

Great Lakes in My World Unit: Lakes

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Indiana Learning

Standards: Science and
Social Studies

Category	Number	Standard	Activities																		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Science	K.1.1	Raise questions about the natural world.		X			X														
Science	K.2.2	Draw pictures and write words to describe objects and experiences.	X	X																	X
Science	K.4.1	Give examples of plants and animals.					X			X	X										
Science	K.4.2	Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.								X											
Science	1.1.1	Observe, describe, draw, and sort objects carefully to learn about them.		X																	
Science	1.1.2	Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"					X				X										
Science	1.1.3	Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.								X	X										
Science	1.1.4	Use tools, such as rulers and magnifiers, to investigate the world and make observations.								X	X										
Science	1.2.5	Demonstrate that magnifiers help people see things they could not see without them.								X											
Science	1.2.6	Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.					X														
Science	1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.		X						X											
Science	1.4.3	Observe and explain that animals eat plants or other animals for food.					X			X											X
Science	1.4.4	Explain that most living things need water, food, and air.					X														
Science	2.1.2	Use tools — such as thermometers, magnifiers, rulers, or balances — to gain more information about objects.								X											
Science	2.1.3	Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.								X											
Science	2.1.5	Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.																			X

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17	
Science	2.2.5	Draw pictures and write brief descriptions that correctly portray key features of an object.		X			X													X
Science	2.4.1	Observe and identify different external features of plants and animals and describe how these features help them live in different environments.								X										
Science	2.4.3	Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.								X										
Science	2.4.8	Give examples of different roles people have in families and communities.									X									
Science	2.6.2	Observe and explain that models may not be the same size, may be missing some details, or may not be able to do all of the same things as the real things.									X									
Science	3.1.2	Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.								X										
Science	3.1.5	Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.																		X
Science	3.2.4	Appropriately use simple tools, such as clamps, rulers, scissors, hand lenses, and other technology, such as calculators and computers, to help solve problems.							X											
Science	3.2.6	Make sketches and write descriptions to aid in explaining procedures or ideas.																		
Science	3.4.1	Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.									X									
Science	3.4.4	Describe that almost all kinds of animals' food can be traced back to plants.									X			X						
Science	3.4.6	Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.									X									
Science	3.6.1	Investigate how and describe that when parts are put together, they can do things that they could not do by themselves.																		X
Science	3.6.3	Explain how a model of something is different from the real thing but can be used to learn something about the real thing.																		X
Science	4.1.5	Demonstrate how measuring instruments, such as microscopes, telescopes, and cameras, can be used to gather accurate information for making scientific comparisons of objects and events. Note that measuring instruments, such as rulers, can also be used for designing and constructing things that will work properly.							X	X										
Science	6.4.9	Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer*/consumer*, predator*/prey*, or parasite*/host*.					X	X				X				X				X

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Science	4.4.1	Investigate, such as by using microscopes, to see that living things are made mostly of cells.							X										
Science	4.4.2	Investigate, observe, and describe that insects and various other organisms depend on dead plant and animal material for food.										X							
Science	4.4.3	Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.					X					X							X
Science	4.4.6	Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.										X							X
Science	4.6.1	Demonstrate that in an object consisting of many parts, the parts usually influence or interact with one another.																	X
Science	4.6.2	Show that something may not work as well, or at all, if a part of it is missing, broken, worn out, mismatched, or incorrectly connected.										X							
Science	4.6.3	Recognize that and describe how changes made to a model can help predict how the real thing can be altered.				X						X							X
Science	5.1.4	Give examples of technology, such as telescopes, microscopes, and cameras, that enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving.							X										
Science	5.4.2	Observe and describe that some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.							X										
Science	5.6.1	Recognize and describe that systems contain objects as well as processes that interact with each other.					X					X	X	X	X				X
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.													X	X			
Science	6.2.6	Read simple tables and graphs produced by others and describe in words what they show.												X					
Science	6.2.7	Locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.					X												X
Science	6.3.8	Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.				X										X		X	
Science	6.3.16	Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.													X	X		X	
Science	6.4.1	Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.						X				X	X						

