p>3.1.8 Write and illustrate descriptions of local communities and regions in Indiana past and present. Example: Shawnee villages in Southern Indiana and Conner Prairie settlement</p>	<p>22, 145N–O, 150–153, 159, 182, 217, IN 3-4</p>

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<b>GRADE 3 Indiana Academic Standards</b>	<b><u>STUDENT AND TEACHER EDITION PAGES</u></b> <u>Our Communities</u>
<b><u>Core Standard 2 Civics and Government: Foundations of Democratic Government</u></b>	
<p><i>Identify fundamental democratic principles and the role of citizens in a democratic society. Describe the duties and responsibilities of different levels of government that make laws and provide goods and services in the United States.</i></p> <p>[Standard Indicators: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6]</p>	<p>18–19, 134–135, 165, 210–211, 233N–O, 234–235, 246–249, 250–253, 260–261, 262–263, 266–267, 269, 272–277, 280–285, 304–307, 310–312, IN 4-1–4-8, 404–405</p>
<p><b><u>Standard 2: Civics and Government</u></b>  <i>Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.</i></p>	
<b><u>Foundations of Government</u></b>	
<p>3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide. Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.</p>	<p>18–19, 233N–O, 235, 266–267, 276–277, 285, 304–305, 307, 311, 312, IN 4-3</p>
<p>3.2.2 Identify fundamental democratic principles and ideals. Example: The right to life, liberty and the pursuit of happiness</p>	<p>134–135, 210–211, 246–247, 250–253, 262–263, 404–405</p>
<b><u>Functions of Government</u></b>	
<p>3.2.3 Identify the duties of and selection process for local and state government officials who make, implement and enforce laws.</p>	<p>18–19, 233N–O, 234, 246–247, 248–249, 262, 267, 269, 272–273–275, 277, 280–281, 283, 285, 304–305, 306–307, 310–311, IN 4-2, IN 4-4–4-7</p>
<p>3.2.4 Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities.</p>	<p>18–19, 233N–O, 266–267, 272–275, 277, 280–285, 304–307, 310, IN 4-3–4-7</p>

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<b>GRADE 3</b> <b>Indiana Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u>
	<u>Our Communities</u>
<b>Roles of Citizens</b>	
3.2.5 Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems	119, 248–251, 252–253, 262–263, 310, 312, IN 4-1–4-2, IN 4-8
3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation. Example: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way	18–19, 165, 246–247, 248–249, 251, 260–261, 262–263, 266, 272–275, 277, 283, 285, IN 4-1–4-2, IN 4-8
3.2.7 Use a variety of information resources to gather information about local, state, and regional leaders and civic issues. Example: Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, podcasts, governmental Web sites and other information resources.	34–35, IN 233A–B, 233N–O, 275, 304–305, IN 4-8, R 17

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<b>GRADE 3 Indiana Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>Our Communities</u>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<p><i>Identify the hemispheres and use cardinal and intermediate directions to determine the direction from one place to another. Use simple grid systems, symbols and other information to locate the physical and political features of places in the Midwest on maps and globes.</i></p> <p>[Standard Indicators: 3.3.1, 3.3.2, 3.3.3]</p>	<p>I10–13, 30–31, 39, 48–49, 71, 82–89, 92–93, 98–99, 111, IN 2-2, 281, R 2–11</p>
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<p>Identify the human and physical features of Indiana and other states in the region and explain the influence human and physical systems have on each other.</p> <p>[Standard Indicators: 3.3.4, 3.3.5, 3.3.7, 3.3.9, 3.3.11]</p>	<p>I14, IN 1A–B, 8, 42–43, 94–99, 102–105, 110–111, 116–118, 120–140, 143–144, IN 2-2–2-3, IN 2-8, IN 313A–B, 313N–O, 328, 332, 334, 337, 350–351, 367–369, 371, 439, IN 5-1–5-8, R 8–11</p>
<p><b>Standard 3: Geography</b>  <i>Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.</i></p>	
<b>The World in Spatial Terms</b>	
<p>3.3.1 Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</p>	<p>I12–13, 83–87, 92–93, 98–99, 111, 281, R 2–11</p>
<p>3.3.2 Locate Indiana and other Midwestern states on maps using simple grid systems.</p>	<p>48–49, 88–89, 111, IN 2-2, R 8–9</p>
<p>3.3.3 Identify the northern, southern, eastern, and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another.</p>	<p>I10–13, 30–31, 39, 71, 82–83, 86–87</p>

