INDIANA DEPARTMENT of EDUCATION

SEAL OF THE STATE OF INDIANA 1816

2023 INDIANA ACADEMIC STANDARDS
SOCIAL STUDIES

GRADE 4

Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 4 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an "E." The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Grade 4 Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain indicate

what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

Grade 4 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E." The learning outcome statement for each domain immediately precedes each set of standards.

History	
Learning Outcome: Students trace historical periods, places, people, events, and movements that have led to the development of Indiana as a state.	
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) ● **Examples:** Paleo-Indians such as the Hopewell, Adena, and the Mississippian cultures.
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) ● **Examples:** Miami, Shawnee, Potawatomi, Lenape (Delaware).
4.H.3	Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. (E) ● **Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).
4.H.4	Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. ● **Examples:** Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.
4.H.5	Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. (E) ● **Examples**: Levi and Catherin Coffin, abolition and anti-slavery groups, the Underground Railroad, the Liberia colonization movement.
4.H.6	Summarize the impact of Abraham Lincoln's presidency on Indiana, and describe the participation of Indiana citizens in the Civil War. (E) ● **Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, the Battle of Corydon, Lew Wallace, Benjamin Harrison, women and children on the home front.

4.H.7	Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century. ● **Examples:** growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; the start of Eli Lilly's pharmaceutical business.
4.H.8	Describe the participation of Indiana citizens in World War I and World War II. (E) ● **Examples:** home front activities such as planting victory gardens, air raid drills, and rationing; the use of Indiana steel mills to manufacture weapons; the contribution of troops; the war reports of Ernie Pyle.
4.H.9	Identify and describe important events and movements that changed life in Indiana in the early twentieth century. ● **Examples:** Women's Suffrage, the Great Depression, World War I, African-American migration from the South, World War II.
4.H.10	Describe the transformation of Indiana through immigration and developments in agriculture, industry, and transportation. ● **Examples:** The impact of improved farming methods on Indiana agriculture, the development of Indiana's automobile industry such as the Studebaker and the Duesenberg, the glass industry, the Ball Brothers, the growth of the steel industry in northern Indiana, the immigrant influence on cities and coal mining regions of the state.
4.H.11	Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present. ● **Examples:** The Civil Rights Movement and school integration in Indiana, Indiana's participation in the Korean War, Asian and Hispanic immigration, the growth in advanced manufacturing, the life sciences industry.
4.H.12	Research Indiana's modern growth, emphasizing manufacturing, new technologies, transportation, and global connections. ● **Examples:** Use Indiana government websites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, pharmaceutical and high-tech industries.
4.H.13	Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. ● **Examples:** immigration patterns such as the settlement of the French and Germans and automobile manufacturing.
4.H.14	Construct a brief narrative about an event in Indiana history using primary and secondary sources. ● **Examples:** the first Indianapolis 500 mile race in 1911, the Battle of Tippecanoe 1811, the Ohio River Flood of 1913, the 1965 Palm Sunday tornadoes.

4.H.15	Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. ● **Examples:** Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, and John Mellencamp; other entertainers: Red Skelton and David Letterman.
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.	
4.C.1	Explain the major purposes of Indiana's Constitution, as stated in the Preamble. (E)
4.C.2	Describe individual rights, such as freedom of speech and freedom of religion, which people have under Article I of Indiana's Constitution. (E)
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)
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. ● **Examples:** governor, lieutenant governor, chief justice, state senators, state representatives.
4.C.5	Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
4.C.6	Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. ● **Examples:** Use local, state, and federal online resources, as well as newspapers, television, and video images, to research and write an editorial related to Indiana's environment.
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.	
4.G.1	Estimate distances between two places on a map when referring to relative locations. (E)
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.
4.G.3	Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions. (E) ● **Examples:** Northern Lakes and Moraines, Central Till Plain, Southern Lowlands.
4.G.4	Explain how glaciers shaped Indiana's landscape and environment. (E)
4.G.5	Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and

	animals (biosphere).
4.G.6	Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. ● **Examples:** forest growth, historic and modern transportation routes, bodies of water.
4.G.7	Explain the importance of major transportation routes in the exploration, settlement, and growth of Indiana and in the state's location as a crossroad of America. (E) ● **Examples:** Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.
4.G.8	Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and currently have on Indiana. ● **Examples:** E pluribus unum (out of many, one); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison.
4.G.9	Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.
Economics	
Learning Outcome: Students study and compare the characteristics of Indiana's changing economy in the past and present.	
4.E.1	Give examples of the kinds of goods and services produced in Indiana in different historical periods.
4.E.2	Define productivity, and provide examples of how productivity has changed in Indiana during the past century. (E) ● **Examples:** Improved farm equipment has helped farms produce more. Technology helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.
4.E.3	Explain that prices change as a result of changes in supply and demand for specific products. (E)
4.E.4	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.
4.E.5	Identify entrepreneurs who have influenced Indiana and the local community. ● **Examples:** the Studebaker brothers, Madam C.J. Walker, Eli Lilly, Marie Webster.
4.E.6	Define profit, and describe how profit is an incentive for entrepreneurs.
4.E.7	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. (E)