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Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Science	6.4.2	Give examples of organisms that cannot be neatly classified as either plants or animals, such as fungi and bacteria.										X							
Science	6.4.6	Distinguish the main differences between plant and animal cells, such as the presence of chlorophyll* and cell walls in plant cells and their absence in animal cells.							X										
Science	6.4.8	Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.										X	X		X				X
Science	7.4.2	Describe that all organisms, including the human species*, are part of and depend on two main interconnected global food webs*, the ocean food web and the land food web.						X				X	X		X			X	X
Science	7.4.6	Explain how food provides the fuel and the building material for all organisms.												X					
Science	7.4.7	Describe how plants use the energy from light to make sugars from carbon dioxide and water to produce food that can be used immediately or stored for later use.																	
Science	7.4.8	Describe how organisms that eat plants break down the plant structures to produce the materials and energy that they need to survive, and in turn, how they are consumed by other organisms.					X	X				X	X						
Science	7.4.9	Understand and explain that as any population of organisms grows, it is held in check by one or more environmental factors. These factors could result in depletion of food or nesting sites and/or increased loss to increased numbers of predators or parasites. Give examples of some consequences of this.										X			X				
Science	7.4.14	Explain that the environment may contain dangerous levels of substances that are harmful to human beings. Understand, therefore, that the good health of individuals requires monitoring the soil, air, and water as well as taking steps to keep them safe.														X	X	X	
Science	7.7.1	Explain that the output from one part of a system, which can include material, energy, or information, can become the input to other parts and this feedback can serve to control what goes on in the system as a whole.												X		X			X
Science	7.7.3	Describe how physical and biological systems tend to change until they reach equilibrium and remain that way unless their surroundings change.											X						
Science	8.2.8	Use tables, charts, and graphs in making arguments and claims in, for example, oral and written presentations about lab or fieldwork.													X				
Science	8.3.6	Understand and explain that the benefits of Earth's resources, such as fresh water, air, soil, and trees, are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.				X										X		X	

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Science	8.3.13	Explain that energy cannot be created or destroyed but only changed from one form into another.												X					
Science	8.3.14	Describe how heat* can be transferred through materials by the collision of atoms, or across space by radiation*, or if the material is fluid, by convection* currents that are set up in it that aid the transfer of heat.												X					
Science	8.4.4	Describe how matter is transferred from one organism to another repeatedly and between organisms and their physical environment.												X	X				X
Science	8.4.5	Explain that energy can be transferred from one form to another in living things.					X	X						X					
Science	8.4.6	Describe how animals get their energy from oxidizing their food and releasing some of this energy as heat.												X					
Social Studies	K.3.2	Identify maps and globes as ways of representing Earth and identify map symbols for land and water.			X														
Social Studies	K.3.6	Recommend ways that people can help keep their environment clean.	X																
Social Studies																			
Social Studies	1.2.1	Give examples of people who have the authority* to make and enforce rules.																	
Social Studies	1.2.2	Identify rights that people have and identify the responsibilities that accompany these rights.																	
Social Studies	1.2.5	Suggest ways that students' actions can contribute to the common good of the community.																	
Social Studies	1.3.1	Explain the basic difference between a map* and a globe*.			X														
Social Studies	1.3.2	Identify the cardinal directions (north, south, east, west) on maps and globes.			X														
Social Studies	1.3.3	Identify the relative locations* of places in the school setting.																	
Social Studies	1.3.4	Identify physical features* and human features* in the geography of school and community.				X													
Social Studies	1.3.5	Explain the effect of seasonal changes on plants, animals, and people.					X												
Social Studies	1.3.7	Draw simple maps that show how land is used in the school and local community.			X														
Social Studies	1.3.8	Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.				X													
Social Studies	1.4.1	Identify goods* that people use.																	
Social Studies	2.2.1	Discuss the rights and responsibilities of citizens in the school and the community.																	
Social Studies	2.3.1	Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.			X														
Social Studies	2.3.3	Locate the local community and the United States on maps and globes.			X														
Social Studies	2.3.4	Identify places that are nearby or related to the local community.			X														

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Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Social Studies	2.3.5	Identify map symbols for land and water forms and give examples of these physical features in the local community.			X														
Social Studies	2.3.6	Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.																	
Social Studies	2.3.7	Use a variety of information resources* to identify ways that the physical environment influences human activities in the community.				X													
Social Studies	2.5.1	Identify some of the responsibilities that individuals have to themselves and others.																	
Social Studies	3.3.1	Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.			X														
Social Studies	3.3.3	Explain that regions are areas that have similar physical and cultural characteristics* and locate the local community in a specific region.			X	X													
Social Studies	3.3.6	Construct maps and graphs that show aspects of human/environment interaction in the local community.				X													
Social Studies	3.3.7	Use a variety of information resources* to identify local environmental issues and examine the ways that people have tried to solve these problems.																	
Social Studies	4.3.2	Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.			X														
Social Studies	5.3.2	Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.				X													
Social Studies	5.3.4	Locate the continental divide and the major drainage basins in the United States.				X													
Social Studies	6.3.16	Identify environmental issues that affect Europe and the Americas. Examine contrasting perspectives on these problems and explain how human-induced changes in the physical environment in one place cause changes in another place.															X		X
Social Studies	8.3.2	Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.				X													
Social Studies	8.3.9	Identify ways people modified the physical environment as the United States developed and the types of problems that resulted.													X	X			X
Social Studies	K.5.1	Draw pictures and write words for a specific reason.	X		X														
Social Studies	1.5.4	Use descriptive words when writing.	X																
Social Studies	2.2.5	Restate facts and details in the text to clarify and organize ideas.					X												
Social Studies	2.2.7	Interpret information from diagrams, charts, and graphs.									X								
Social Studies	2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).					X												
Social Studies	2.5.5	Use descriptive words when writing.					X												

