

Houghton Mifflin Harcourt
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correlated to the

Indiana Academic Standards for Social Studies (2020)
Grade 4

Standard	Descriptor	Citations
History		
Standard 1: Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.		
American Indians and the Arrival of Europeans to 1770		
4.1.1	Identify and compare the major early cultures that lived in the region of Indiana before the arrival of the Europeans, and before Indiana became a state.	<i>Pre-Columbian People of America</i> SE/TE: 122–123, 130–131, 132–133, 136–137, 138–139 TE Only: 120–121
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.	<i>Pre-Columbian People of America</i> SE/TE: 138–139 <i>The Northeast</i> SE/TE: 180–181 <i>The Midwest</i> SE/TE: 236–237, 238–239 Digital Resources: Google Expeditions: Native American Cultures
The American Revolution and the Indiana Territory: 1170 to 1816		
4.1.3	Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.	Indiana is not specifically mentioned. However, the following citations offer opportunities to address the standard: <i>The Northeast</i> SE/TE: 182–183 <i>The Midwest</i> SE/TE: 238–239, 240–241

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4.1.4	Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.	Indiana is not specifically mentioned. However, the following citations offer opportunities to address the standard: <i>All About Regions</i> SE/TE: 160–161 <i>The Midwest</i> SE/TE: 238–239, 240–241
Statehood: 1816 to 1951		
4.1.5	Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s.	<i>All About Regions</i> SE/TE: 162–163 Digital Resources: Primary Source Database: Message to Congress on Indian Policy
4.1.6	Explain how key individuals and events influenced the early growth and development of Indiana.	Indiana is not mentioned. However, early growth and development of the region is addressed in the following citations: <i>All About Regions</i> SE/TE: 160–161 <i>The Midwest</i> SE/TE: 238–239, 240–241
The Civil War Era and Later Development: 1850 to 1900		
4.1.7	Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.	<i>The Southeast</i> SE/TE: 210–211 Digital Resources: Google Expeditions: The Civil War Primary Source Database: President Lincoln’s First Inaugural Address
4.1.8	Summarize the impact of Abraham Lincoln’s presidency on Indiana and describe the participation of Indiana citizens in the Civil War.	While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard: <i>All About Regions</i> SE/TE: 156–157 <i>The Southeast</i> SE/TE: 210–211

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		<p><i>The Midwest</i> SE/TE: 238–239</p> <p>Digital Resources: Google Expeditions: The Civil War Primary Source Database: President Lincoln’s First Inaugural Address; President Lincoln’s Second Inaugural Address; The Emancipation Proclamation; Gettysburg Address; Letter to President Lincoln from General George McClellan on Evacuation from the Peninsula Campaign</p>
4.1.9	Give examples of Indiana’s increasing agricultural, industrial, political, and business development in the nineteenth century.	<p>While Indiana is not specifically mentioned, the region is covered in the following citations:</p> <p><i>U.S. Landscapes</i> SE/TE: 44–45</p> <p><i>All About Regions</i> SE/TE: 160–161, 166–167</p> <p><i>The Midwest</i> SE/TE: 244–245, 246–247, 250–251 TE Only: 232</p>
Growth and Development: 1900 to 1950		
4.1.10	Describe the participation of Indiana citizens in World War I and World War II.	World War I and World War II are covered in <i>Into Social Studies, Grade 5</i> .
4.1.11	Identify and describe important events and movements that changed life in Indiana in the early twentieth century.	<p>While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard:</p> <p><i>Geography</i> SE/TE: 16–17</p> <p><i>The Midwest</i> SE/TE: 248–249</p> <p><i>How Government Works</i> SE/TE: 360–361</p> <p><i>Inventions</i> SE/TE: 378–379, 380–381, 384–385, 386–387, 388–389, 390–391</p>

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Standard	Descriptor	Citations
		<p>Digital Resources: Google Expeditions: The Modern World</p>
<p>4.1.12</p>	<p>Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p>	<p>While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard:</p> <p><i>Geography</i> SE/TE: 16–17</p> <p><i>All About Regions</i> SE/TE: 154–155, 160–161</p> <p><i>The Northeast</i> SE/TE: 184–185</p> <p><i>The Midwest</i> SE/TE: 244–245, 246–247, 248–249</p> <p><i>How Americans Live</i> SE/TE: 320–321</p> <p>Digital Resources: Google Expeditions: The Industrial Age; Celebrating America’s Diversity; Immigration and Cities</p>
<p>Contemporary Indiana: 1950 to Present</p>		
<p>4.1.13</p>	<p>Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p>	<p>While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard:</p> <p><i>How Americans Live</i> SE/TE: 320–321, 326–327</p>
<p>4.1.14</p>	<p>Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation, and global connections.</p>	<p>While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard:</p> <p><i>The Midwest</i> SE/TE: 234–235, 244–245, 246–247, 248–249, 250–251</p> <p><i>Inventions</i> SE/TE: 376–377</p>

