

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: K
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: K - Adopted: 2023

| STANDARD / STRAND | | Kindergarten |
|-----------------------------------|-----------|-----------------|
| PROFICIENCY STATEMENT / SUBSTRAND | K-ESS2-1. | Earth's Systems |

INDICATOR / STANDARD K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

Social Studies Online
Grade 1 - The Earth Around Us

| STANDARD / STRAND | | Kindergarten |
|-----------------------------------|-----------|-----------------|
| PROFICIENCY STATEMENT / SUBSTRAND | K-ESS2-2. | Earth's Systems |

INDICATOR / STANDARD K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Social Studies Online
Grade 1 - Life Long Ago
Grade 1 - The Earth Around Us

| STANDARD / STRAND | | Kindergarten |
|-----------------------------------|-----------|--------------------------|
| PROFICIENCY STATEMENT / SUBSTRAND | K-ESS3-3. | Earth and Human Activity |

INDICATOR / STANDARD K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Social Studies Online
Grade 1 - The Earth Around Us

Indiana Academic Standards
Social Studies
Grade: K - Adopted: 2023

| STANDARD / STRAND | | Kindergarten Social Studies |
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| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: 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. |

INDICATOR / STANDARD K.H.1. Compare children and families of today with those from the past.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - Life Long Ago

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| INDICATOR / STANDARD | K.H.2. | Identify ways by which people, heritage, and events are commemorated and recognized. (E) <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us |
| STANDARD / STRAND | | Kindergarten Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students learn they are citizens of their school, community, and the United States and identify symbols of the nation. They learn the importance of being a responsible citizen who explains why rules are needed and follows them. |
| INDICATOR / STANDARD | K.C.2. | Give examples of how to be a responsible family member and member of a group. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government |
| STANDARD / STRAND | | Kindergarten Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students explain that people do different jobs and work to meet basic economic wants. |
| INDICATOR / STANDARD | K.E.1. | Explain that people work to earn money to buy the things they want. <u>Social Studies Online</u> Grade 1 - All About Work |
| INDICATOR / STANDARD | K.E.2. | Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E) <u>Social Studies Online</u> Grade 1 - All About Work |
| INDICATOR / STANDARD | K.E.3. | Explain why people in a community choose different jobs. <u>Social Studies Online</u> Grade 1 - All About Work |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 1 - Adopted: 2023

| STANDARD / STRAND | | Grade 1 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 1-LS1-1. | From Molecules to Organisms: Structures and Processes |

INDICATOR / STANDARD 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies Online
Grade 2 - Land and Water Around Us

| STANDARD / STRAND | | Grade 1 |
|-----------------------------------|-----------|-------------------------------|
| PROFICIENCY STATEMENT / SUBSTRAND | 1-ESS1-2. | Earth's Place in the Universe |

INDICATOR / STANDARD 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies Online
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us

Indiana Academic Standards
Social Studies
Grade: 1 - Adopted: 2023

| STANDARD / STRAND | | Grade 1 Social Studies |
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| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students identify continuity and change in the different communities around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country. |

INDICATOR / STANDARD 1.H.1. Identify continuity and change between past and present in community life using primary sources.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

INDICATOR / STANDARD 1.H.2. Identify American songs and symbols, and discuss their origins.

Social Studies Online
Grade 1 - Let's Learn About the Government
Grade 1 - Life Long Ago
Grade 2 - Our Government At Work
Washington, DC - Grades K - 5

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| INDICATOR / STANDARD | 1.H.3. | Identify local people from the past who have demonstrated good citizenship. <u>Social Studies Online</u> Grade 1 - The Earth Around Us |
| INDICATOR / STANDARD | 1.H.4. | Identify people and events observed in national celebrations and holidays. (E) <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work |
| INDICATOR / STANDARD | 1.H.8. | Distinguish between historical fact and fiction in American folktales and legends that are part of American culture. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans |
| STANDARD / STRAND | | Grade 1 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students explain the meaning of government and 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. |
| INDICATOR / STANDARD | 1.C.1. | Identify rights that people have and the responsibilities that accompany these rights. (E) <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work |
| INDICATOR / STANDARD | 1.C.2. | Define and give examples of rules and laws in the school and the community, and explain the benefits of these rules and laws. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work |
| INDICATOR / STANDARD | 1.C.3. | Describe ways that individual actions can contribute to the common good of the classroom or community. <u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money |
| INDICATOR / STANDARD | 1.C.4. | Define the term citizens and describe the characteristics of good citizenship. (E) <u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money |