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Social Studies	2.5.6	Write for different purposes and to a specific audience or person.					X												

2. Sand Dunes

**Great Lakes
in My World** **Unit:
Sand
Dunes**

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Standards: Science
and Social Studies

Category	Number	Standard	Activities														
			1	2	3	4	5	6	8	7	9	10	11	12	13	14	15
Science	K.1.1	Raise questions about the natural world.				X	X				X				X		
Science	K.1.2	Begin to demonstrate that everyone can do science.				X	X				X				X		
Science	K.2.2	Draw pictures and write words to describe objects and experiences.	X		X		X				X				X		
Science	K.4.1	Give examples of plants and animals.				X			X		X				X		
Science	K.4.2	Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.							X								
Science	1.1.1	Observe, describe, draw, and sort objects carefully to learn about them.				X			X								
Science	1.1.2	Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"				X			X								
Science	1.2.5	Demonstrate that magnifiers help people see things they could not see without them.						X									
Science	1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.	X						X								
Science	1.4.3	Observe and explain that animals eat plants or other animals for food.							X								
Science	2.1.2	Use tools — such as thermometers, magnifiers, rulers, or balances — to gain more information about objects.					X										
Science	2.1.5	Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.													X		
Science	2.2.5	Draw pictures and write brief descriptions that correctly portray key features of an object.				X			X		X						
Science	2.3.3	Investigate by observing and then describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.					X										
Science	2.4.1	Observe and identify different external features of plants and animals and describe how these features help them live in different environments.				X			X		X				X		
Science	2.4.2	Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.							X								

2. Sand Dunes

Category	Number	Standard	1	2	3	4	5	6	8	7	9	10	11	12	13	14	15
Science	2.4.4	Recognize and explain that living things are found almost everywhere in the world and that there are somewhat different kinds in different places.														X	
Science	3.1.1	Recognize and explain that when a scientific investigation is repeated, a similar result is expected.					X	X									
Science	3.1.2	Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.							X								
Science	3.1.4	Discuss the results of investigations and consider the explanations of others.					X	X									
Science	3.1.5	Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.														X	
Science	3.2.4	Appropriately use simple tools, such as clamps, rulers, scissors, hand lenses, and other technology, such as calculators and computers, to help solve problems.					X										
Science	3.6.5	Observe that and describe how some changes are very slow and some are very fast and that some of these changes may be hard to see and/or record.					X										
Science	4.1.1	Observe and describe that scientific investigations generally work the same way in different places.						X									
Science	4.1.5	Demonstrate how measuring instruments, such as microscopes, telescopes, and cameras, can be used to gather accurate information for making scientific comparisons of objects and events. Note that measuring instruments, such as rulers, can also be used for designing and constructing things that will work properly.					X										
Science	4.3.6	Recognize and describe that rock is composed of different combinations of minerals.					X										
Science	4.3.7	Explain that smaller rocks come from the breakage and weathering of bedrock and larger rocks and that soil is made partly from weathered rock, partly from plant remains, and also contains many living organisms.					X										
Science	4.4.3	Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.							X								
Science	5.1.1	Recognize and describe that results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations*.						X									
Science	5.2.8	Recognize when and describe that comparisons might not be accurate because some of the conditions are not kept the same.						X									
Science	5.4.4	Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.							X	X	X	X					X
Science	5.4.7	Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.				X			X	X	X	X					X
Science	5.6.1	Recognize and describe that systems contain objects as well as processes that interact with each other.							X	X		X					X

2. Sand Dunes

Category	Number	Standard	1	2	3	4	5	6	8	7	9	10	11	12	13	14	15
Science	5.6.2	Demonstrate how geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories can be used to represent objects, events, and processes in the real world, although such representation can never be exact in every detail.										X					
Science	6.1.2	Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses* and explanations, in order to make sense of the evidence.					X	X	X								
Science	6.1.3	Recognize and explain that hypotheses are valuable, even if they turn out not to be true, if they lead to fruitful investigations.						X									
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.										X					
Science	6.2.7	Locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.				X			X								X
Science	6.3.16	Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.		X									X	X			
Science	6.4.8	Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.							X	X		X					X
Science	6.4.9	Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer*/consumer*, predator*/prey*, or parasite*/host*.				X											
Science	6.7.2	Use models to illustrate processes that happen too slowly, too quickly, or on too small a scale to observe directly, or are too vast to be changed deliberately, or are potentially dangerous.					X	X									
Science	7.1.8	Explain that technologies often have drawbacks as well as benefits. Consider a technology, such as the use of pesticides, which helps some organisms but may hurt others, either deliberately or inadvertently.													X		
Science	8.1.7	Explain why technology issues are rarely simple and one-sided because contending groups may have different values and priorities.													X		
Science	8.3.6	Understand and explain that the benefits of Earth's resources, such as fresh water, air, soil, and trees, are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.											X	X			
Science	8.4.8	Describe how environmental conditions affect the survival of individual organisms and how entire species may prosper in spite of the poor survivability or bad fortune of individuals.							X	X							