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<b>GRADE 3</b>	
<b>Indiana Academic Standards</b>	
<b>Places and Regions</b>	
3.3.4 Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region. (Individuals, Society, and Culture) Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the “Lower Midwest” because of their location relative to other states.	42–43, 102–105, R 8–9
3.3.5 Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states.	I14, IN 1A–B, 98–99, 116, 136–137, 140, 144, IN 2-2–2-3, IN 2-8, R 10–11
<b>Physical Systems</b>	
3.3.6 Explain the basic Earth/sun relationship, including how it influences climate, and identify major climate regions of the United States.	94–95, IN 2-6
3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. Example: Growing seasons, types of crops grown, animal hibernation and migration	94–95, 97, 110, 136–137
<b>Human Systems</b>	
3.3.8 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. Example: Use Web sites, educational software, atlases and governmental sources such as local chambers of commerce and recreation departments to identify patterns of rural, urban and suburban development, including population demographics.	IN 1-8, 116, 297, 398–399
3.3.9 Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. (Individuals, Society and Culture)	8, 104–105, IN 313A–B, 313N–O, 328, 332, 334, 337, 350–351, 367, 368–369, 371, 439, IN 5-1–5-8

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<b>GRADE 3</b> <b>Indiana Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u> <u>Our Communities</u>
<b>Environment and Society</b>	
3.3.10 Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.	IN 73A–B, 127, 131, 132–133, 134
3.3.11 Identify and describe the relationship between human systems and physical systems and the impact they have on each other. Example: List examples of changes in land use in the local community.	IN 1A–B, 96–97, 111, 116–118, 120–121, 122–127, 128–131, 132–133, 134–135, 138, 139, 143, 144

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<b>GRADE 3 Indiana Academic Standards</b>	<b><u>STUDENT AND TEACHER EDITION PAGES</u></b> <u>Our Communities</u>
<b><u>Core Standard 4 Economics: Trade and Money</u></b>	
<i>Give examples of how trade benefits individuals and communities and how trade increases interdependency. Explain how money makes trade easier and how prices are determined in markets. Compare costs and benefits when making decisions as a consumer or a producer.</i> [Standard Indicators: 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8]	16, IN 377A–B, 377N–O, 382–385, 388–389, 391–392, 402–403, 418–421, 424–425, 428–429, 431–435, 440–441, 443, 446, IN 6-1–6-8
<b><u>Standard 4: Economics</u></b> <i>Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.</i>	
3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.	424–425, 432–433, 443, IN 6-1–6-8
3.4.2 Give examples of goods and services provided by local business and industry.	377N–O, 440–441, IN 6-1–6-8
3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.	IN 377A–B, IN 6-6
3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.	16, 377N–O, 382–385, 388–389, 391, 392, 402–403, 440–441, 446, IN 6-6
3.4.5 List the characteristics of money and explain how money makes trade easier.	391, 418–421, 428, 446
3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each. Example: Home “piggy bank,” savings accounts, etc.	429, 431
3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets.	424–425



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<b>GRADE 3 Indiana Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u>
	<u>Our Communities</u>
<p>3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers. Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.</p>	424–425, 428–429, 431, 432–433, 434–435, 443
<p>3.4.9 Gather data from a variety of information resources about a change that will have an economic impact on the community. Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.</p>	377N–O, IN 6-8

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<b>GRADE 4</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>Indiana History</b>
<b>Core Standard 1 Indiana History: Early Cultures</b>	
<i>Describe prehistoric and historic Native American Indian cultures in Indiana and explain the effects of European contact and settlement upon these cultures.</i> [Standard Indicators: 4.1.2, 4.1.3]	IN 65A–B, 65X–67, 72–73, 82–97, 100–113, 116–117, 124, 127, IN 129A–B
<b>Core Standard 1 Indiana History: Statehood</b>	
<i>Describe Indiana’s development as a state and explain its role in the growth of the United States.</i> [Standard Indicators: 4.1.3, 4.1.4, 4.1.5, 4.1.6]	92–97, 100–123, IN 129A–B, 130–131, 134–135, 140–149, 172–173, 206
<b>Core Standard 1 Indiana History: Civil War and Post Civil War</b>	
<i>Explain Indiana’s role in events and movements leading up to the Civil War and describe Indiana’s participation in the war. Give examples of agricultural, industrial and political growth in the period following the Civil War.</i> [Standard Indicators: 4.1.7, 4.1.8, 4.1.9]	130–131, 134–135, 140–145, 150–157, 160–165, 200
<b>Core Standard 1 Indiana History: 20<sup>th</sup> Century to the Present</b>	
<i>Describe Indiana’s participation in World War I and World War II. Describe changes in 20<sup>th</sup> century Indiana brought about by people, movements and events. Explain the effects of industry, technology and globalization on life in Indiana.</i> [Standard Indicators: 4.1.10, 4.1.11, 4.1.12, 4.1.13, 4.1.14]	46, IN 129A–B, 129X–129, 161–163, 166–185, 188–193, 196, 199–200, 212–217, 224–226, 232–235
<b>Core Standard 1 Indiana History: Chronology, Analysis and Interpretation</b>	
<i>Interpret timelines to show the relationship of people and events. Distinguish historical fact from opinion. Describe the importance of artists and writers to state history and culture.</i> [Standard Indicators: 4.1.15, 4.1.16, 4.1.18]	34, 39, 52–59, 61–63, 120, 142–143, 158–159, 172–173, 178, 190, 214