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| STANDARD / STRAND | | Grade 1 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students identify the basic elements of maps and globes. They identify selected geographic characteristics of their home, school, and neighborhood. |

INDICATOR / STANDARD 1.G.2. Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E)

Social Studies Online
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 2 - Living Together
 Paris - City of Light - Grades K - 5
 Washington, DC - Grades K - 5

INDICATOR / STANDARD 1.G.4. Identify and describe physical features and human features of the local community, including home, school, and neighborhood.

Social Studies Online
 Grade 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 2 - Living Together

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| STANDARD / STRAND | | Grade 1 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students explain how people in the school and community use goods and services and make choices as both producers and consumers. |

INDICATOR / STANDARD 1.E.1. Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people's wants) that people use. (E)

Social Studies Online
 Grade 1 - All About Work
 Grade 2 - Work and Money

INDICATOR / STANDARD 1.E.2. Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)

Social Studies Online
 Grade 1 - All About Work
 Grade 2 - Work and Money

INDICATOR / STANDARD 1.E.3. Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity).

Social Studies Online
 Grade 2 - Work and Money

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 2 - Adopted: 2023

| STANDARD / STRAND | | Grade 2 |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND | 2-LS2-1. | Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR / STANDARD 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Social Studies Online
Grade 2 - Land and Water Around Us

| STANDARD / STRAND | | Grade 2 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 2-LS4-1. | Biological Evolution: Unity and Diversity |

INDICATOR / STANDARD 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 3 - Geography of Our Communities
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 2 |
|-----------------------------------|-----------|-------------------------------|
| PROFICIENCY STATEMENT / SUBSTRAND | 2-ESS1-1. | Earth's Place in the Universe |

INDICATOR / STANDARD 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Social Studies Online
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

| STANDARD / STRAND | | Grade 2 |
|-----------------------------------|-----------|-----------------|
| PROFICIENCY STATEMENT / SUBSTRAND | 2-ESS2-1. | Earth's Systems |

INDICATOR / STANDARD 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Social Studies Online
Grade 3 - Geography of Our Communities

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| STANDARD / STRAND | | Grade 2 |
| PROFICIENCY STATEMENT / SUBSTRAND | 2-ESS2-2. | Earth's Systems |

INDICATOR / STANDARD 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

[Social Studies Online](#)
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

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| STANDARD / STRAND | | Grade 2 |
| PROFICIENCY STATEMENT / SUBSTRAND | 2-ESS2-3. | Earth's Systems |

INDICATOR / STANDARD 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

[Social Studies Online](#)
[Amazon Rainforest - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)

Indiana Academic Standards

Social Studies

Grade: 2 - Adopted: 2023

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| STANDARD / STRAND | | Grade 2 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives. |

INDICATOR / STANDARD 2.H.1. Identify when the local community was established, and identify its founders and early settlers. (E)

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)

INDICATOR / STANDARD 2.H.2. Identify continuity and change between past and present community life using primary sources.

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)

INDICATOR / STANDARD 2.H.3. Identify actions and individuals who had a positive impact on the local community.

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)

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| INDICATOR / STANDARD | 2.H.4. | Identify and describe community celebrations, symbols, and traditions, and explain why they are important. <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - A Country of Cultures |
| INDICATOR / STANDARD | 2.H.5. | Develop a timeline of important events in the history of the school and/or school community. (E) <u>Social Studies Online</u> Grade 1 - The Earth Around Us |
| INDICATOR / STANDARD | 2.H.7. | Read about and summarize historical community events using a variety of resources (e.g., the library, digital media, print media, electronic media, and community resources). (E) <u>Social Studies Online</u> Grade 1 - The Earth Around Us |
| STANDARD / STRAND | | Grade 2 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students 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. |
| INDICATOR / STANDARD | 2.C.1. | Explain that the United States government is founded on the belief of equal rights for its citizens. (E) <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 2.C.2. | Understand and explain why it is important for a community to have a responsible government. (E) <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 2.C.3. | Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures |
| INDICATOR / STANDARD | 2.C.4. | Identify people who are good citizens and describe the character traits that make them admirable. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 2.C.5. | Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only president) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |

| STANDARD / STRAND | | Grade 2 Social Studies |
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| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the country/world. |