2. Sand Dunes

Category	Number	Standard	1	2	3	4	5	6	8	7	9	10	11	12	13	14	15
Social Studies	K.3.3	Describe people and places in the school and community.	X		X												
Social Studies	K.3.6	Recommend ways that people can help keep their environment clean.											X				X
Social Studies	1.2.5	Suggest ways that students' actions can contribute to the common good of the community.											X				X
Social Studies	1.3.4	Identify physical features* and human features* in the geography of school and community.			X												
Social Studies	1.5.3	Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.											X				
Social Studies	2.3.4	Identify places that are nearby or related to the local community.	X		X												
Social Studies	2.5.1	Identify some of the responsibilities that individuals have to themselves and others.											X				
Social Studies	3.3.7	Use a variety of information resources* to identify local environmental issues and examine the ways that people have tried to solve these problems.															X

3. Wetlands

Great Lakes in My World Unit: Wetlands

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Standards: Science
and Social Studies

Category	Number	Standard	Activities														
			K-4	K-2	4-8	4-8	4-8	K-8	K-3	4-8	3-6	4-8	4-8	4-8	4-8		
Science	K.1.1	Raise questions about the natural world.	X														
Science	K.1.2	Begin to demonstrate that everyone can do science.						X	X								
Science	K.2.2	Draw pictures and write words to describe objects and experiences.		X				X									
Science	K.3.2	Investigate that things move in different ways, such as fast, slow, etc.						X	X								
Science	K.4.1	Give examples of plants and animals.	X	X													
Science	K.4.2	Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.						X									
Science	K.6.1	Describe an object by saying how it is similar to or different from another object.											X				
Science	1.1.1	Observe, describe, draw, and sort objects carefully to learn about them.						X	X			X					
Science	1.1.2	Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"	X						X								
Science	1.1.4	Use tools, such as rulers and magnifiers, to investigate the world and make observations.						X	X								
Science	1.2.6	Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.							X			X					
Science	1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.						X									
Science	1.3.4	Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth.								X							
Science	1.4.3	Observe and explain that animals eat plants or other animals for food.						X									
Science	1.6.1	Observe and describe that models, such as toys, are like the real things in some ways but different in others.					X									X	
Science	2.1.2	Use tools — such as thermometers, magnifiers, rulers, or balances — to gain more information about objects.							X								

3. Wetlands

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
Science	2.1.3	Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.						X							
Science	2.1.6	Use tools to investigate, observe, measure, design, and build things.						X	X						
Science	2.2.5	Draw pictures and write brief descriptions that correctly portray key features of an object.						X	X						
Science	2.4.1	Observe and identify different external features of plants and animals and describe how these features help them live in different environments.	X	X				X	X						
Science	2.4.5	Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and used again, sometimes in different forms, such as in birds' nests.			X										
Science	2.6.2	Observe and explain that models may not be the same size, may be missing some details, or may not be able to do all of the same things as the real things.					X						X	X	
Science	3.1.2	Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.						X	X						
Science	3.1.3	Keep and report records of investigations and observations* using tools, such as journals, charts, graphs, and computers.						X							
Science	3.1.5	Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.						X							
Science	3.2.6	Make sketches and write descriptions to aid in explaining procedures or ideas.									X				
Science	3.4.1	Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.										X			
Science	3.6.1	Investigate how and describe that when parts are put together, they can do things that they could not do by themselves.					X						X	X	
Science	3.6.3	Explain how a model of something is different from the real thing but can be used to learn something about the real thing.					X						X	X	
Science	4.2.5	Write descriptions of investigations, using observations and other evidence as support for explanations.									X				
Science	4.4.2	Investigate, observe, and describe that insects and various other organisms depend on dead plant and animal material for food.						X							
Science	4.4.6	Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.									X				
Science	5.4.4	Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.						X		X				X	
Science	5.6.1	Recognize and describe that systems contain objects as well as processes that interact with each other.						X					X	X	

