

Houghton Mifflin Harcourt
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correlated to the

Indiana Academic Standards for Social Studies (2020)
Grade 5

Standard	Descriptor	Citations
History		
Standard 1: Students 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.		
Ways of Life Before and After the Arrival of Europeans to 1610		
5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	<p>Vol. 1: The United States—Beginnings Through the Colonies</p> <p><i>Eastern Woodland Indians</i> SE/TE: 38–54 TE Only: 37</p> <p><i>Plains Indians</i> SE/TE: 66–79, 82 TE Only: 64</p> <p><i>Southwest Peoples</i> SE/TE: 94–107, 110 TE Only: 92–93</p> <p><i>Northwest Coast Peoples</i> SE/TE: 122–133, 138 TE Only: 120–121</p> <p><i>America 1492</i> SE/TE: 150–157, 160–166</p> <p>Digital Resources Video: A Reborn Language</p>

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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.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Northwest Coast Peoples</i> SE/TE: 134–135</p> <p><i>Exploring the Americas</i> SE/TE: 182–185, 188–193 TE Only: 176</p>
5.1.3	Compare and contrast 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.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Eastern Woodland Indians</i> SE/TE: 38–54 TE Only: 37</p> <p><i>Plains Indians</i> SE/TE: 66–79, 82 TE Only: 64</p> <p><i>Southwest Peoples</i> SE/TE: 94–107, 110 TE Only: 92–93</p> <p><i>Northwest Coast Peoples</i> SE/TE: 122–133, 138 TE Only: 120–121</p> <p><i>America 1492</i> SE/TE: 150–157, 160–166</p>
5.1.4	Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Early Settlements</i> SE/TE: 206–213, 216–219</p>
Colonization and Settlements: 1607 to 1763		
5.1.5	Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Early Settlements</i> SE/TE: 206–213, 216–221</p>

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5.1.6	Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	Vol. 1: The United States—Beginnings Through the Colonies <i>Early Settlements</i> SE/TE: 206–207, 210–221 <i>13 Colonies</i> SE/TE: 250
5.1.7	Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.	Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 236–241, 244–250
5.1.8	Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 236–237, 240–241, 246–247, 250 Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> SE/TE: 262–265 <i>American Revolution</i> SE/TE: 290–291
The American Revolution: 1763 to 1783		
5.1.9	Understand how political, religious, and economic ideas brought about the American Revolution.	Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> SE/TE: 262–269, 272–273, 278 <i>American Revolution</i> SE/TE: 290–293
5.1.10	Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> SE/TE: 262–269, 272–273
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> SE/TE: 262–275

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Standard	Descriptor	Citations
		TE Only: 260 <i>American Revolution</i> SE/TE: 292–293, 302–303 TE Only: 288
5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 292–295, 302–303 <i>Ben Franklin</i> SE/TE: 416–417
5.1.13	Identify contributions of women and minorities during the American Revolution.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 294–295, 296–297, 302–303 <i>Revolutionary Women</i> SE/TE: 318–325, 328–333
5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 304–305 <i>Revolutionary Women</i> SE/TE: 332–333 <i>The Constitution</i> SE/TE: 430–433
Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800		
5.1.15	Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.	Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 430–437, 440–441 TE Only: 425, 428
5.1.16	Describe the origins and drafting of the Bill of Rights that were ratified in 1791.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 304–305

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		<p><i>Washington</i> SE/TE: 352–353</p> <p><i>The Constitution</i> SE/TE: 436–437, 440–441, 446 TE Only: 425, 428</p>
5.1.17	Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.	<p>Vol. 2: The United States—Revolution Through the Civil War</p> <p><i>Washington</i> SE/TE: 358–359</p> <p><i>Jefferson</i> SE/TE: 386</p> <p><i>The Constitution</i> SE/TE: 436–437, 442</p> <p><i>The New Nation</i> SE/TE: 500–501</p>
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research		
5.1.18	Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	<p>Vol. 2: The United States—Revolution Through the Civil War</p> <p><i>Declaration of Independence</i> SE/TE: 276–277 TE Only: 261</p> <p><i>American Revolution</i> SE/TE: 292–293</p> <p><i>Revolutionary Women</i> TE Only: 313</p> <p><i>Washington</i> SE/TE: 352–353 TE Only: 356–357</p> <p><i>Jefferson</i> SE/TE: 380–381</p>