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| INDICATOR / STANDARD | 2.G.3. | Compare neighborhoods in your community/region, and explain how physical features of the community affect people living there. (E) |
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Social Studies Online
[Grade 1 - Families and Neighbors](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Living Together](#)
[Grade 3 - Geography of Our Communities](#)
[Grade 3 - How The Country Was Settled](#)
[Grade 3 - The First Americans](#)

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| INDICATOR / STANDARD | 2.G.4. | Compare neighborhoods in your community/region with those in other parts of the world. |
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Social Studies Online
[Amazon Rainforest - People and Threats - Grades 2-5](#)

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| INDICATOR / STANDARD | 2.G.6. | Identify and describe cultural or human features on a map using map symbols. |
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Social Studies Online
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[Paris - City of Light - Grades K - 5](#)
[The Sahara Desert](#)

| STANDARD / STRAND | | Grade 2 Social Studies |
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| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students 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. |

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| INDICATOR / STANDARD | 2.E.1. | Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. (E) |
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Social Studies Online
[Grade 3 - Businesses At Work](#)

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| INDICATOR / STANDARD | 2.E.2. | Research goods and services produced in the local community, and describe how people can be both producers and consumers. |
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Social Studies Online
[Grade 1 - All About Work](#)
[Grade 2 - Work and Money](#)
[Grade 3 - I Am a Consumer](#)

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| INDICATOR / STANDARD | 2.E.3. | Define opportunity cost and explain that because resources are limited in relation to people's wants (e.g., scarcity), people must make choices as to how to use resources. (E) |
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Social Studies Online
[Grade 3 - I Am a Consumer](#)

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| INDICATOR / STANDARD | 2.E.4. | <p>Explain why people trade for goods and services, and explain how money makes trade easier.</p> <p><u>Social Studies Online</u> <u>Grade 1 - All About Work</u> <u>Grade 2 - Work and Money</u></p> |
| INDICATOR / STANDARD | 2.E.5. | <p>Explain the concept of savings and why this is important for individuals and for our economy.</p> <p><u>Social Studies Online</u> <u>Grade 1 - All About Work</u> <u>Grade 2 - Work and Money</u> <u>Grade 3 - I Am a Consumer</u></p> |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 3 - Adopted: 2023

| STANDARD / STRAND | | Grade 3 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 3-LS1-1. | From Molecules to Organisms: Structures and Processes |

INDICATOR / STANDARD 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Social Studies Online
Galapagos Islands
Grade 4 - West Region Geography
How Coral Reefs Are Formed

| STANDARD / STRAND | | Grade 3 |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND | 3-LS2-1. | Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR / STANDARD 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 3 |
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| PROFICIENCY STATEMENT / SUBSTRAND | 3-LS4-2. | Biological Evolution: Unity and Diversity |

INDICATOR / STANDARD 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Galapagos Islands
Grade 2 - Land and Water Around Us
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Geography
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 3 |
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| PROFICIENCY STATEMENT / SUBSTRAND | 3-LS4-3. | Biological Evolution: Unity and Diversity |
| INDICATOR / STANDARD | 3-LS4-3. | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef? |
| STANDARD / STRAND | | Grade 3 |
| PROFICIENCY STATEMENT / SUBSTRAND | 3-LS4-4. | Biological Evolution: Unity and Diversity |
| INDICATOR / STANDARD | 3-LS4-4. | Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef? |
| STANDARD / STRAND | | Grade 3 |
| PROFICIENCY STATEMENT / SUBSTRAND | 3-ESS2-1. | Earth's Systems |
| INDICATOR / STANDARD | 3-ESS2-1. | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Social Studies Online</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography |
| STANDARD / STRAND | | Grade 3 |
| PROFICIENCY STATEMENT / SUBSTRAND | 3-ESS2-2. | Earth's Systems |

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| INDICATOR / STANDARD | 3-ESS2-2. | Obtain and combine information to describe climates in different regions of the world. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert |
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| STANDARD / STRAND | | Grade 3 |
| PROFICIENCY STATEMENT / SUBSTRAND | 3-ESS3-1. | Earth and Human Activity |

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| INDICATOR / STANDARD | 3-ESS3-1. | Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
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Indiana Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