3. Wetlands

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.													
Science	6.2.7	Locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.									X				
Science	6.2.8	Analyze and interpret a given set of findings, demonstrating that there may be more than one good way to do so.										X			
Science	6.4.1	Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.										X			
Science	6.4.8	Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.												X	
Science	6.5.4	Demonstrate how graphs may help to show patterns — such as trends, varying rates of change, gaps, or clusters — which can be used to make predictions.													
Science	6.7.1	Describe that a system, such as the human body, is composed of subsystems.											X	X	
Science	6.7.2	Use models to illustrate processes that happen too slowly, too quickly, or on too small a scale to observe directly, or are too vast to be changed deliberately, or are potentially dangerous.											X	X	
Science	7.4.8	Describe how organisms that eat plants break down the plant structures to produce the materials and energy that they need to survive, and in turn, how they are consumed by other organisms.												X	
Science	7.4.9	Understand and explain that as any population of organisms grows, it is held in check by one or more environmental factors. These factors could result in depletion of food or nesting sites and/or increased loss to increased numbers of predators or parasites. Give examples of some consequences of this.												X	
Science	7.7.1	Explain that the output from one part of a system, which can include material, energy, or information, can become the input to other parts and this feedback can serve to control what goes on in the system as a whole.												X	
Science	8.2.1	Estimate distances and travel times from maps and the actual size of objects from scale drawings.				X									
Science	8.2.7	Participate in group discussions on scientific topics by restating or summarizing accurately what others have said, asking for clarification or elaboration, and expressing alternative positions.						X		X	X				

3. Wetlands

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
Science	8.4.4	Describe how matter is transferred from one organism to another repeatedly and between organisms and their physical environment.													X
Science	8.7.1	Explain that a system usually has some properties that are different from those of its parts but appear because of the interaction of those parts.											X	X	
Social Studies	K.3.1	Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down.				X									
Social Studies	K.3.2	Identify maps and globes as ways of representing Earth and identify map symbols for land and water.				X									
Social Studies	K.3.3	Describe people and places in the school and community.						X							
Social Studies	K.3.6	Recommend ways that people can help keep their environment clean.													X
Social Studies	1.2.5	Suggest ways that students' actions can contribute to the common good of the community.													X
Social Studies	1.3.2	Identify the cardinal directions (north, south, east, west) on maps and globes.				X									
Social Studies	1.3.4	Identify physical features* and human features* in the geography of school and community.				X									
Social Studies	2.3.1	Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.				X									
Social Studies	3.3.1	Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.				X									
Social Studies	3.3.7	Use a variety of information resources* to identify local environmental issues and examine the ways that people have tried to solve these problems.													X
Social Studies	4.2.8	Use a variety of information resources* to research and write brief comments about a position or course of action on a public issue relating to Indiana's past or present.													X
Social Studies	4.3.2	Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.				X									
Social Studies	5.2.11	Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.													X
Social Studies	6.3.13	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.												X	

4. Human Communities

**Great Lakes
in My World**

**Unit: Human
Communities**

www.greatlakes.org
Indiana Learning
Standards: Science
and Social Studies

Category	Number	Standard	Activities												
			4-8 1	3-6 2	K-4 3	K-4 4	4-8 5	3-6 6	4-8 7	4-8 8	4-8 9	4-8 10	K-3 11	4-8 12	
Science	K.3.1	Describe objects in terms of the materials they are made of, such as clay, cloth, paper, etc.			X										
Science	K.4.1	Give examples of plants and animals.			X									X	
Science	K.4.2	Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.			X	X									
Science	K.6.1	Describe an object by saying how it is similar to or different from another object.			X										
Science	1.4.3	Observe and explain that animals eat plants or other animals for food.				X									
Science	1.4.4	Explain that most living things need water, food, and air.			X	X									
Science	1.6.1	Observe and describe that models, such as toys, are like the real things in some ways but different in others.												X	
Science	2.4.1	Observe and identify different external features of plants and animals and describe how these features help them live in different environments.				X									
Science	2.4.2	Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.			X	X									
Science	2.4.3	Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.			X	X									
Science	2.4.5	Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and used again, sometimes in different forms, such as in birds' nests.			X										
Science	2.6.2	Observe and explain that models may not be the same size, may be missing some details, or may not be able to do all of the same things as the real things.												X	
Science	3.4.1	Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.				X									
Science	3.4.2	Explain that features used for grouping depend on the purpose of the grouping.				X									