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Standard	Descriptor	Citations
		TE Only: 384–385 <i>Ben Franklin</i> TE Only: 414–415
5.1.19	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.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 296–297 TE Only: 292, 307 <i>Revolutionary Women</i> SE/TE: 326–327 <i>Washington</i> SE/TE: 348–349
5.1.20	Using primary and secondary sources to 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.	Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 236–237, 244–245 Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> TE Only: 275 <i>American Revolution</i> SE/TE: 298–301 <i>Revolutionary Women</i> SE/TE: 322–323, 326–327 <i>Washington</i> SE/TE: 348–349, 357
5.1.21	Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 236–237, 244–245 Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i>

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		TE Only: 275 <i>American Revolution</i> SE/TE: 298–301 <i>Revolutionary Women</i> SE/TE: 326–327 <i>Washington</i> SE/TE: 348–349, 357
5.1.22	Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.	Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 290–291, 296–297 <i>Revolutionary Women</i> SE/TE: 330–331 <i>Washington</i> SE/TE: 352–353 <i>Ben Franklin</i> SE/TE: 402–403, 406–409 TE Only: 400
Civics and Government		
Standard 2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.		
Foundations of Government		
5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 434–435 TE Only: 430
5.2.2	Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	Vol. 1: The United States—Beginnings Through the Colonies <i>Early Settlements</i> SE/TE: 216–217, 222 Vol. 2: The United States—Revolution Through the Civil War

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		<p><i>Declaration of Independence</i> SE/TE: 268–269, 272–273</p> <p><i>The Constitution</i> SE/TE: 430–431, 434–437, 440</p>
5.2.3	Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Early Settlements</i> SE/TE: 213, 216–217, 222</p> <p><i>13 Colonies</i> SE/TE: 238–239, 241, 248–249, 250 TE Only: 243</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.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>Declaration of Independence</i> SE/TE: 262–269, 272–273</p> <p><i>American Revolution</i> SE/TE: 304–305</p> <p><i>The Constitution</i> SE/TE: 430–437, 440–441</p>
5.2.5	Describe and give examples of individual rights guaranteed by the Bill of Rights.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 304–305</p> <p><i>The Constitution</i> SE/TE: 436–437, 440–441</p> <p>Digital Resources Video: Freedom of Religion Day</p>
Functions of Government		
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>Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 440–441</p>

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		<i>American Government</i> SE/TE: 458–459, 462–463, 468–473
5.2.7	Identify the three branches of the United States government and explain the functions of each.	Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 434–435 <i>American Government</i> SE/TE: 458–465 TE Only: 456
Roles of Citizens		
5.2.8	Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.	Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 440–443 <i>American Government</i> SE/TE: 458–459, 468–469, 470, 472–473 TE Only: 456 Vol. 2: The United States—Reconstruction to Present <i>Suffragists</i> SE/TE: 794–810 TE Only: 792 <i>Civil Rights</i> SE/TE: 962–963, 966–978 TE Only: 960–961 <i>Into the 21st Century</i> SE/TE: 1005 Digital Resources Video: International Women’s Day Video: Montgomery Bus Boycott Anniversary
5.2.9	Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in	Vol. 2: The United States—Revolution Through the Civil War <i>The Constitution</i> SE/TE: 440–443

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	government including voting, and participation in the election process.	<p><i>American Government</i> SE/TE: 458–459, 468–469, 470, 472–473 TE Only: 456</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Suffragists</i> SE/TE: 794–810 TE Only: 792</p> <p><i>Civil Rights</i> SE/TE: 962–963, 966–978 TE Only: 960–961</p> <p><i>Into the 21st Century</i> SE/TE: 1005</p> <p>Digital Resources Video: International Women’s Day Video: Montgomery Bus Boycott Anniversary</p>
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.	<p>Vol. 2: The United States—Reconstruction to Present <i>Suffragists</i> SE/TE: 808–809</p> <p><i>Mid-20th Century in the U.S.</i> SE/TE: 948–949</p> <p><i>Civil Rights</i> SE/TE: 976–977</p> <p><i>Into the 21st Century</i> SE/TE: 1004–1005</p> <p>Digital Resources Video: International Women’s Day Video: Montgomery Bus Boycott Anniversary Video: The Founder Generation</p>

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Geography		
Standard 3: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They 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.		
The World in Spatial Terms		
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.	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 10–11, 16–17, 24–25 TE Only: 9 <i>Exploring the Americas</i> SE/TE: 180–181
Places and Regions		
5.3.2	Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 12–13, 16–17, 20–21, 27
5.3.3	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 10–17, 20–21, 24–27
5.3.4	Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.	Vol. 1: The United States—Beginnings Through the Colonies <i>Eastern Woodland Indians</i> SE/TE: 38–39, 48–49, 50 <i>Plains Indians</i> SE/TE: 66–67, 80–81 <i>Southwest Peoples</i> SE/TE: 94–97, 112–113 <i>Northwest Coast Peoples</i> SE/TE: 122–123 <i>America 1492</i> SE/TE: 152–157, 160–161, 163, 166 <i>Early Settlements</i>