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| STANDARD / STRAND | | Grade 3 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: 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. |

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| INDICATOR / STANDARD | 3.H.1. | Identify and describe how Native Americans impacted the development of local communities. (E) <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - West Region Early Beginnings |
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| INDICATOR / STANDARD | 3.H.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. <u>Social Studies Online</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans |
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| INDICATOR / STANDARD | 3.H.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. (E) <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Geography Washington, DC - Grades K - 5 |
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| INDICATOR / STANDARD | 3.H.8. | Define immigration and explain how immigration enriches community. (E) <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled |
| STANDARD / STRAND | | Grade 3 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students explain what it means to be citizens of their community, state, and nation; are able to identify the functions and major services provided by local government; and use a variety of resources to gather information about their local, state, and national governments. |
| INDICATOR / STANDARD | 3.C.1. | Discuss the reasons governments are needed and identify specific goods and services that governments provide. (E) <u>Social Studies Online</u> Grade 2 - Our Government At Work |
| INDICATOR / STANDARD | 3.C.2. | Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 3.C.3. | Explain that the United States has three levels of government (i.e., local, state, and national), and that each level has special duties and responsibilities. (E) <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |
| INDICATOR / STANDARD | 3.C.4. | Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 3.C.5. | 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. (E) <u>Social Studies Online</u> Grade 2 - Our Government At Work |
| STANDARD / STRAND | | Grade 3 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, identify the distinctive physical and cultural features of their community, and explain the geographic relationships between their own community and the state and other states within the region. |

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| INDICATOR / STANDARD | 3.G.1. | <p>Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert</p> |
| INDICATOR / STANDARD | 3.G.2. | <p>Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes. (E)</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 3.G.3. | <p>Identify the local and regional communities, including Indiana and other Midwestern states, on maps using simple grid systems. (E)</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 3.G.5. | <p>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> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms</p> |
| INDICATOR / STANDARD | 3.G.8. | <p>Identify and describe how human systems and physical systems have impacted the local environment.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities</p> |
| STANDARD / STANDARD | | Grade 3 Social Studies |

| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: 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 resources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making. |
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| INDICATOR / STANDARD | 3.E.1. | <p>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.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work</p> |
| INDICATOR / STANDARD | 3.E.2. | <p>Give examples of goods and services provided by local business and industry. (E)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
| INDICATOR / STANDARD | 3.E.3. | <p>Give examples of trade in the local community, and explain how trade benefits both parties.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money</p> |
| INDICATOR / STANDARD | 3.E.5. | <p>List the characteristics of money, and explain how money makes trade and the purchase of goods easier. (E)</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money</p> |
| INDICATOR / STANDARD | 3.E.6. | <p>Explain that buyers and sellers interact to determine the prices of goods and services in markets. (E)</p> <p><u>Social Studies Online</u> Grade 3 - Businesses At Work</p> |
| INDICATOR / STANDARD | 3.E.8. | <p>Identify different ways people save their income, and explain advantages and disadvantages of each.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 4 - Adopted: 2023

| STANDARD / STRAND | | Grade 4 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 4-PS4-3. | Waves and Their Applications in Technologies for Information Transfer |

INDICATOR / STANDARD 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Social Studies Online
Grade 3 - Geography of Our Communities

| STANDARD / STRAND | | Grade 4 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 4-LS1-1. | From Molecules to Organisms: Structures and Processes |

INDICATOR / STANDARD 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Canada: Coast to Coast
Galapagos Islands
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Geography
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 4 |
|-----------------------------------|----------|---|
| PROFICIENCY STATEMENT / SUBSTRAND | 4-LS1-2. | From Molecules to Organisms: Structures and Processes |

INDICATOR / STANDARD 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Social Studies Online
Grade 4 - West Region Geography
Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 4 |
|-----------------------------------|-----------|-----------------|
| PROFICIENCY STATEMENT / SUBSTRAND | 4-ESS2-1. | Earth's Systems |

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| INDICATOR / STANDARD | 4-ESS2-1. | Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. |
| <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah | | |

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| STANDARD / STRAND | | Grade 4 |
| PROFICIENCY STATEMENT / SUBSTRAND | 4-ESS3-1. | Earth and Human Activity |

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| INDICATOR / STANDARD | 4-ESS3-1. | Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. |
| <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert | | |