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<b>GRADE 4</b> <b>Indiana’s Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>Indiana History</u>
<b>Standard 1: History</b> <i>Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.</i>	
<b>Historical Knowledge</b>	
<i>American Indians and the Arrival of Europeans to 1770</i>	
4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. (Individuals, Society and Culture) Example: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures	IN 65A–B, 70–71, 76–79, 80–81
4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (Individuals, Society and Culture) Example: The Miami, Shawnee, Potawatomi and Lenape (Delaware)	IN 65A–B, 65X–65, 66–67, 72–73, 82–89, 90–91, 92–97, 102, 124, 127, IN 129A–B
<i>The American Revolution and the Indiana Territory: 1770s to 1816</i>	
4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana’s development. Example: George Rogers Clark and the Fall of Vincennes (1779), the development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison and the Battle of Tippecanoe (1811).	92–97, 100–104, 105, 106–107, 108–112, 113, 116–117, IN 129A–B
4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Example: The Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government	110, 114–115, 118–121, 206

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<b>GRADE 4 Indiana's Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>Indiana History</u>
<i>Statehood: 1816 to 1851</i>	
4.1.5 Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s. (Individuals, Society and Culture)	140–146, 172
4.1.6 Explain how key individuals and events influenced the early growth of and changes in Indiana. Example: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capital from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851	118–121, 122–123, IN 129A–B, 130–131, 134–135, 140–146, 147, 148–149, 172–173
<i>The Civil War Era and Later Development: 1850 to 1900</i>	
4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals, Society and Culture) Example: Levi and Catharine Coffin, abolition and anti-slavery groups, the Underground Railroad, and the Liberia colonization movement	130–131, 134–135, 150–156, 157
4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War. Example: Indiana's volunteer soldiers, the Twenty-eighth Regiment of United States Colored Troops, Camp Morton, John Hunt Morgan, the Battle of Corydon, Lew Wallace and women on the home front.	141, 150–156
4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century. Example: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business	140–145, 160–165, 200

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<b>GRADE 4 Indiana’s Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>Indiana History</u>
<i>Growth and Development: 1900–1950</i>	
4.1.10 Describe the participation of Indiana citizens in World War I and World War II. Example: Homefront activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; the war reports of Ernie Pyle	166–167, 174–178, 179, 200
4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century. Example: Women’s suffrage, the Great Depressions, World War I, African-American migration from the South and World War II	46, IN 129A–B, 129X–129, 161, 163, 166–171, 172–173, 174–178, 200
4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation. (Individuals, Society, and Culture) Example: The impact of improved farming methods on Indiana agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state	162–163, 170–171, 213, 215, 224–225
<i>Contemporary Indiana: 1950–Present</i>	
4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present. Example: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.	46, 180–185, 188–193, 196, 199, 200, 212–217, 224–226, 232–235
4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections. Example: use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, the establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.	181, 188–193, 215–216, 232–233

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<b>GRADE 4 Indiana's Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<u>Indiana History</u>	
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>	
<p>4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (Individuals, Society and Culture) Example: immigration patterns such as the resettlement of the French and Germans, and automobile manufacturing</p>	120, 142–143, 172–173, 178, 214
<p>4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses. Example: Identify different opinions regarding Indiana's participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.</p>	158–159
<p>4.1.17 Using primary and secondary sources and online resource materials, construct a brief narrative about an event in Indiana history. Example: The first Indianapolis 500 mile race in 1911, the Battle of Tippecanoe in 1811, the Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes</p>	87, 111, 114–115, 170, 220–221
<p>4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. (Individuals, Society and Culture) Example: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley, and Gene Stratton-Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers such as Red Skelton and David Letterman</p>	34, 39, 52–59, 61, 62–63, 190

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<b>GRADE 4</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>Indiana History</b>
<b>Core Standard 2 Indiana Government: Foundations and Functions of Indiana Government</b>	
<i>Identify the three branches of state government. Describe the duties of each branch, and identify the major state offices associated with it. Explain how citizens participate in state government.</i> [Standard Indicators: 4.2.3, 4.2.4, 4.2.5, 4.4.9]	122–123, IN 201A–B, 242–244, 248–249, 253–254, 263–264
<b>Standard 2: Civics and Government</b>	
<i>Students will describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.</i>	
<b>Foundations of Government</b>	
4.2.1 Explain the major purposes of Indiana’s Constitution as stated in the Preamble.	120–123, 241
4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana’s Bill of Rights (Article I of the Constitution).	122–123, 241
<b>Functions of Government</b>	
4.2.3 Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.	242–243
4.2.4 Identify major states offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. Example: Governor, lieutenant governor, chief justice, state senators, state representatives.	IN 201A–B, 242–244, 263

