

Houghton Mifflin Harcourt
Into Social Studies Grade 3 ©2018

correlated to the

Indiana Academic Standards for Social Studies (2020)
Grade 3

Standard	Descriptor	Citations
History		
Standard 1: Students 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.		
Historical Knowledge		
3.1.1	Identify and describe how Native Americans impacted the development of the local communities.	The following citations may be extended to address this Indiana specific standard: <i>The First People</i> SE/TE: 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 250–251 TE Only: 232, 233
3.1.2	Explain why and how the local community was established and identify its founders and early settlers.	<i>Communities</i> SE/TE: 52–53 TE Only: 36 <i>U.S. Geography</i> SE/TE: 68–69 <i>Communities Change</i> SE/TE: 164–165, 166–167 TE Only: 152 <i>Settling the Land</i> SE/TE: 274–275, 278–279
3.1.3	Describe the role of the local community and other communities in the development of the state’s regions.	<i>Communities</i> SE/TE: 38–39, 52–53, 54–55 TE Only: 36, 37

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Standard	Descriptor	Citations
		<p><i>Communities Change</i> SE/TE: 154–155, 164–165, 166–167</p> <p><i>Settling the Land</i> SE/TE: 274–275, 278–279</p>
3.1.4	Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.	<p><i>Communities</i> SE/TE: 44–45, 46–47, 48–49, 52–53, 54–55 TE Only: 36, 37</p> <p><i>Communities Change</i> SE/TE: 154–155, 164–165, 166–167</p> <p><i>Settling the Land</i> SE/TE: 277, 278–279</p> <p><i>Role of Citizens</i> TE Only: 298</p> <p><i>America: Heritage and Culture</i> TE Only: 344</p>
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research		
3.1.5	Create simple timelines that identify important events in various regions of the state.	<p><i>Communities Change</i> TE Only: 157</p>
3.1.6	Use a variety of resources to gather information about your region’s communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture.	<p><i>Communities</i> SE/TE: 38–39, 46–47, 52–53</p> <p><i>Communities Change</i> SE/TE: 164–165, 166–167</p> <p><i>Settling the Land</i> SE/TE: 274–275, 278–279</p> <p><i>Culture: Expressions Around the World</i> SE/TE: 390–391 TE Only: 369, 388</p>

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Standard	Descriptor	Citations
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	<p><i>Communities</i> SE/TE: 38–39, 46–47, 52–53</p> <p><i>People and the Environment</i> TE Only: 103</p> <p><i>Communities Change</i> SE/TE: 164–165 TE Only: 152</p> <p><i>Settling the Land</i> SE/TE: 274–275, 278–279</p> <p><i>Role of Citizens</i> TE Only: 292</p> <p><i>America: Heritage and Culture</i> TE Only: 351, 359</p>
3.1.8	Describe how one’s local community has changed over time and how it has stayed the same.	<p><i>Communities</i> SE/TE: 44–45, 52–53</p> <p><i>Communities Change</i> SE/TE: 150–151, 152–153, 164–165, 166–167 TE Only: 144–145, 148–149</p> <p><i>Settling the Land</i> SE/TE: 270–271, 278–279</p>
3.1.9	Define immigration and explain how immigration enriches community.	<p><i>Communities</i> SE/TE: 48–49 TE Only: 56</p> <p><i>People and the Environment</i> SE/TE: 94–95</p> <p><i>Communities Change</i> SE/TE: 160–161, 166–167 TE Only: 168</p>

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Standard	Descriptor	Citations
		<p><i>Settling the Land</i> SE/TE: 266–267, 276–277, 278–279 TE Only: 256, 257, 260, 261</p> <p><i>America: Heritage and Culture</i> SE/TE: 350–351</p> <p><i>Culture: Expressions Around the World</i> SE/TE: 388–389 TE Only: 377</p>
Civics and Government		
Standard 2: Students 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.		
Foundation of Government		
3.2.1	Discuss the reasons governments are needed and identify specific goods and services that governments provide.	<p><i>Communities</i> SE/TE: 38–39</p> <p><i>Protecting Resources</i> SE/TE: 128–129 TE Only: 136</p> <p><i>Communities Change</i> TE Only: 151</p> <p><i>The First People</i> TE Only: 248</p> <p><i>Role of Citizens</i> SE/TE: 296–297</p> <p><i>How America Works</i> SE/TE: 320–321, 322–323, 334–335 TE Only: 316, 317, 331</p> <p><i>Producers and Consumers</i> TE Only: 402</p>