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| STANDARD / STRAND | | Grade 4 |
| PROFICIENCY STATEMENT / SUBSTRAND | 4-ESS3-2. | Earth and Human Activity |

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| INDICATOR / STANDARD | 4-ESS3-2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. |
| <u>Social Studies Online</u> Grade 3 - Geography of Our Communities | | |

Indiana Academic Standards
Social Studies
 Grade: 4 - Adopted: 2023

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| STANDARD / STRAND | | Grade 4 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students trace historical periods, places, people, events, and movements that have led to the development of Indiana as a state. |

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| INDICATOR / STANDARD | 4.H.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. (E) |
| <u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings | | |

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| INDICATOR / STANDARD | 4.H.2. | Identify and describe historic Native American groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (E) |
| | | Social Studies Online Grade 4 - Midwest Region Early Beginnings |
| INDICATOR / STANDARD | 4.H.5. | Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. (E) |
| | | Social Studies Online Grade 4 - Southeast Region of the U.S. |
| STANDARD / STRAND | | Grade 4 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students describe the components and characteristics of Indiana's constitutional form of government and explain the levels and three branches of Indiana's government. |
| INDICATOR / STANDARD | 4.C.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. (E) |
| | | Social Studies Online Grade 3 - How Government Helps Our Communities |
| INDICATOR / STANDARD | 4.C.4. | Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. |
| | | Social Studies Online Grade 3 - How Government Helps Our Communities |
| STANDARD / STRAND | | Grade 4 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students 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 country/world. |
| INDICATOR / STANDARD | 4.G.1. | Estimate distances between two places on a map when referring to relative locations. (E) |
| | | Social Studies Online Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today |
| INDICATOR / STANDARD | 4.G.2. | 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. |
| | | Social Studies Online Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today |
| INDICATOR / STANDARD | 4.G.3. | Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions. (E) |
| | | Social Studies Online Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today |

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| INDICATOR / STANDARD | 4.G.4. | <p>Explain how glaciers shaped Indiana's landscape and environment. (E)</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today</p> |
| INDICATOR / STANDARD | 4.G.5. | <p>Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today</p> |
| STANDARD / STRAND | | Grade 4 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students study and compare the characteristics of Indiana's changing economy in the past and present. |
| INDICATOR / STANDARD | 4.E.3. | <p>Explain that prices change as a result of changes in supply and demand for specific products. (E)</p> <p><u>Social Studies Online</u> Grade 3 - Businesses At Work</p> |
| INDICATOR / STANDARD | 4.E.4. | <p>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> <p><u>Social Studies Online</u> Barcelona</p> |
| INDICATOR / STANDARD | 4.E.6. | <p>Define profit, and describe how profit is an incentive for entrepreneurs.</p> <p><u>Social Studies Online</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p> |
| INDICATOR / STANDARD | 4.E.7. | <p>Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. (E)</p> <p><u>Social Studies Online</u> Barcelona</p> |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 5 - Adopted: 2023

| STANDARD / STRAND | | Grade 5 |
|-----------------------------------|----------|---------|
| PROFICIENCY STATEMENT / SUBSTRAND | 5-PS3-1. | Energy |

INDICATOR / STANDARD 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Social Studies Online

Galapagos Islands

Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 5 |
|-----------------------------------|----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND | 5-LS2-1. | Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR / STANDARD 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 5 |
|-----------------------------------|-----------|-----------------|
| PROFICIENCY STATEMENT / SUBSTRAND | 5-ESS2-1. | Earth's Systems |

INDICATOR / STANDARD 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

| STANDARD / STRAND | | Grade 5 |
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| PROFICIENCY STATEMENT / SUBSTRAND | 5-ESS2-2. | Earth's Systems |
| INDICATOR / STANDARD | 5-ESS2-2. | Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. |
| | | Social Studies Online National Parks - Nevada, California |

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| STANDARD / STRAND | | Grade 5 |
| PROFICIENCY STATEMENT / SUBSTRAND | 5-ESS3-1. | Earth and Human Activity |
| INDICATOR / STANDARD | 5-ESS3-1. | Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. |
| | | Social Studies Online African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef? |