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<b>GRADE 4</b> <b>Indiana’s Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u>
	<u>Indiana History</u>
<b>Roles of Citizens</b>	
4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	122–123, 244, 253–254
4.2.6 Define and provide examples of civic virtues in a democracy. Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good	39, 42–43, 59, 105, 113, 122–123, 147, 157, 169, 179, 184, 227–229, 253–257
4.2.7 Use a variety of information resources to take a position or recommend a course of action on a public issue relation to Indiana’s past or present. Example: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana’s environment.	256



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<b>GRADE 4</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>Indiana History</b>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<i>Use features of geographic tools (e.g., maps, globes) to identify locations and physical characteristics of different places in Indiana. Estimate distances between two places on a map or globe.</i> [Standard Indicators: 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.11, 4.3.12]	IN 1A–B, 13–19, 21–25, 32–33, 35, 37–38, 40–41, 50–51, 63–64, 83, 98–99, 103, 110, 250–251
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<i>Explain how people in Indiana have modified their environments. Describe the impact cultural groups have had on the state.</i> [Standard Indicators: 4.1.2, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.3.10]	7, 14–15, 21–26, 29, 30–33, 35–38, 44–49, 63–64, IN 65A–B, 65X–67, 71–73, 78, 82–89, 90–97, 102, 124, 127, IN 129A–B, 134–135, 140–146, 163, 168, 181, 185, 207, 214, 216, 230, 232–234, 259
<b>Standard 3: Geography</b>	
<i>Students will explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; and identify regions of Indiana.</i>	
<b>The World in Spatial Terms</b>	
4.3.1 Use latitude and longitude to identify physical and human features of Indiana. Example: transportation routes and major bodies of water (lakes and rivers).	18–19, 63
4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.	15, 250–251
<b>Places and Regions</b>	
4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana; and place these on a blank map of the state.	13–17
4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Example: Northern Lakes and Moraines, Central Till Plain, Southern Lowlands	IN 1A–B, 21–25, 32–33, 35, 38, 40–41, 64

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<b>GRADE 4 Indiana's Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <u>Indiana History</u>
<b>Physical Systems</b>	
4.3.5 Explain how glaciers shaped Indiana's landscape and environment.	21–25
4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).	7, 14–15, 21–26, 29, 31–33, 35–37
4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana. Example: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.	30, 63
4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. (Individuals, Society and Culture) Example: Forest growth and transportation routes	36–38, 207, 214, 216, 232–233
<b>Human Systems</b>	
4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.	36–37, 71, 78, 85, 94–96, 140–146, 163, 181, 230, 232–234, 259
4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. (Individuals, Society and Culture) Example: Use the U.S. Census Bureau Web site, digital map sites and software to create a map showing ethnic population distribution in Indiana.	44–49, 64, 134–135, 141–143, 168, 181, 185
<b>Environment and Society</b>	
4.3.11 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.	83, 98–99, 103, 110
4.3.12 Read and interpret thematic maps—such as transportation, population and products—to acquire information about Indiana in the present and the past.	37, 50–51, 98–99

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<b>GRADE 4</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>Indiana History</b>
<b>Core Standard 4 Economics: Basic Principles of a Market Economy</b>	
<i>Define productivity, profit and money. Describe the role of savings, investment and trade in the development of an economic system. Indicate the role of supply and demand in a market economy.</i> [Standard Indicators: 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.6, 4.4.8]	35–37, 40–41, 78, 84–87, 95, 160–171, 174–178, 185, 188–193, 207, 213–217, 223–226, 228, 231–234, 238–239, 263
<b>Core Standard 4 Economics: Indiana’s Economic History</b>	
<i>Identify and explain how Indiana’s economy has changed over time in types of goods produced and levels of productivity. Explain the benefits of voluntary trade in Indiana’s economic development. Describe Indiana entrepreneurs’ motivations and their influences on history.</i> [Standard Indicators: 4.4.1, 4.4.2, 4.4.3, 4.4.5, 4.4.7]	35–37, 40–41, 78, 84–87, 95, 160–172, 174–178, 185, 188–193, 202–203, 207, 213–217, 224–229, 232–237, 263
<b>Standard 4: Economics</b>	
<i>Students will study and compare characteristics of Indiana’s changing economy in the past and present.</i>	
4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.	35–37, 40–41, 78, 84, 86, 87, 160–165, 166–171, 174–178, 185, 188–193, 207, 214–217, 224–226, 228, 232, 234, 263
4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years. Example: Improved farming equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.	170–171, 177, 190–191, 207, 213–217
4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.	78, 85, 86, 95, 190–193, 214, 232–234, 263
4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.	231
4.4.5 Describe Indiana’s emerging global connections. Example: Identify international companies in Indiana, such as Toyota, Daimier Chrysler and Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.	234–237, 263