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Standard	Descriptor	Citations
3.2.2	Identify and know the significance of fundamental democratic principles and ideals.	<p><i>Communities</i> SE/TE: 38–39</p> <p><i>Protecting Resources</i> SE/TE: 128–129</p> <p><i>Settling the Land</i> TE Only: 272</p> <p><i>Role of Citizens</i> SE/TE: 292–293, 296–297, 298–299, 302–303</p> <p><i>How America Works</i> SE/TE: 318–319, 320–321, 322–323, 334–335 TE Only: 316, 317, 336</p>
Functions of Government		
3.2.3	Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.	<p><i>How America Works</i> SE/TE: 318–319, 328–329, 330–331, 334–335 TE Only: 312–313, 316–317</p>
3.2.4	Explain that the United States has three levels of government (local, state, and national) and that each level has special duties and responsibilities.	<p><i>Protecting Resources</i> TE Only: 128, 136</p> <p><i>Communities Change</i> TE Only: 151</p> <p><i>How America Works</i> SE/TE: 318–319, 334–335 TE Only: 313, 316, 317, 329, 336</p>
Roles of Citizens		
3.2.5	Explain the importance of being a responsible citizen of your community, the state, and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.	<p><i>Role of Citizens</i> SE/TE: 290–291, 292–293, 294–295, 296–297, 298–299, 302–303, 306–307 TE Only: 285, 288, 289, 308</p> <p><i>How America Works</i> TE Only: 313, 316, 317</p>

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3.2.6	Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.	<p><i>Role of Citizens</i> SE/TE: 290–291, 292–293, 296–297, 298–299, 304–305, 306–307 TE Only: 285, 288, 289, 308</p> <p><i>How America Works</i> SE/TE: 334–335</p>
3.2.7	Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.	<p><i>Role of Citizens</i> SE/TE: 290–291, 292–293, TE Only: 285, 288, 289</p> <p><i>How America Works</i> SE/TE: 334–335</p>
Geography		
<p>Standard 3: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world/country.</p>		
World in Spatial Terms		
3.3.1	Use labels and symbols to locate and identify physical and political features on maps and/or globes.	<p><i>Mapping Our World</i> SE/TE: 10–11, 12–13, 14–15, 16–17, 20–21, 26–27 TE Only: 5, 8, 9</p> <p><i>Communities Change</i> SE/TE: 166–167</p> <p><i>U.S. Geography</i> TE Only: 61, 64, 65</p>
3.3.2	Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.	<p><i>Mapping Our World</i> SE/TE: 10–11, 26–27 TE Only: 8, 24</p> <p><i>U.S. Geography</i> SE/TE: 70–71, 72–73, 76–77, 82–83 TE Only: 60–61, 64–65</p>

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Standard	Descriptor	Citations
3.3.3	Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.	<p><i>Mapping Our World</i> SE/TE: 16–17, 26–27 TE Only: 8, 9</p> <p><i>U.S. Geography</i> SE/TE: 70–71, 72–73, 76–77</p> <p><i>Communities Change</i> SE/TE: 166–167</p> <p><i>How America Works</i> SE/TE: 329</p>
3.3.4	Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another on a variety of maps and globes.	<p><i>Mapping Our World</i> SE/TE: 12–13, 14–15, 16–17, 18–19, 26–27 TE Only: 9</p> <p><i>How America Works</i> SE/TE: 329</p>
Places and Regions		
3.3.5	Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.	<p><i>Mapping Our World</i> SE/TE: 16–17, 20–21</p> <p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 72–73, 82–83 TE Only: 61, 64, 65</p> <p><i>People and the Environment</i> TE Only: 90</p> <p><i>Communities Change</i> SE/TE: 166–167</p> <p><i>Settling the Land</i> SE/TE: 278–279</p>

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3.3.6	Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.	<p><i>Mapping Our World</i> TE Only: 24</p> <p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 76–77, 78–79, 82–83 TE Only: 61, 64, 65</p> <p><i>People and the Environment</i> SE/TE: 110–111</p>
3.3.7	Compare the cultural characteristics of the local community with communities in other parts of the world.	<p><i>U.S. Geography</i> TE Only: 61, 64, 65</p> <p><i>People and the Environment</i> TE Only: 94</p> <p><i>Settling the Land</i> SE/TE: 278–279</p>
Physical Systems		
3.3.8	Identify the major climate regions of the United States and explain their characteristics	<p><i>Mapping Our World</i> SE/TE: 20–21 TE Only: 24</p> <p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 72–73, 78–79 TE Only: 61, 64, 65</p>
3.3.9	Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.	<p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 78–79, 80–81, 82–83 TE Only: 61, 64, 65</p> <p><i>People and the Environment</i> SE/TE: 110–111</p>
Human Systems		
3.3.10	Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.	<p><i>Mapping Our World</i> SE/TE: 26–27 TE Only: 21, 24</p>