4. Human Communities

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	3.4.6	Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.				X								
Science	3.6.3	Explain how a model of something is different from the real thing but can be used to learn something about the real thing.											X	
Science	4.2.4	Use numerical data to describe and compare objects and events.							X					
Science	4.4.3	Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.				X								
Science	4.5.4	Demonstrate how graphical displays of numbers may make it possible to spot patterns that are not otherwise obvious, such as comparative size and trends.							X		X			
Science	5.5.9	Show how spreading data out on a number line helps to see what the extremes are, where they pile up, and where the gaps are.							X		X			
Science	5.5.10	Explain the danger in using only a portion of the data collected to describe the whole.							X		X			
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.							X		X	X		
Science	6.2.6	Read simple tables and graphs produced by others and describe in words what they show.							X		X	X		
Science	6.3.8	Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.						X		X	X	X		X
Science	6.3.16	Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.						X						X
Science	6.5.4	Demonstrate how graphs may help to show patterns — such as trends, varying rates of change, gaps, or clusters — which can be used to make predictions.							X		X			
Science	6.5.6	Predict the frequency of the occurrence of future events based on data.							X		X			
Science	7.2.7	Incorporate circle charts, bar and line graphs, diagrams, scatterplots*, and symbols into writing, such as lab or research reports, to serve as evidence for claims and/or conclusions.							X		X	X		
Science	7.4.14	Explain that the environment may contain dangerous levels of substances that are harmful to human beings. Understand, therefore, that the good health of individuals requires monitoring the soil, air, and water as well as taking steps to keep them safe.								X	X	X		X
Science	7.5.3	Demonstrate how the scale chosen for a graph or drawing determines its interpretation.					X							
Science	7.7.2	Use different models to represent the same thing, noting that the kind of model and its complexity should depend on its purpose.					X							X

4. Human Communities

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	8.2.8	Use tables, charts, and graphs in making arguments and claims in, for example, oral and written presentations about lab or fieldwork.							X		X	X		
Science	8.3.6	Understand and explain that the benefits of Earth's resources, such as fresh water, air, soil, and trees, are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.								X	X	X		
Social Studies	K.3.1	Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down.											X	
Social Studies	K.3.6	Recommend ways that people can help keep their environment clean.			X								X	
Social Studies	2.3.5	Identify map symbols for land and water forms and give examples of these physical features in the local community.											X	
Social Studies	2.3.7	Use a variety of information resources* to identify ways that the physical environment influences human activities in the community.											X	
Social Studies	3.3.6	Construct maps and graphs that show aspects of human/environment interaction in the local community.											X	
Social Studies	4.3.2	Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.					X							X
Social Studies	4.3.4	Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana; and be able to place these on a blank map of the state.					X							
Social Studies	5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.					X							
Social Studies	5.5.1	Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted* to meet basic needs.			X	X	X		X					
Social Studies	6.3.1	Explain the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each.					X							X
Social Studies	8.3.1	Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.					X							

5. History

Great Lakes in My World Unit: History

www.greatlakes.org
Indiana Learning
Standards: Science
and Social Studies

Category	Number	Standard	Activities											
			4-8 1	3-6 2	K-4 3	3-6 4	4-8 5	3-6 6	4-8 7	6-8 8	6-8 9	K-3 10	4-8 11	
Science	K.1.1	Raise questions about the natural world.			X									
Science	K.2.2	Draw pictures and write words to describe objects and experiences.			X	X							X	
Science	1.1.1	Observe, describe, draw, and sort objects carefully to learn about them.			X									
Science	1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.			X	X							X	
Science	2.1.3	Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.			X									
Science	2.2.5	Draw pictures and write brief descriptions that correctly portray key features of an object.			X	X								
Science	3.1.2	Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.			X									
Science	3.3.6	Describe ways human beings protect themselves from adverse weather conditions.				X								
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.									X	X		
Science	6.2.6	Read simple tables and graphs produced by others and describe in words what they show.									X			
Science	6.3.8	Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.	X							X		X		
Science	6.3.16	Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.	X							X	X	X		X
Science	7.4.2	Describe that all organisms, including the human species*, are part of and depend on two main interconnected global food webs*, the ocean food web and the land food web.	X								X			
Science	7.4.9	Understand and explain that as any population of organisms grows, it is held in check by one or more environmental factors. These factors could result in depletion of food or nesting sites and/or increased loss to increased numbers of predators or parasites. Give examples of some consequences of this.	X							X	X	X		X

5. History

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11
Science	7.4.14	Explain that the environment may contain dangerous levels of substances that are harmful to human beings. Understand, therefore, that the good health of individuals requires monitoring the soil, air, and water as well as taking steps to keep them safe.								X	X		
Science	8.3.6	Understand and explain that the benefits of Earth's resources, such as fresh water, air, soil, and trees, are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.	X						X	X	X		X
Science	8.4.8	Describe how environmental conditions affect the survival of individual organisms and how entire species may prosper in spite of the poor survivability or bad fortune of individuals.								X	X		
Social Studies	K.1.1	Compare people, objects, and events of today and long ago.			X	X							
Social Studies	K.3.4	Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.				X							
Social Studies	K.3.6	Recommend ways that people can help keep their environment clean.			X								
Social Studies	K.5.4	Identify and compare similarities and differences in families in other places and cultures.										X	
Social Studies	1.1.2	Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.				X							
Social Studies	1.2.5	Suggest ways that students' actions can contribute to the common good of the community.			X								
Social Studies	1.3.5	Explain the effect of seasonal changes on plants, animals, and people.				X							
Social Studies	1.3.8	Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.			X								
Social Studies	1.5.3	Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.											
Social Studies	2.1.1	Listen to historical stories and compare daily life in the past and present.			X	X							
Social Studies	2.3.7	Use a variety of information resources* to identify ways that the physical environment influences human activities in the community.				X							
Social Studies	2.5.1	Identify some of the responsibilities that individuals have to themselves and others.											
Social Studies	3.1.1	Describe American Indian groups who lived in the region when European settlers arrived.		X		X	X					X	
Social Studies	4.1.1	Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.	X	X			X		X				X
Social Studies	4.1.2	Identify and describe historic Indian groups that lived in the region that became Indiana at the time of early European exploration and settlement in the seventeenth century.	X	X			X		X			X	X
Social Studies	4.1.6	Explain how key individuals and events influenced the early growth of the new state of Indiana.	X					X	X				X
Social Studies	4.1.13	Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.	X					X	X				X
Social Studies	4.3.10	Read and interpret thematic maps — such as transportation, population, and products — to acquire information about Indiana in the present and the past.					X						

