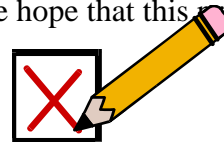


# Indiana State Standards Met in the Pioneer Heritage Program

In order to serve our school groups better, we have researched the Indiana State Curriculum Standards to identify where our programs fulfill requirements of the state. Below are the state standards met in the Pioneer Heritage Program. Along with listing them here, they are cited in the manual along side the corresponding activity. The first number on each standard represents the grade level. We hope that this proves to be helpful to your school



## **Language Arts**

4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

### **Hoosier Poets**

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

### **Hoosier Poets**

## **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.

### **Pathfinders**

4.3.7 Create a map tracing the routes and methods of travel used by settlers to reach Indiana, and identify ways in which settlers have changed the landscape in Indiana over the past two hundred years.

### **Those Who Dared, Log Cabin Building, Pioneer Sagas**

4.5.3 Define the term cultural group\*, and give examples of the challenges faced by diverse cultural groups in Indiana history.

### **Schoolhouse, Indian Sign Language, Pioneer Sagas**

## **Language Arts**

5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

### **Pioneer Sagas**

5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

### **Pioneer Sagas**

## **Science**

5.1.7 Give examples of materials not present in nature, such as cloth, plastic, and concrete, that have become available because of science and technology.

### **Necessities of Life**

## **Social Studies**

5.3.5 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.

### **Trappers Trade, Pioneer Cooking, Pathfinders, Barnyard, Log Cabin Building, Huck Finn Fishing, Pioneer Sagas**

5.3.8 Identify the major manufacturing and agricultural regions in colonial America, and cite ways that agriculture and manufacturing have changed in the past and continue to change.

### **Trappers Trade, Pioneer Cooking, Barnyard, Log Cabin Building, Huck Finn Fishing, Pioneer Sagas**

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.

### **Those Who Dared, Pioneer Sagas**

- 5.4.7 Analyze how the causes and effects of changes in price of certain goods\* and services\* had significant influence on events in United States history.

Example: The price of cotton, the price of beaver pelts, and the price of gold all are related to specific events and movements in the development of the United States.

### **Trappers Trade**

- 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.

Example: American Indian groups and early European settlers developed housing, clothing styles, and materials depending upon what was available in the local environment. Living and working in groups made it easier to build houses, hunt, and grow food for crops. People also live in groups today to meet basic and other needs.

### **Necessities of Life, Log Cabin Building, Yankee Ingenuity, Pioneer Sagas**

- 5.5.2 Give examples of groups who made up communities\* in early America, and compare the different ways that communities were organized.

### **Pioneer Schoolhouse, Those Who Dared, Pioneer Sagas**

## **Language Arts**

- 6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

### **Hoosier Poets**

- 6.7.10 Deliver narrative (story) presentations that: establish a context, plot, and point of view, include sensory details and specific language to develop the plot and character, use a range of narrative (story) devices, including dialogue, tension, or suspense.

### **Pioneer Sagas**