

Indiana State Curriculum Standards Met in the Project American Life Program

Grades 5-8

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 Project American Life Program. We hope that this proves to be helpful to your school.

Grade 5

5.1.6 Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.

5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.

5.1.9 Evaluate the contributions of political and religious leaders in colonial America.

Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.

5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.

Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.

5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of Common Sense, and major battles of the Revolutionary War. Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.

5.1.15 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.

5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states. Identify people who were involved in its development. Example: George Washington, James Madison, George Mason, Alexander Hamilton.

5.2.1 Explain why people need government by considering what life would be like in the absence of government. Example: The purposes of government include the protection of individual rights and the attainment of the common good.

5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. Example: Key ideas – union*, popular sovereignty*, republican government* (republicanism), constitutional government* (constitutionalism), federal government* (federalism), and individual rights*.

5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda*, including voting and participation in the election process.

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.

Grade 6

6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.

Example: In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.

6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.

Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

6.7.13 Deliver persuasive presentations that: provide a clear statement of the position, include relevant evidence, offer a logical sequence of information, engage the listener, and try to gain acceptance of the proposition or proposal.

6.4.3 Draw quadrilaterals* and triangles from given information about them.

Example: Draw a quadrilateral with equal sides but no right angles.

6.2.4 Identify major forms of government in Europe and the Americas and compare them with that of the United States. Example: Compare the constitutional government of the United States with that of Canada or the United Kingdom; compare constitutional democracies with nondemocracies, such as the Soviet Union in the past and Cuba in the present.

6.2.6 Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States. Example: Examine the roles of citizens in voting and participating in political parties and voluntary organizations of civil society.

6.2.8 Analyze the impact of the concept of democracy on nations of Europe and the Americas. Example: Explain the development of European democracies and political change toward democracy in South America.

Grade 7

7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.

7.7.11 Deliver persuasive presentations that:

state a clear position in support of an argument or proposal.

describe the points in support of the proposal and include supporting evidence.

Grade 8

8.7.13 Deliver persuasive presentations that: include a well-defined thesis (position on the topic), differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language, anticipate and effectively answer listener concerns, and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements, maintain a reasonable tone.

8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the Articles of Confederation and the Treaty of Paris.

8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.

Example: The enactment of state constitutions, the Constitutional Convention, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists about approval or disapproval of the 1787 Constitution (1787–1788).

8.1.9 Describe the influence of individuals on social and political developments.

Example: James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Banneker.

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.

8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Washington's Farewell Address (1796), and Jefferson's First Inaugural Address (1801).

Example: The essential ideas 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, property, freedom of conscience, and due process of law.

8.2.2 Distinguish between a subject and a citizen. Example: In a nondemocratic political system, a subject passively follows the ruler or rulers. In a democratic political system, a citizen may play an active role in making laws or in selecting representatives to make them.