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Standard	Descriptor	Citations
		<p>Digital Resources: Google Expeditions: The Modern World</p>
<p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</p>		
<p>4.1.15</p>	<p>Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p>	<p>While Indiana is not specifically mentioned, the following citations offer opportunities to address the standard: <i>How Government Works</i> TE Only: 360</p> <p><i>Inventions</i> SE/TE: 382–383</p> <p>Digital Resources: <i>The Northeast</i> Chart and Graph Skills: Read a Timeline</p> <p><i>Inventions</i> Reading Social Studies: Sequence</p>
<p>4.1.16</p>	<p>Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</p>	<p><i>Geography</i> SE/TE: 16–17</p> <p><i>The Midwest</i> TE Only: 240–241</p> <p><i>How Government Works</i> SE/TE: 346–347 TE Only: 344</p> <p>Digital Resources: <i>Pre-Columbian People of America</i> Critical Thinking Skills: Compare Primary and Secondary Sources</p>
<p>4.1.17</p>	<p>Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p>	<p>While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>The Midwest</i> SE/TE: 250–251 TE Only: 234, 241, 248–249</p>

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Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research		
4.1.18	Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.	While Indiana is not specifically mentioned, regional artists and writers appear in the following citations: <i>The Midwest</i> SE/TE: 248–249, 250–251
Civics and Government		
Standard 2: Students 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		
Foundations of Government		
4.2.1	Explain the major purposes of Indiana’s Constitution, as stated in the Preamble.	The program does not cover the Indiana Constitution, however, opportunities to address the standard appear in the following citations: <i>How Government Works</i> SE/TE: 356–357
4.2.2	Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.	The program does not cover the Indiana Constitution, however, opportunities to address the standard appear in the following citations: <i>How Americans Live</i> SE/TE: 328–329 <i>How Government Works</i> SE/TE: 360–361
Functions of Government		
4.2.3	Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.	The program does not cover the Indiana Constitution, however, opportunities to address the standard appear in the following citations: <i>How Government Works</i> SE/TE: 346–347, 348–349, 350–351, 352–353 Digital Resources: Google Expeditions: The United States Constitution
4.2.4	Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	Opportunities to address this standard appear on the following pages: <i>How Government Works</i> SE/TE: 356–357, 358–359, 360–361

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Standard	Descriptor	Citations
Roles of Citizens		
4.2.5	Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	<p>Much of the emphasis in these citations are on national government rather than state government, but the right and responsibility of voting is addressed:</p> <p><i>How Americans Live</i> SE/TE: 328–329</p> <p><i>How Government Works</i> SE/TE: 346–347, 348–349, 356–357, 358–359, 360–361</p>
4.2.6	Define and provide examples of civic virtues in a democracy.	<p><i>How Americans Live</i> SE/TE: 328–329</p> <p><i>How Government Works</i> SE/TE: 360–361, 362–363 TE Only: 344</p>
4.2.7	Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.	<p>While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations:</p> <p><i>How Government Works</i> SE/TE: 362–363 TE Only: 351</p> <p>Digital Resources: <i>How Government Works</i> Critical Thinking Skills: Solve a Problem</p>
Geography		
<p>Standard 3: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world/country.</p>		
The World in Spatial Terms		
4.3.1	Use latitude and longitude to identify physical and human features of Indiana.	<p>While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations:</p> <p><i>Geography</i> SE/TE: 12–13, 14–15 TE Only: 8–9</p>

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Standard	Descriptor	Citations
		Digital Resources: <i>Geography</i> Map and Globe Skills: Use Latitude and Longitude
4.3.2	Estimate distances between two places on a map when referring to relative locations.	An opportunity to address this standard appears on the following pages: <i>Geography</i> SE/TE: 14–15
Places and Regions		
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.	An opportunity to address this standard appears on the following pages: <i>Geography</i> SE/TE: 14–15, 22–23 Digital Resources: <i>Geography</i> Map and Globe Skills: Use Latitude and Longitude
4.3.4	Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.	An opportunity to address this standard appears on the following pages: <i>Geography</i> SE/TE: 24–25
Physical Systems		
4.3.5	Explain how glaciers shaped Indiana’s landscape and environment.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i> SE/TE: 24–25 <i>U.S. Landscapes</i> SE/TE: 42–43 <i>Climate</i> SE/TE: 78–79 <i>The Midwest</i> SE/TE: 234–235
4.3.6	Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i>

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Standard	Descriptor	Citations
		SE/TE: 22–23, 24–25 TE Only: 8 <i>The Midwest</i> SE/TE: 234–235
4.3.7	Explain the effect of the Earth/sun relationship on the climate of Indiana.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>U.S. Landscapes</i> SE/TE: 38–39 <i>Climate</i> SE/TE: 66–67 <i>The Midwest</i> SE/TE: 234–235
4.3.8	Identify the challenges in the physical landscape of Indiana to early settlers and to modern day economic development.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i> SE/TE: 22–23 TE Only: 20–21 <i>All About Regions</i> SE/TE: 160–161, 164–165 <i>The Midwest</i> SE/TE: 240–241, 244–245
Human Systems		
4.3.9	Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i> SE/TE: 16–17, 22–23 <i>The Midwest</i> SE/TE: 240–241, 244–245