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<b>GRADE 4 Indiana's Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u>
	<u>Indiana History</u>
4.4.6 List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.	95, 238–239
4.4.7 Identify entrepreneurs who have influenced Indiana and the local community. Example: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster	170, 172, 202–203, 224–229, 263
4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.	223, 263
4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.	248–249, 263–264
4.4.10 Explain how people save, and develop a savings plan in order to make a future purchase.	219

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<b>GRADE 5</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
<b>Core Standard 1 History: North America to 1610</b>	
<i>Describe early cultures and settlements in North America prior to contact with Europeans. Describe the interactions and conflicts resulting from the European exploration and settlement of North America.</i> [Standard Indicators: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.6]	1A–B, 1–5, 46–47, 49, 52–80, 82–91, 95–96, 97A–B, 97P, 97–107, 110, 112–117, 120–121, 123–145, 148–159, 162–167, 170–173, 175–179, 182–183, 185A–B, 185N–189, 200–205, 229–230, 231, 258–259, 275, 281A–B
<b>Core Standard 1 History: Foundation of the United States to 1800</b>	
<i>Explain why different groups came to the Americas and describe the impact of key people and events on the founding of the United States through the end of the 18th century.</i> [Standard Indicators: 5.1.5, 5.1.7, 5.1.8, 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, 5.1.14, 5.1.15, 5.1.16]	98–99, 154–158, 162–167, 171–173, 175–177, 179, 183–184, 185N–O, 186–189, 198–205, 208–219, 221, 224–230, 234–239, 240–245, 249, 252–256, 260–273, 275, 279, 281A–B, 282–285, 296–297, 299, 302–309, 311–333, 335, 341–343, 347–353, 357, 359–361, 365–369, 371–372 374–376, 378–379, 383–385, 388–395, 405–409, 423, 429, 463
<b>Core Standard 1 History: Chronology, Analysis and Interpretation</b>	
<i>Create and interpret timelines showing significant people and events in early United States history. Read primary and secondary sources to interpret historical events. Use primary sources to ask questions and interpret early United States culture.</i> [Standard Indicators: 5.1.17, 5.1.20, 5.1.21]	1P, 33, 47–47, 49, 67, 74, 78, 82, 87–89, 96–97, 97P, 98–99, 110, 118–119, 120–121, 128, 135, 140, 144–145, 148, 153–154, 159, 162, 166, 168–170, 175, 178–179, 185P–187, 198, 205, 208, 212, 214, 220–221, 224, 229, 231, 233–234, 237–238, 240, 243, 248–249, 252, 256, 258, 262, 268, 272–275, 281P–283, 288–291, 294, 302–303, 305, 309–310, 313–314, 316–318, 323–324, 326–329, 334–335, 338, 342–348, 350, 354–357, 364, 368–369, 370–371, 377P–379, 388, 391–393, 395, 398, 404–406, 410, 421–423, 426–427, 430–431, 433, 436, 444, 452, 458–459
<b>Standard 1: History</b>	
<i>Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</i>	
<b>Historical Knowledge</b>	
5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (Individuals, Society and Culture) Example: The Anasazi (100 B.C. /B.C.E.–1300 A.D. /C.E.) and Mississippian culture at Cahokia (600 A.D. /C.E.–1400 A.D. /C.E.)	1A–B, 1–2, 4–5, 52–59, 60–61, 62–67, 68–69, 70–75, 76–80, 82–87, 88, 89, 91, 95, 97A–B, 102

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<b>GRADE 5</b> <b>Indiana's Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b> <b>The United States: Making a New Nation</b>
<p>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. Example: 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</p>	<p>103, 104–107, 112–117, 120–121, 123–125, 126–127, 128–134, 135, 136–137, 138–143, 144–145, 171, 182–183</p>
<p>5.1.3 Identify and compare 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. (Individuals, Society and Culture) Example: 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>	<p>2–3, 62–67, 68, 70–75, 76–80, 82–87, 90–91, 95, 97A–B, 97P</p>
<p>5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. (Individuals, Society and Culture) Example: St. Augustine, Roanoke Island, Santa Fe and Jamestown</p>	<p>100–101, 148–152, 154–158, 162–167, 170–171, 175–177, 178–179, 183, 185A–B</p>
<p>5.1.5 Explain the religious, political and economic reasons for movement of people from Europe to the Americas. (Individuals, Society and Culture) Example: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, and the African slave trade</p>	<p>150–152, 154–158, 162–167, 171–173, 175–177, 179, 183–184, 198–204, 218–219, 221, 224–230, 249, 252–256, 262–263, 267, 275, 279</p>
<p>5.1.6 Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land. (Individuals, Society and Culture)</p>	<p>153, 156, 158, 159, 165–167, 172–173, 175, 177, 179, 183, 200–201, 203–204, 229–230, 231, 258–259, 275, 281A–B</p>