Indiana Academic Standards
Social Studies
Grade: 5 - Adopted: 2023

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| STANDARD / STRAND | | Grade 5 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students describe the historical movements that influenced the development of the United States from pre-Columbian times to 1800, with an emphasis on the American Revolution and the founding of the United States. |
| INDICATOR / STANDARD | 5.H.1. | Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (E) |
| | | Social Studies Online Grade 4 - West Region Early Beginnings |
| INDICATOR / STANDARD | 5.H.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. (E) |
| | | Social Studies Online Canada: Our Northern Neighbor Grade 4 - West Region Early Beginnings |
| INDICATOR / STANDARD | 5.H.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. |
| | | Social Studies Online Grade 4 - West Region Early Beginnings |

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| INDICATOR / STANDARD | 5.H.4. | <p>Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR / STANDARD | 5.H.7. | <p>Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR / STANDARD | 5.H.8. | <p>Identify the early founders of colonial settlements, and describe early colonial resistance to British rule.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.H.9. | <p>Understand how political, religious, and economic ideas brought about the American Revolution.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.H.10. | <p>Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.H.11. | <p>Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.H.12. | <p>Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.H.13. | <p>Identify contributions of women and minorities during the American Revolution.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| STANDARD / STANDARD | | Grade 5 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: 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. |
| INDICATOR / STANDARD | 5.C.2. | <p>Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p> |

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| INDICATOR / STANDARD | 5.C.3. | 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. (E) |
| | | Social Studies Online Grade 4 - Northeast |
| STANDARD / STANDARD | | Grade 5 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students use global grid systems; identify climate 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. |
| INDICATOR / STANDARD | 5.G.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. (E) |
| | | Social Studies Online Grade 4 - West Region Geography |
| INDICATOR / STANDARD | 5.G.2. | Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E) |
| | | Social Studies Online Barcelona Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5 |
| INDICATOR / STANDARD | 5.G.3. | Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within. |
| | | Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings |
| INDICATOR / STANDARD | 5.G.4. | Use maps to describe the characteristics of climate regions of the United States. |
| | | Social Studies Online Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms |

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| INDICATOR / STANDARD | 5.G.5. | <p>Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast</p> |
| INDICATOR / STANDARD | 5.G.6. | <p>Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR / STANDARD | 5.G.7. | <p>Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment.</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR / STANDARD | 5.G.8. | <p>Describe and analyze how specific physical features influenced historical events. (E)</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</p> |
| STANDARD / STRAND | | Grade 5 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students 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. Students consider the importance of economic decision making and how people make economic choices that influence their future. |
| INDICATOR / STANDARD | 5.E.1. | <p>Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E)</p> <p><u>Social Studies Online</u> Grade 4 - West Region Early Beginnings</p> |
| INDICATOR / STANDARD | 5.E.3. | <p>Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E)</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p> |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 6 - Adopted: 2023

| STANDARD / STRAND | | Grade 6 |
|-----------------------------------|-----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND | MS-LS2-2. | Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR / STANDARD MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 6 |
|-----------------------------------|-----------|--|
| PROFICIENCY STATEMENT / SUBSTRAND | MS-LS2-3. | Ecosystems: Interactions, Energy, and Dynamics |

INDICATOR / STANDARD MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

| STANDARD / STRAND | | Grade 6 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-LS2-4. | Ecosystems: Interactions, Energy, and Dynamics |

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| INDICATOR / STANDARD | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef? |
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| STANDARD / STRAND | | Grade 6 |
| PROFICIENCY STATEMENT / SUBSTRAND | MS-LS2-5. | Ecosystems: Interactions, Energy, and Dynamics |

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| INDICATOR / STANDARD | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef? |
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Indiana Academic Standards
Social Studies
Grade: 6 - Adopted: 2023

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| STANDARD / STRAND | | Grade 6 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. |

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| INDICATOR / STANDARD | 6.H.1. | Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. (E) <u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City |
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| INDICATOR / STANDARD | 6.H.2. | Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica. <u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization |
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| INDICATOR / STANDARD | 6.H.4. | <p>Identify and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas.</p> <p><u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City</p> |
| INDICATOR / STANDARD | 6.H.6. | <p>Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <p><u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City</p> |
| INDICATOR / STANDARD | 6.H.8. | <p>Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery, and imperial conquest. (E)</p> <p><u>Social Studies Online</u> Rome - The Eternal City</p> |
| INDICATOR / STANDARD | 6.H.14. | <p>Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</p> <p><u>Social Studies Online</u> Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Washington, DC - Grades 6 - 12</p> |
| INDICATOR / STANDARD | 6.H.15. | <p>Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Washington, DC - Grades 6 - 12</p> |
| INDICATOR / STANDARD | 6.H.16. | <p>Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.</p> <p><u>Social Studies Online</u> Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City Washington, DC - Grades 6 - 12</p> |