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Standard	Descriptor	Citations
4.3.10	Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and have on Indiana.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i> SE/TE: 16–17 <i>The Midwest</i> SE/TE: 248–249 <i>How Americans Live</i> SE/TE: 320–321, 326–327
4.3.11	Examine Indiana’s international relationships with states and regions in other parts of the world.	While Indiana is not specifically mentioned, opportunities to address the standard appear in the following citations: <i>Geography</i> SE/TE: 16–17 <i>The Midwest</i> SE/TE: 248–249 <i>How Americans Live</i> SE/TE: 320–321
4.3.12	Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.	Opportunities to address this standard appear on the following pages: <i>Geography</i> SE/TE: 16–17 <i>How Americans Live</i> SE/TE 320–321
Environment and Society		
4.3.13	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.	Students do not create maps of Indiana, but they do create maps showing physical and cultural features on the following pages: <i>Geography</i> TE Only: 14–15 <i>Our North American Neighbors</i> SE/TE: 418–419

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		Indiana is not addressed, but students do study how the environment in various locations has been modified over time on the following pages: <i>Geography</i> SE/TE: 20–21, 22–23, 26–27
4.3.14	Read and interpret texts (written texts, graphs, maps, timelines, data, audio, video) to answer geographic questions about Indiana in the past and present.	Indiana is not addressed, but students do answer geographic questions about the Midwest region in the past and present on the following pages: <i>Geography</i> SE/TE: 14–15, 22–23 <i>U.S. Landscapes</i> SE/TE: 42–43 <i>All About Regions</i> SE/TE: 160–161 <i>The Midwest</i> SE/TE: 234–235
Economics		
Standard 4: Students study and compare the characteristics of Indiana’s changing economy in the past and present.		
4.4.1	Give examples of the kinds of goods and services produced in Indiana in different historical periods.	While Indiana is not specifically mentioned, there are opportunities to address this standard at the following citations: <i>The Midwest</i> SE/TE: 244–245, 246–247, 248–249 <i>How Americans Live</i> SE/TE: 330–331, 332–333
4.4.2	Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.	While productivity and Indiana are not specifically mentioned, the citations below provide opportunities to address the standard: <i>The Northeast</i> SE/TE: 188–189 <i>The Midwest</i> SE/TE: 246–247, 248–249 TE Only: 232–233 <i>How Americans Live</i> SE/TE: 330–331, 332–333

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Standard	Descriptor	Citations
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.	<p>Although Indiana is not specifically mentioned, these citations provide opportunities to address the standard:</p> <p><i>Pre-Columbian People</i> SE/TE: 128–129, 138 TE Only: 120–121</p> <p><i>The Midwest</i> SE/TE: 236–237, 238–239, 244–245</p> <p><i>How Americans Live</i> SE/TE: 330–331, 332–333</p>
4.4.4	Explain that prices change as a result of changes in supply and demand for specific products.	<p><i>How Americans Live</i> SE/TE: 330–331</p> <p><i>How Government Works</i> SE/TE: 356–357</p>
4.4.5	Describe Indiana’s global connections.	<p>Although Indiana is not specifically mentioned, these citations provide opportunities to address the standard:</p> <p><i>How Americans Live</i> SE/TE: 332–333</p> <p><i>The Midwest</i> SE/TE: 246–247, 248–249</p>
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.	<p>Although things used as money and Indiana are not specifically mentioned, many connections can be made with the information provided in the following citations:</p> <p><i>The Northeast</i> SE/TE: 184–185</p> <p><i>The Midwest</i> SE/TE: 246–247</p> <p><i>How Americans Live</i> SE/TE: 330–331</p>

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Standard	Descriptor	Citations
4.4.7	Identify entrepreneurs who have influenced Indiana and the local community.	<p>While Indiana is not specifically mentioned, these citations provide opportunities to address the standard:</p> <p><i>The Midwest</i> SE/TE: 246–247</p> <p><i>Inventions</i> SE/TE: 382–383, 384–385</p> <p>Digital Resources: Google Expeditions: The Modern World</p>
4.4.8	Define profit and describe how profit is an incentive for entrepreneurs.	<p>While profit is not specifically mentioned, the following citations provide opportunities to address this standard:</p> <p><i>How Americans Live</i> SE/TE: 320–321, 330–331</p>
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.	<p>While state and local goods, services, and tax revenues are not specifically mentioned, there are opportunities to address this standard at the following citations:</p> <p><i>How Americans Live</i> SE/TE: 330–331, 332–333</p> <p><i>How Government Works</i> SE/TE: 346–347, 356–357</p>
4.4.10	Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.	<p>While people saving is not specifically mentioned, the following citation focusing on how government creates a budget offers an opportunity to address the standard.</p> <p><i>How Government Works</i> SE/TE: 348–349</p>