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<b>GRADE 5</b> <b>Indiana’s Academic Standards</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
	<u>The United States: Making a New Nation</u>
5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure). Example: Slavery, plantations, town meetings and town markets	157, 179, 185N–O, 188–189, 202, 208–213, 214–219, 221, 229, 232–233, 234–239, 240–245, 249, 253–259, 260–261, 262–266, 268–271, 272–273, 275, 279, 284–285
5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule. (Individuals, Society and Culture) Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, Nathaniel Bacon, George Whitefield and William Penn	98–99, 156, 157, 164, 186–187, 198–202, 205, 221, 229–230, 249, 253, 256, 279, 299, 302–308, 311, 335, 375
5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	299, 302–308, 311, 312, 325–329, 332–333, 335, 375, 376
5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence. Example: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: 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)	281A–B, 282–283, 296, 297, 302–303, 305, 308, 309, 311–315, 316–317, 318–322, 324–331, 335, 347–352, 359–361, 372, 374, 375
5.1.11 Describe foreign aid to the colonies during the American Revolution. Example: France aiding the war effort by sending supplies and soldiers to assist the colonies, the Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben	346, 350–352, 353, 357, 360, 371, 375
5.1.12 Identify contributions of women and minorities during the American Revolution. (Individuals, Society and Culture) Example: Abigail Adams, Martha Washington, Mercy Otis Warren, Deborah Sampson, James Armistead and Joseph Brant	282–283, 303, 306, 307, 323, 329, 341–343, 352, 353, 357, 371

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<b>GRADE 5</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
5.1.13 Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.	330–331, 360–361, 365–369, 374, 383, 388–390
5.1.14 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. Example: George Washington, James Madison, George Mason and Alexander Hamilton	378–379, 384–385, 389, 390–394, 395, 423, 463
5.1.15 Describe the origins and drafting of the Bill of Rights, ratified in 1791.	405, 406, 407, 423
5.1.16 Explain the development of the first American political parties and describe early presidential elections. Example: The elections of 1792 (re-election of George Washington), 1798 (election of John Adams) and 1800 (election of Thomas Jefferson, the political debate about the role of the federal government	408–409, 429
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>	
5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.	46–47, 49, 96–97, 98–99, 110, 120, 128, 135, 144–145, 148, 153, 154, 159, 162, 170, 178–179, 185P–185, 186–187, 198, 205, 208, 214, 220–221, 224, 231, 234, 240, 248–249, 252, 262, 268, 274–275, 281P–281, 282–283, 294, 302, 309, 310, 313, 318, 323, 324, 334–335, 338, 344–345, 346, 356, 364, 368–369, 370–371, 377P–377, 378–379, 388, 395, 398, 404, 422–423, 426, 430–431, 433, 436, 444, 452, 458–459, 465P–465, 466–467



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<b>GRADE 5</b> <b>Indiana’s Academic Standards</b>	<u>STUDENT AND TEACHER EDITION PAGES</u> <u>The United States: Making a New Nation</u>
<p>5.1.18 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. (Individuals, Society and Culture) Example: <i>Johnny Tremain</i> by Esther Forbes, <i>The Fighting Ground</i> by Avi and <i>George vs. George</i> by Rosalyn Schanzer</p>	<p>192–195, 288–291, 384–385, 472–473</p>
<p>5.1.19 Using primary and secondary sources 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. Example: Issues regarding quartering of troops, separation from Britain, slavery, the controversy over the presidential election of 1800</p>	<p>26, 35, 68, 74, 126, 164, 175, 199, 200, 203, 205, 206–207, 212, 232, 258, 267, 303, 309, 312, 313, 314, 326–329, 354-355, 365, 391, 393, 395, 399, 408</p>
<p>5.1.20 Read and interpret primary source and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States. Example: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</p>	<p>168–169, 303, 309, 314, 316, 317, 326–327, 328, 329, 350, 354, 355, 391, 393, 396–397, 405, 406</p>
<p>5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. (Individuals, Society and Culture) Example: Paul Revere, John Singer Sargent, Phyllis Wheatley and Benjamin Franklin</p>	<p>1P, 33, 67, 74, 78, 82, 87, 89, 97P, 118–119, 121, 140, 166, 175, 185P, 212, 229, 233, 237, 238, 243, 256, 258, 272–273, 281P, 288–291, 303, 305, 309, 313, 314, 323, 328–329, 342–348, 350, 355, 357, 377P, 379, 392, 393, 395, 410, 421, 427, 475, 490</p>