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| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems. |
| INDICATOR / STANDARD | 6.C.1. | Compare and contrast major forms of governments in Europe and the Americas throughout history. Social Studies Online Canada: Our Northern Neighbor |
| INDICATOR / STANDARD | 6.C.2. | Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government. (E) Social Studies Online Ancient Greece |
| INDICATOR / STANDARD | 6.C.3. | Explain how the elements and foundations of Roman representative democracy are present in modern systems of government. (E) Social Studies Online Ancient Rome |
| STANDARD / STRAND | | Grade 6 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students identify the characteristics of climate regions in Europe and the Americas, and describe major physical features, countries, and cities of Europe and the Western Hemisphere. |
| INDICATOR / STANDARD | 6.G.1. | Demonstrate a broad understanding of the countries and capitals of Europe and the Americas. (E) Social Studies Online Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor |
| INDICATOR / STANDARD | 6.G.2. | Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Social Studies Online Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands |
| INDICATOR / STANDARD | 6.G.3. | Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |

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| INDICATOR / STANDARD | 6.G.4. | Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas. (E) <u>Social Studies Online</u> Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 Rome - The Eternal City Washington, DC - Grades 6 - 12 |
| STANDARD / STRAND | | Grade 6 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Economics – Learning Outcome: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas. |
| INDICATOR / STANDARD | 6.E.1. | Give examples of how trade related to key developments in the history of Europe and the Americas. (E) <u>Social Studies Online</u> Rome - The Eternal City |
| INDICATOR / STANDARD | 6.E.2. | Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. (E) <u>Social Studies Online</u> Rome - The Eternal City |
| INDICATOR / STANDARD | 6.E.3. | Explain why international trade requires a system for exchanging currency between various countries. <u>Social Studies Online</u> Rome - The Eternal City |
| INDICATOR / STANDARD | 6.E.4. | Describe how different economic systems (traditional, command, market, and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce. (E) <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba |
| STANDARD / STRAND | | Civics Standards (Second Semester Course) |
| PROFICIENCY STATEMENT / SUBSTRAND | | Learning Outcome: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government. |
| INDICATOR / STANDARD | | Foundations of Government |

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| EXPECTATION / INDICATOR | 6.CIV.2. | Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E) |
| <u>Social Studies Online</u> Washington, DC - Grades 6 - 12 | | |

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| EXPECTATION / INDICATOR | 6.CIV.3. | Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E) |
| <u>Social Studies Online</u> Washington, DC - Grades 6 - 12 | | |

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| STANDARD / STRAND | | Civics Standards (Second Semester Course) |
| PROFICIENCY STATEMENT / SUBSTRAND | | Learning Outcome: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government. |
| INDICATOR / STANDARD | | Functions of Government |

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| EXPECTATION / INDICATOR | 6.CIV.10. | Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities. |
| <u>Social Studies Online</u> Washington, DC - Grades 6 - 12 | | |

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| EXPECTATION / INDICATOR | 6.CIV.11. | Identify the three branches of the United States government and explain the functions of each. (E) |
| <u>Social Studies Online</u> Washington, DC - Grades 6 - 12 | | |

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 7 - Adopted: 2023

| STANDARD / STRAND | | Grade 7 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS2-1. | Earth's Systems |

INDICATOR / STANDARD MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

Social Studies Online
Amazon Rainforest - People and Threats - Grades 6-8
Galapagos Islands

| STANDARD / STRAND | | Grade 7 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS2-2. | Earth's Systems |

INDICATOR / STANDARD MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

Social Studies Online
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah

| STANDARD / STRAND | | Grade 7 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS2-3. | Earth's Systems |

INDICATOR / STANDARD MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Social Studies Online
National Parks - Alaska & Hawaii
National Parks - Wyoming, Utah

| STANDARD / STRAND | | Grade 7 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS3-1. | Earth and Human Activity |

