PIONEER HERITAGE
INDIANA ACADEMIC STANDARDS

3rd Grade

Social Studies

3.1.1   Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx

3.1.2   Explain why and how the local community was established and identify its founders and early settlers.

3.1.4   Give examples of people, events and developments that brought important changes to your community and the region where your community is located. Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

3.1.6   Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

3.1.8   Describe how your community has changed over time and how it has stayed the same. Example: Shawnee villages in Southern Indiana and Conner Prairie settlement

3.1.9   Define immigration and explain how immigration enriches community. • We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War • E pluribus unum (out of many, one) http://greatseal.com/mottoes/unum.html • Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) http://www.history.com/topics/ellis-island

3.2.5   Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*. Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems * citizen: someone with rights and responsibilities in a particular community, city, state or country * citizenship: the act of practicing one's rights and responsibilities as a member of a community, state or nation

3.3.1   Use labels and symbols to locate and identify physical and political features on maps and/or globes.

3.3.4   Identity the northern, southern, eastern, and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another

3.3.9   Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. Example: Growing seasons, types of crops grown, and animal hibernation and migration

3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

3.3.13 Identify and describe how human systems and physical systems have impacted the local environment. Example: List examples of changes in land use in the local community.

3.4.1   Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*. • Scarcity: the idea that resources are limited in relation to people's wants • Productive Resources: human resources, natural resources, and capital resources used to produce goods and services • Opportunity cost: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the other things that might have been done with that same land instead.

3.4.3   Give examples of trade in the local community and explain how trade benefits both parties.

English/Language Arts

3.RL.2.1   Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RN.2.1   Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RV.1   Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RV.2.1   Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

3.RV.3.1   Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

3.W.6.2a   **Capitalization –** Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

3.SL.1   Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

3.SL.2.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

3.SL.2.2   Explore ideas under discussion by drawing on readings and other information.

3.SL.2.3   Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

3.SL.2.4   Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

3.SL.2.5   Explain personal ideas and understanding in reference to the discussion.

3.SL.3.1   Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

3.SL.3.2   Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4th Grade

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. Examples: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

4.1.2   Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. Examples: Miami, Shawnee, Potawatomi and Lenape (Delaware) http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx

4.1.3   Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. 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, and the Battle of Tippecanoe (1811)

4.1.12   Describe the transformation of Indiana through immigration and through 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; and immigrant influence on cities and coal mining regions of the state

4.1.18   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

4.2.6   Define and provide examples of civic virtues* in a democracy. Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good * civic virtues: behaviors that contribute to the healthy functioning of a democracy

4.2.7   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 Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.

4.3.3   Locate Indiana on a map as one of the 50 United States. Identity and describe the location of the state capital, major cities and rivers in Indiana.

4.3.6   Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*). * lithosphere: the soil and rock that form Earth's surface * hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation * biosphere: all plants and animals

4.3.8   Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Examples: Forest growth and transportation routes

4.3.9   Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.

4.3.13   Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

4.4.1   Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. * goods: tangible objects, such as food or toys, that can satisfy people's wants and needs * services: actions that someone does for someone else, such as dental care or trash removal

4.4.3   Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods. * trade: the voluntary exchange of goods or services

4.4.6   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. * functions of money: helps people trade, measures the value of items, facilitates saving

English/Language Arts

4.RL.2.1   Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.3.2   Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1   Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2   Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RV.1   Build and use accurately general academic and content-specific words and phrases.

4.RV.2.1   Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.1   Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

4.SL.1   Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2   Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3   Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4   Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.2.5   Review the key ideas expressed and explain personal ideas in reference to the discussion.

4.SL.3.1   Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3.2   Identify and use evidence a speaker provides to support particular points.

5ᵗʰ Grade

Social Studies

5.1.1   Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

5.1.2   Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White

5.1.3   Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

5.1.5   Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade

5.1.6   Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.

5.1.22   Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape. Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin

5.2.8   Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

5.3.4   Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places. Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

5.3.7   Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

5.3.9   Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.

5.3.10   Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists. Examples: Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.

5.3.11   Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

5.4.1   Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

5.4.2   Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics. Example: Private ownership, markets, competition and rule of law ● market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.

5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

English/Language Arts

5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

5.RV.1 Build and use accurately general academic and content-specific words and phrases.

5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.3 Establish and follow agreed-upon rules for discussion.

5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.