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<b>GRADE 5</b>	<b>STUDENT AND TEACHER EDITION PAGES</b>
<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
<b>Core Standard 2 Civics and Government: Foundations of United States Government</b>	
<i>Identify the principles and purposes of a democratic government. Explain ideas about limited government, rule of law, and individual rights.</i> [Standard Indicators: 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5]	157–158, 164, 167–169, 179, 183, 202, 210–211, 221, 229, 232–233, 254–255, 326–327, 330–331, 367, 371, 375, 390–394, 399, 403, 405–407, 409, 423, 463
<b>Core Standard 2 Civics and Government: Structure and Function</b>	
<i>Describe the structures of government and how it functions (e.g., limited government, checks and balances, the three branches of government). Explain the role that citizens have in government (e.g., voicing opinions, monitoring governmental actions, voting).</i> [Standard Indicators: 5.2.6, 5.2.7, 5.2.9, 5.2.10]	68–69, 153, 167, 169, 291, 313, 322, 331, 335, 400, 400–403, 413–414, 416–417, 418–419, 423, 426, 463–464
<b>Standard 2: Civics and Government</b>	
<i>Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</i>	
<b>Foundations of Government</b>	
5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	399, 403, 463
5.2.2 Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents. Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641) and Pennsylvania Charter of Privileges (1701)	164, 167, 168–169, 179, 183, 202, 229, 232–233, 326–327, 375
5.2.3 Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices. Example: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut	157–158, 164, 167, 169, 179, 210–211, 221, 254, 255

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<b>Indiana’s Academic Standards</b>	<u>The United States: Making a New Nation</u>
<p>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. Example: Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism and individual rights</p>	<p>326–327, 330–331, 367, 371, 375, 390–394, 399, 407, 423, 463</p>
<p>5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights. Example: 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</p>	<p>233, 405–407, 409, 423, 463</p>
<b>Functions of Government</b>	
<p>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.</p>	<p>400, 401, 416–417</p>
<p>5.2.7 Describe the three branches of the United States government, their functions and their relationships. Example: 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>	<p>400, 401, 402–403, 413, 414, 423</p>
<b>Roles of Citizens</b>	
<p>5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)</p>	<p>35, 68–69, 153, 205, 231, 416–417, 418–419, 463, 487, 502, 519, 540, 543</p>
<p>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.</p>	<p>153, 291, 313, 322, 331, 335, 416–417, 418, 419, 463, 464, 484, 485, 490, 519, 522</p>

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<b>Indiana's Academic Standards</b>	<u>The United States: Making a New Nation</u>
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. Example: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands	68–69, 167, 169, 417, 418

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<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
<b>Core Standard 3 Geography: Maps and Globes</b>	
<i>Demonstrate the use of latitude and longitude. Identify regions, states, cities, and natural features on maps and describe climate regions.</i> [Standard Indicators: 5.3.1, 5.3.2, 5.3.3, 5.3.6, 5.3.7]	1A–B, 14–15, 16–17, 20–29, 31–34, 37–39, 44–45, 48–49, 56, 64, 72, 76–80, 83–85, 87, 91–92, 95, 131, 137, 142, 151, 156, 171–174, 175, 176, 197, 199, 201–204, 225, 229, 230, 238, 242, 255, 257, 260–261, 269, 273, 279, 297, 358, 366, 367, 380–381, 390, 400–401, 411, 427, 429, 438, 441, 445, 446, 449, 453–454, 459
<b>Core Standard 3 Geography: Human and Physical Systems</b>	
<i>Explain how land features, climate and the location of resources affected the settlement patterns of the United States. Describe how early settlers and Native American Indians adapted to and altered the physical environment.</i> [Standard Indicators: 5.3.4, 5.3.8, 5.3.9, 5.3.11, 5.3.12]	1A–B, 2–5, 33, 41–45, 49, 56–59, 62–67, 70–80, 82–87, 89, 91, 97A, 100–101, 148–152, 156–157, 164, 171–174, 176–177, 179, 185A–B, 188–189, 199, 202, 214–217, 221, 225, 229, 240–245, 249, 253–257, 259, 264–265, 269–271, 273, 275, 279, 284–285, 297, 298–299, 350, 358, 360, 427–428, 446–447, 455–457, 463
<b>Standard 3: Geography</b>	
<i>Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</i>	
<b>The World in Spatial Terms</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.	20–21, 49
5.3.2 Identify regions of the United States and explain the advantages and disadvantages of using maps, globes and photographs to locate and describe these regions.	14–15, 16–17, 22–23, 24, 26, 27, 28, 29, 32, 38–39
<b>Places and Regions</b>	
5.3.3 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.	1A–B, 14–17, 20–21, 24, 25, 27, 28, 32–34, 56, 72, 77, 79, 95, 131, 137, 142, 151, 156, 171–174, 175, 176, 197, 199, 201–204, 225, 229, 230, 238, 242, 255, 257, 260–261, 273, 279, 297, 358, 366, 367, 380–381, 390, 400–401, 411, 427, 429, 438, 441, 445, 446, 449, 454, 459, 468, 479, 491

