

Indiana Academic Standards for Grades 4 and 5 Social Studies 2014	Content Connectors	Part		
		1	2	3
Grade 4 – Standard 1: History				
4.1.4: Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.	Indiana is a part of the United States.	Y		
Grade 4 – Standard 2: Civics and Government				
4.2.3: Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. 4.2.4: Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	Citizens of Indiana vote for government leaders.	Y		
Grade 4 – Standard 3: Geography				
4.3.3: Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.	Indianapolis is the capitol of Indiana.	Y		
Grade 4 – Standard 4: Economics				
4.4.10: Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.	People plan how to save and spend their money.	Y		
Grade 5 – Standard 1: History				
5.1.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. 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.	Different groups of people settled in North America for various reasons.	Y	Y	
5.1.9: Understand how political, religious, and economic ideas brought about the American Revolution 5.1.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	Colonists fought the American Revolution against the British and won independence.		Y	Y

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Grade 5 –Standard 2: Civics and 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.	Americans vote for government leaders.		Y	Y
Grade 5 – Standard 4: Economics				
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.	People plan how to save and spend their money.	Y	Y	Y

Indiana Academic Standards for Grade 6 and 7 Social Studies 2014	Content Connectors	Part		
		1	2	3
Grade 6 – Standard 1: History				
<p>6.1.18: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p> <p>6.1.21: 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>	Events occur in a sequence of time as first, next, and last.	Y		
Grade 6 – Standard 2: Civics and Government				
<p>6.2.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.</p> <p>6.2.2: Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.</p>	Countries have rules to maintain safety and order.	Y		
Grade 6 – Standard 3: Geography				
<p>6.3.3: Describe and compare major physical characteristics of regions in Europe and the Americas.</p> <p>6.3.4: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p>	Some key physical features include mountains, deserts, oceans, and rivers.	Y		
Grade 7 – Standard 1: History				
<p>7.1.1: 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 influenced their respective forms of government and social hierarchies.</p> <p>*River Valley Civilizations: Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</p>	Civilizations develop around common needs and resources	Y	Y	
<p>7.1.2: Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.</p>	Different religions have different beliefs.	Y	Y	Y
<p>7.1.3: Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.</p> <p>7.1.4: Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.</p>	Through trade, cultures and resources were exchanged	y	y	y

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<p>7.1.15: Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.</p> <p>7.1.16: Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p>	Events occur in a sequence of time as first, next, and last.	Y	Y	Y
<p>Grade 7 – Standard 2: Civics and Government</p>				
<p>7.2.2: Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China</p>	Countries have rules to maintain safety and order.		Y	Y
<p>Grade 7 – Standard 3: Geography</p>				
<p>7.3.4: 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</p>	Some key physical features include mountains, deserts, oceans, and rivers.	Y	Y	Y
<p>7.4.1: Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. 7.4.2: Illustrate how international trade requires a system for exchanging currency between and among nations.</p>	Countries benefit from trade.	Y	Y	Y