5. History

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11
Social Studies	4.4.1	Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.											X
Social Studies	4.4.3	Explain why both parties benefit from voluntary trade* and give examples of how people in Indiana engaged in trade in different time periods.						X	X				X
Social Studies	4.5.3	Define the term cultural group* and give examples of the challenges faced by diverse cultural groups in Indiana history.	X				X	X	X				X
Social Studies	4.5.6	Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.	X				X	X	X	X	X		
Social Studies	5.1.1	Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.	X	X			X						
Social Studies	5.1.2	Examine accounts of early European explorations of North America, such as the Vikings' explorations and settlements in Greenland and North America, including accounts of interactions and conflicts between those early European explorers and Indians.	X				X		X				X
Social Studies	5.1.6	Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.							X				
Social Studies	5.1.7	Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.					X		X				X
Social Studies	5.3.3	Compare the locations of cities today with American Indian and colonial settlements and suggest reasons for the locations of these places, such as near bodies of water, on a lowland, along a transportation route, and near natural resources or sources of power.	X				X	X	X				
Social Studies	5.3.7	Describe the major ways that land was used by American Indians and colonists in each region and explain how land use changed in the past and continues to change.		X			X		X				X
Social Studies	5.3.10	Read fiction and nonfiction stories about how American Indians and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.				X	X	X	X				X
Social Studies	5.3.11	Give examples of how specific physical features influenced historical events and movements.											
Social Studies	5.4.1	Describe the economic activities within and among American Indian cultures prior to contact with Europeans. Examine the economic factors that helped motivate European exploration and colonization.	X						X				X
Social Studies	5.5.1	Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted* to meet basic needs.				X	X		X				X
Social Studies	5.5.2	Give examples of groups who made up communities* in early America and compare the different ways that communities were organized.	X				X		X				X

5. History

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11
Social Studies	5.5.3	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.							X				
Social Studies	6.3.13	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.								X	X		X
Social Studies	6.3.14	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of Europe and the Americas.	X				X	X	X	X	X		X
Social Studies	8.1.1	Describe major Indian groups of eastern North America, including early conflict with European settlers.					X		X				X
Social Studies	8.1.30	Form historical research questions and seek responses by analyzing primary resources — such as autobiographies, diaries, maps, photographs, letters, and government documents — and secondary resources, such as biographies and other nonfiction books and articles on the history of the United States.								X	X		X
Social Studies	8.1.31	Examine the causes of problems in the past and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.	X						X	X	X		X
Social Studies	8.3.9	Identify ways people modified the physical environment as the United States developed and the types of problems that resulted.							X	X	X		
Social Studies	K.2.3	Connect the information and events in texts to life experiences.				X							

6. Geology and Water Flow

Great Lakes in My World Unit:
Geology and Water Flow

www.greatlakes.org
Indiana Learning Standards: Science and Social Studies

Category	Number	Standard	Activities													
			4-8 1	4-8 2	K-8 3	4-8 4	K-3 5	4-8 6	4-8 7	3-6 8	4-8 9	6-8 10	6-8 11	K-3 12		
Science	K.1.1	Raise questions about the natural world.	X	X		X									X	
Science	K.2.2	Draw pictures and write words to describe objects and experiences.		X											X	
Science	1.1.2	Investigate and make observations to seek answers to questions about the world, such as "In what ways do animals move?"		X											X	
Science	1.2.7	Write brief informational descriptions of a real object, person, place, or event using information from observations.		X												
Science	1.3.1	Recognize and explain that water can be a liquid or a solid and can go back and forth from one form to the other. Investigate by observing that if water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing.				X										
Science	1.6.1	Observe and describe that models, such as toys, are like the real things in some ways but different in others.						X								
Science	2.1.3	Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.		X												
Science	2.2.5	Draw pictures and write brief descriptions that correctly portray key features of an object.						X							X	
Science	2.6.2	Observe and explain that models may not be the same size, may be missing some details, or may not be able to do all of the same things as the real things.						X								
Science	3.2.6	Make sketches and write descriptions to aid in explaining procedures or ideas.													X	
Science	3.6.3	Explain how a model of something is different from the real thing but can be used to learn something about the real thing.						X								
Science	3.6.5	Observe that and describe how some changes are very slow and some are very fast and that some of these changes may be hard to see and/or record.						X							X	
Science	4.2.6	Support statements with facts found in print and electronic media, identify the sources used, and expect others to do the same.							X							X
Science	4.3.5	Describe how waves, wind, water, and glacial ice shape and reshape Earth's land surface by the erosion* of rock and soil in some areas and depositing them in other areas.		X				X								