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| INDICATOR / STANDARD | MS-ESS3-1. | Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California |
| <p style="text-align: center;">Indiana Academic Standards Social Studies Grade: 7 - Adopted: 2023</p> | | |
| STANDARD / STRAND | | Grade 7 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | History – Learning Outcome: Students examine the major movements, events, and figures that contributed to the development of Africa, Asia, and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. |
| INDICATOR / STANDARD | 7.H.1. | Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. (E) <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids |
| INDICATOR / STANDARD | 7.H.2. | Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (E) <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs |
| INDICATOR / STANDARD | 7.H.4. | Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. (E) <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties |
| INDICATOR / STANDARD | 7.H.8. | Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). (E) <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties |
| INDICATOR / STANDARD | 7.H.9. | Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social, and artistic traditions. <u>Social Studies Online</u> Tokyo - City of Contrasts |

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| INDICATOR / STANDARD | 7.H.15. | Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts, including visual, literary, art, and musical sources. Social Studies Online Tokyo - City of Contrasts |
| STANDARD / STRAND | | Grade 7 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens. |
| INDICATOR / STANDARD | 7.C.2. | Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Social Studies Online Tokyo - City of Contrasts |
| STANDARD / STRAND | | Grade 7 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world. |
| INDICATOR / STANDARD | 7.G.1. | Formulate a broad understanding of the location of countries within Africa, Asia, and the Southwest Pacific. (E) Social Studies Online African Safari Tokyo - City of Contrasts |
| INDICATOR / STANDARD | 7.G.2. | Describe and compare major cultural characteristics of regions in Africa, Asia, and the Southwest Pacific. Social Studies Online African Safari Tokyo - City of Contrasts |
| INDICATOR / STANDARD | 7.G.3. | Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time. (E) Social Studies Online African Safari Tokyo - City of Contrasts |
| INDICATOR / STANDARD | 7.G.4. | Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. Social Studies Online African Safari Tokyo - City of Contrasts |
| INDICATOR / STANDARD | 7.G.5. | Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. (E) Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor |

INDICATOR /
STANDARD

7.G.6.

Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific.

Social Studies Online

African Safari

Tokyo - City of Contrasts

Main Criteria: Indiana Academic Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Indiana Academic Standards
Science
Grade: 8 - Adopted: 2023

| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-PS1-3. | Matter and Its Interactions |

INDICATOR / STANDARD MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online
Amazon Rainforest - People and Threats - Grades 6-8

| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-LS1-5. | From Molecules to Organisms: Structures and Processes |

INDICATOR / STANDARD MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online
Galapagos Islands

| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS2-5. | Earth's Systems |

INDICATOR / STANDARD MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

Social Studies Online
Canada: Coast to Coast

| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS2-6. | Earth's Systems |

INDICATOR / STANDARD MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Social Studies Online
Galapagos Islands

| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS3-3. | Earth and Human Activity |
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INDICATOR / STANDARD MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

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| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS3-4. | Earth and Human Activity |
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INDICATOR / STANDARD MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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| STANDARD / STRAND | | Grade 8 |
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| PROFICIENCY STATEMENT / SUBSTRAND | MS-ESS3-5. | Earth and Human Activity |
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INDICATOR / STANDARD MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over time.

Social Studies Online

Canada: Coast to Coast

National Parks - Washington, Oregon, Idaho, Montana, Colorado

Indiana Academic Standards

Social Studies

Grade: 8 - Adopted: 2023

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| STANDARD / STRAND | | Grade 8 Social Studies |
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| PROFICIENCY STATEMENT / SUBSTRAND | | Civics and Government – Learning Outcome: Students explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government. |
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INDICATOR / STANDARD 8.C.1. Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; individual rights to life, liberty, and property; and freedom of conscience. (E)

Social Studies Online

Washington, DC - Grades 6 - 12

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| INDICATOR / STANDARD | 8.C.2. | Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution. (E) |
| | | Social Studies Online Washington, DC - Grades 6 - 12 |
| INDICATOR / STANDARD | 8.C.3. | Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution. |
| | | Social Studies Online Washington, DC - Grades 6 - 12 |
| STANDARD / STRAND | | Grade 8 Social Studies |
| PROFICIENCY STATEMENT / SUBSTRAND | | Geography – Learning Outcome: Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development. |
| INDICATOR / STANDARD | 8.G.2. | Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America. |
| | | Social Studies Online National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12 |