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		SE/TE: 206–209, 211, 213, 217, 218–221 <i>13 Colonies</i> SE/TE: 234–235, 239, 247
Physical Systems		
5.3.5	Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 12–15 Vol. 2: The United States—Revolution Through the Civil War <i>Lewis and Clark</i> SE/TE: 522–523, 524
5.3.6	Use maps to describe the characteristics of climate regions of the United States.	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 16–17, 20–21
5.3.7	Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 14–15, 22–23, 26 <i>Eastern Woodland Indians</i> SE/TE: 38–39, 41, 42–43, 52–53 <i>Plains Indians</i> SE/TE: 66 <i>Southwest Peoples</i> SE/TE: 94–97, 100 TE Only: 104 <i>Northwest Coast Peoples</i> SE/TE: 122–125, 135 TE Only: 120 <i>America 1492</i> SE/TE: 152–157, 163, 166

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		<p><i>Early Settlements</i> SE/TE: 213, 217, 218–221</p> <p>Vol. 2: The United States—Revolution Through the Civil War <i>Pioneers</i> SE/TE: 572</p> <p><i>Industrial Revolution in America</i> SE/TE: 604–605</p>
Human Systems		
5.3.8	Explain how the Spanish, British, and French colonists altered the character and use of land in early America.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 20–23</p> <p><i>Early Settlements</i> SE/TE: 208–209, 212–213, 216–217, 219</p>
5.3.9	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 20–23</p> <p><i>Early Settlements</i> SE/TE: 212–213</p> <p><i>13 Colonies</i> SE/TE: 238–239, 244–245, 248–249</p> <p>Vol. 2: The United States—Revolution Through the Civil War <i>Industrial Revolution in America</i> SE/TE: 600–605</p>
5.3.10	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 22</p> <p><i>Early Settlements</i> SE/TE: 208–213, 216–221</p>

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Environment and Society		
5.3.11	Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.	<p>Vol. 1: The United States—Beginnings Through the Colonies</p> <p><i>Regions of North America</i> SE/TE: 12–13, 20–23</p> <p><i>Eastern Woodland Indians</i> SE/TE: 38–39, 52–53</p> <p><i>Plains Indians</i> SE/TE: 66–67, 70–71, 78–79</p> <p><i>Southwest Peoples</i> SE/TE: 96–97</p> <p><i>Northwest Coast Peoples</i> SE/TE: 134–135</p> <p><i>Early Settlements</i> SE/TE: 211, 213, 216–217, 221</p> <p><i>13 Colonies</i> SE/TE: 238–239, 248–249</p> <p>Vol. 2: The United States—Revolution Through the Civil War</p> <p><i>Pioneers</i> SE/TE: 572–573, 576–577, 580–583</p> <p><i>Immigration</i> SE/TE: 628–629</p>
5.3.12	Describe and analyze how specific physical features influenced historical events.	<p>Vol. 1: The United States—Beginnings Through the Colonies</p> <p><i>Regions of North America</i> SE/TE: 23, 24</p> <p><i>Southwest Peoples</i> SE/TE: 96–97</p> <p><i>America 1492</i> SE/TE: 150–151</p>

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		<p><i>Exploring the Americas</i> SE/TE: 182–183</p> <p><i>Early Settlements</i> SE/TE: 208–209, 212–213, 216–217</p> <p><i>13 Colonies</i> SE/TE: 248–249</p> <p>Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 292, 300–301</p> <p><i>Washington</i> SE/TE: 350–351</p> <p><i>Lewis and Clark</i> SE/TE: 520–525, 530</p> <p><i>Westward Expansion</i> SE/TE: 546–547, 556–557</p> <p><i>Civil War</i> SE/TE: 654–655</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Great Depression</i> SE/TE: 888–889</p>
5.3.13	Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>Regions of North America</i> SE/TE: 22–23</p> <p><i>Eastern Woodland Indians</i> SE/TE: 40–41, 44–45, 52–53, 54</p> <p><i>Plains Indians</i> SE/TE: 70–73, 78–79</p>