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<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
5.3.4 Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places. (Individuals, Society and Culture) Example: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power	1A, 4–5, 33, 41–43, 56–59, 89, 97A, 100–101, 151–152, 171–174, 176–177, 179, 185A–B, 188–189, 202, 225, 229, 241–243, 253, 255–257, 259, 269, 273, 279, 284–285, 297
<b>Physical Systems</b>	
5.3.5 Locate the continental divide and the major drainage basins in the United States.	32–34
5.3.6 Map and describe the characteristics of climate regions of the United States. Example: Distinguish between the moist eastern region of the United States and the drier western region. Explain how mountain ranges cut off moisture to specific regions.	37–39, 49, 76–78, 83, 87, 91, 92, 95, 269
5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	1A–B, 31, 32, 44–45, 48, 49, 64, 77, 80, 84–85, 91, 225, 242, 453
<b>Human Systems</b>	
5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America. (Individuals, Society and Culture)	148–152, 156, 157, 172, 176–177, 179, 185A–B, 216–217, 221, 225, 240–245, 249, 254, 255, 264–265, 269–271, 275, 279
5.3.9 Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing changed from 1600 and 1800.	157, 179, 214–217, 221, 225, 240–245, 249, 264–265, 269–271, 275, 279, 455–457, 463
5.3.10 Using historical maps, locate and explain the conflict over the use of land by Native American Indians and the European colonists. Example: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.	158, 166–167, 173, 202–204, 255, 258–259, 298–299, 300–301, 368–369, 375, 441

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<b>GRADE 5 Indiana's Academic Standards</b>	<b><u>STUDENT AND TEACHER EDITION PAGES</u></b> <u>The United States: Making a New Nation</u>
<b>Environment and Society</b>	
5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Example: 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	1A–B, 2–3, 44–45, 49, 58–59, 62–67, 70–75, 76–80, 82–87, 91, 97A, 185A–B, 215, 216, 241, 269, 428, 446–447, 527
5.3.12 Describe and analyze how specific physical features influenced historical events and movements. Example: 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	41, 42, 45, 164, 172–173, 185A, 199, 202, 225, 242–243, 298–299, 350, 358, 360, 427

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<b>Indiana’s Academic Standards</b>	<b>The United States: Making a New Nation</b>
<b>Core Standard 4 Economy: Elements of a Market Economy</b>	
<i>Explain basic characteristics of a market economy including the effects of changes in supply and demand on prices.</i> [Standard Indicators: 5.4.2, 5.4.5, 5.4.6, 5.4.7, 5.4.8]	155, 172–173, 178, 215–217, 221, 240–245, 270–271, 275, 299, 302–306, 311, 335, 375, 377A–B, 450–451, 456, 459
<b>Core Standard 4 Economics: History of Early United States Economy</b>	
<i>Describe economic activities in early America (e.g., Native American Indian exchange prior to contact with Europeans, explorers and settlers’ response to economic incentives, people’s use of technology and inventions to improve productivity).</i> [Standard Indicators: 5.4.1, 5.4.2, 5.4.4, 5.4.8]	1A, 58–59, 62–67, 70–75, 76–80, 82–87, 97A–B, 114–115, 121, 129, 130, 140–143, 155, 172–174, 177–179, 185A–B, 226, 228, 235, 253, 255–256, 279, 215–217, 221, 240–245, 270–271, 275, 299, 302–306, 311, 335, 375, 377A–B, 450–451, 454, 455–457, 459
<b>Standard 4: Economics</b>	
<i>Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</i>	
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.	1A, 58–59, 62–67, 70–75, 76–80, 82–87, 97A–B, 114–115, 121, 129, 130, 140–143, 155, 172–174, 177–179, 185A–B, 226, 228, 235, 253, 255–256, 279
5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics. Example: Private ownership, markets, competition and rule of law	215–217, 221, 240–245, 270–271, 275
5.4.3 Define types of trade barriers.	299, 302–306, 311, 312, 335, 340, 375, 377B, 479
5.4.4 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.	377A–B, 454, 455–457, 459, 465B, 532, 533
5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.	155, 244–245, 377A–B, 465B, 532



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5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	270–271, 377A–B, 465B, 532–533
5.4.7 Predict the effect of changes in supply and demand on price.	172, 178
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. Example: 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.	172–173, 299, 302–306, 311, 335, 375, 450–451, 456, 459, 465B, 477, 479
5.4.9 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.	246–247, 249