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		<p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 72–73, 80–81 TE Only: 61, 64, 65</p>
3.3.11	Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.	<p><i>People and the Environment</i> SE/TE: 94–95, 100–101, 110–111 TE Only: 92, 93</p> <p><i>Communities Change</i> SE/TE: 164–165, 166–167</p> <p><i>The First People</i> SE/TE: 234–235, 236–237 TE Only: 232, 233, 251</p> <p><i>Settling the Land</i> SE/TE: 278–279</p>
Environment and Society		
3.3.12	Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.	<p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 72–73, 80–81, 82–83 TE Only: 60, 61, 64, 65</p> <p><i>Protecting Resources</i> SE/TE: 124–125, 130–131, 132–133 TE Only: 139</p>
3.3.13	Identify and describe how human systems and physical systems have impacted the local environment.	<p><i>Mapping Our World</i> TE Only: 8</p> <p><i>U.S. Geography</i> SE/TE: 66–67, 68–69, 70–71, 72–73, 80–81, 82–83 TE Only: 60–61, 64–65</p> <p><i>People and the Environment</i> SE/TE: 110–111, 124–125, 130–131 TE Only: 90, 92, 98, 99</p>

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		<i>Communities Change</i> SE/TE: 164–165
Economics		
Standard 4: Students 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 and needs; 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		
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.	<i>Producers and Consumers</i> SE/TE: 408–409 TE Only: 400–401 <i>Saving and Spending</i> SE/TE: 434–435, 440–441 TE Only: 425, 426, 427
3.4.2	Give examples of goods and services provided by local business and industry.	<i>Settling the Land</i> SE/TE: 277 <i>Producers and Consumers</i> SE/TE: 402–403, 404–405, 406–407, 408–409, 410–411, 414–415 TE Only: 401
3.4.3	Give examples of trade in the local community and explain how trade benefits both parties.	<i>Producers and Consumers</i> SE/TE: 402–403, 404–405, 406–407, 408–409, 410–411, 414–415, 416–417, 418–419 TE Only: 401 <i>The First People</i> SE/TE: 232–233, 238–239, 244–245
3.4.4	Define interdependence and give examples of how people in the local community depend on each other for goods and services.	<i>Communities</i> TE Only: 36 <i>Producers and Consumers</i> SE/TE: 402–403, 404–405, 408–409, 412–413, 416–417, 418–419 TE Only: 401, 410, 420
3.4.5	List the characteristics of money and explain how money makes trade and the purchase of goods easier.	<i>Saving and Spending</i> SE/TE: 428–429, 430–431, 432–433, 434–435, 438–439, 440–441 TE Only: 425, 426, 428

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3.4.6	Explain that buyers and sellers interact to determine the prices of goods and services in markets.	<p><i>Producers and Consumers</i> SE/TE: 402–403, 404–405, 406–407, 408–409, 412–413, 416–417, 418–419 TE Only: 420</p> <p><i>Saving and Spending</i> SE/TE: 434–435, 440–441</p>
3.4.7	Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.	<p><i>Producers and Consumers</i> SE/TE: 402–403, 404–405, 406–407, 408–409, 410–411 TE Only: 401</p> <p><i>Saving and Spending</i> SE/TE: 434–435, 436–437 TE Only: 424, 425, 448</p>
3.4.8	Gather data from a variety of resources about changes that have had an economic impact on your community.	<p><i>Communities Change</i> TE Only: 145</p> <p><i>Settling the Land</i> SE/TE: 278–279</p> <p><i>Producers and Consumers</i> SE/TE: 416–417, 418–419</p> <p><i>Saving and Spending</i> TE Only: 448</p>
3.4.9	Identify different ways people save their income and explain advantages and disadvantages of each.	<p><i>Producers and Consumers</i> TE Only: 400–401</p> <p><i>Saving and Spending</i> SE/TE: 432–433, 434–435, 436–437, 438–439 TE Only: 425, 426, 428, 448</p>