6. Geology and Water Flow

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	4.4.8	Know and explain that artifacts and preserved remains provide some evidence of the physical characteristics and possible behavior of human beings who lived a very long time ago.	X					X						X
Science	4.6.3	Recognize that and describe how changes made to a model can help predict how the real thing can be altered.						X		X				
Science	4.6.4	Observe and describe that some features of things may stay the same even when other features change.	X											
Science	5.3.4	Investigate that when liquid water disappears it turns into a gas* (vapor) mixed into the air and can reappear as a liquid* when cooled or as a solid* if cooled below the freezing point of water.				X	X							
Science	5.3.5	Observe and explain that clouds and fog are made of tiny droplets of water.				X	X							
Science	5.3.8	Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing. Notice that many kinds of changes occur faster at higher temperatures*.						X						
Science	5.6.2	Demonstrate how geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories can be used to represent objects, events, and processes in the real world, although such representation can never be exact in every detail.	X	X										
Science	6.2.5	Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.			X					X				
Science	6.2.7	Locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.							X					X
Science	6.2.8	Analyze and interpret a given set of findings, demonstrating that there may be more than one good way to do so.									X	X		
Science	6.3.8	Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.			X					X				
Science	6.3.13	Identify, explain, and discuss some effects human activities, such as the creation of pollution, have on weather and the atmosphere.								X		X		
Science	6.3.16	Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.								X		X		
Science	6.7.2	Use models to illustrate processes that happen too slowly, too quickly, or on too small a scale to observe directly, or are too vast to be changed deliberately, or are potentially dangerous.						X		X		X		
Science	7.1.8	Explain that technologies often have drawbacks as well as benefits. Consider a technology, such as the use of pesticides, which helps some organisms but may hurt others, either deliberately or inadvertently.										X		

6. Geology and Water Flow

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	7.3.7	Give examples of some changes in Earth's surface that are abrupt, such as earthquakes and volcanic eruptions, and some changes that happen very slowly, such as uplift and wearing down of mountains and the action of glaciers.						X						
Science	8.1.7	Explain why technology issues are rarely simple and one-sided because contending groups may have different values and priorities.								X				
Science	8.2.1	Estimate distances and travel times from maps and the actual size of objects from scale drawings.												
Science	8.2.8	Use tables, charts, and graphs in making arguments and claims in, for example, oral and written presentations about lab or fieldwork.			X					X				
Science	8.3.6	Understand and explain that the benefits of Earth's resources, such as fresh water, air, soil, and trees, are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.			X		X			X	X			
Social Studies	K.3.2	Identify maps and globes as ways of representing Earth and identify map symbols for land and water.				X								
Social Studies	1.3.4	Identify physical features* and human features* in the geography of school and community.		X										
Social Studies	1.3.7	Draw simple maps that show how land is used in the school and local community.		X										
Social Studies	1.3.8	Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.				X							X	
Social Studies	2.1.1	Listen to historical stories and compare daily life in the past and present.												
Social Studies	2.3.1	Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.				X								
Social Studies	2.3.7	Use a variety of information resources* to identify ways that the physical environment influences human activities in the community.											X	
Social Studies	3.3.1	Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.				X	X							
Social Studies	3.3.3	Explain that regions are areas that have similar physical and cultural characteristics* and locate the local community in a specific region.		X										
Social Studies	4.1.13	Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.	X											
Social Studies	4.1.15	Using primary source* and secondary source* materials, generate questions, seek answers, and write brief comments about an event in Indiana history.							X					X
Social Studies	4.3.6	Explain how glacial periods shaped Indiana's landscape and environment.	X	X				X						X
Social Studies	6.3.13	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.									X	X		
Social Studies	6.3.16	Identify environmental issues that affect Europe and the Americas. Examine contrasting perspectives on these problems and explain how human-induced changes in the physical environment in one place cause changes in another place.								X	X	X		
Social Studies	8.3.4	Name and describe processes that build* up the land and processes that erode* it.						X						