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Standard	Descriptor	Citations
		<p><i>Southwest Peoples</i> SE/TE: 94–95, 100–101</p> <p><i>Northwest Coast Peoples</i> SE/TE: 126–127</p> <p><i>America 1492</i> SE/TE: 154–157, 160–161, 164–165</p> <p><i>Early Settlements</i> SE/TE: 208–213, 216–217</p> <p><i>13 Colonies</i> SE/TE: 238–239, 242–245, 248–249</p> <p>Vol. 2: The United States—Revolution Through the Civil War</p> <p><i>The New Nation</i> SE/TE: 492–493</p> <p><i>Westward Expansion</i> SE/TE: 542–493</p> <p><i>Pioneers</i> SE/TE: 572–573, 576–577, 580–583</p> <p><i>Industrial Revolution in America</i> SE/TE: 602–605</p> <p>Vol. 2: The United States—Reconstruction to Present</p> <p><i>Early 20th Century in the U.S.</i> SE/TE: 738, 742–743, 746–747</p> <p><i>Inventors and Inventions</i> SE/TE: 852–853</p> <p><i>Mid-20th Century in the U.S.</i> SE/TE: 948</p>

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Economics		
Standard 4:		
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.	<p>Vol. 1: The United States—Beginnings Through the Colonies</p> <p><i>Eastern Woodland Indians</i> SE/TE: 42–43 TE Only: 50</p> <p><i>Plains Indians</i> TE Only: 72–73</p> <p><i>Southwest Peoples</i> SE/TE: 106–107</p> <p><i>Northwest Coast Peoples</i> SE/TE: 124–125, 134–135</p> <p><i>America 1492</i> SE/TE: 162–163</p> <p><i>Exploring the Americas</i> SE/TE: 178–179, 182–185, 188–193</p> <p><i>Early Settlements</i> SE/TE: 206–213, 216–221</p> <p><i>13 Colonies</i> SE/TE: 234–235, 238–241, 246–249</p>
5.4.2	Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	<p>Vol. 1: The United States—Beginnings Through the Colonies</p> <p><i>Early Settlements</i> SE/TE: 212–213, 216–219</p> <p><i>13 Colonies</i> SE/TE: 234–235, 238–239, 245, 246–249</p>
5.4.3	Define types of trade barriers.	<p>Vol. 2: The United States—Revolution Through the Civil War</p> <p><i>Jefferson</i> SE/TE: 387</p>

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5.4.4	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>Jefferson</i> SE/TE: 382–383</p> <p><i>Ben Franklin</i> SE/TE: 408–409, 412–413</p> <p><i>Westward Expansion</i> TE Only: 557</p> <p><i>Pioneers</i> SE/TE: 582</p> <p><i>Industrial Revolution in America</i> SE/TE: 600–605, 608–609</p> <p><i>Civil War</i> SE/TE: 657</p> <p><i>Underground Railroad</i> SE/TE: 684</p> <p>Digital Resources Video: The Industrial Revolution</p>
5.4.5	Explain how education and training, specialization, and investment in capital resources increase productivity.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 242–243</p> <p>Vol. 2: The United States—Revolution Through the Civil War <i>Industrial Revolution in America</i> SE/TE: 598–605</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Early 20th Century in the U.S.</i> SE/TE: 742</p>

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Standard	Descriptor	Citations
5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.	<p>Vol. 1: The United States—Beginnings Through the Colonies <i>13 Colonies</i> SE/TE: 238</p> <p>Vol. 2: The United States—Revolution Through the Civil War <i>Industrial Revolution in America</i> SE/TE: 604–605</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Early 20th Century in the U.S.</i> SE/TE: 746</p> <p>Digital Resources Video: The Industrial Revolution</p>
5.4.7	Predict the effect of changes in supply and demand on price.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>The New Nation</i> TE Only: 488</p> <p><i>Westward Expansion</i> TE Only: 546–547</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Inventors and Inventions</i> TE Only: 859</p> <p><i>Mid-20th Century in the U.S.</i> TE Only: 946–947</p>
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.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>American Revolution</i> SE/TE: 290–291 TE Only: 297</p> <p><i>The New Nation</i> SE/TE: 488</p> <p><i>Westward Expansion</i> TE Only: 546, 548</p>

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Standard	Descriptor	Citations
		<p><i>Pioneers</i> TE Only: 574</p> <p>Civil War SE/TE: 667</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Early 20th Century in the U.S.</i> SE/TE: 742, 744</p> <p><i>Inventors and Inventions</i> SE/TE: 853</p> <p><i>Great Depression</i> SE/TE: 878–879, 889</p> <p><i>Mid-20th Century in the U.S.</i> TE Only: 946–947</p> <p><i>Into the 21st Century</i> SE/TE: 990, 1001</p> <p>Digital Resources Video: The Industrial Revolution</p>
5.4.9	Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	<p>Vol. 2: The United States—Revolution Through the Civil War <i>Industrial Revolution in America</i> TE Only: 604</p> <p>Vol. 2: The United States—Reconstruction to Present <i>Great Depression</i> SE/TE: 878–879 TE Only: 876</p>