PIONEER HERITAGE

INDIANA ACADEMIC STANDARDS

3rd Grade

Social Studies

3.H.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.H.2 Explain why and how the local community was established and identify its founders and early settlers.

3.H.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.G.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.

3.G.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.G.7 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

3.G.8 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.E.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*.

3.E.2 Give examples of goods and services provided by local business and industry.

3.E.3 Give examples of trade in the local community and explain how trade benefits both parties.

English/Language Arts

3.RC.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RC.6 Describe the relationship between a series of historical events, scientific ideas, or conceots, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

3.RC.11 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.W.8 **Capitalization** – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

3.CC.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.CC.2 Explore ideas under discussion by drawing on readings and other information.

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

3.CC.4 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.CC.5 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4th Grade

Social Studies

4.H.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.H.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.H.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.H.4 Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

4.G.2 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.G.6 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Examples: Forest growth and transportation routes

4.G.7 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.E.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.E.2 Define productivity and provide examples of how productivity has changed in Indiana during the last 100 years.

4.E.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.E.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.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RC.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RC.10 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.CC.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.CC.2 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.CC.3 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.CC. 5 Identify and use evidence a speaker provides to support particular points.

5th Grade

Social Studies

5.H.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.H.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.G.5 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

5.G.7 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.E.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.

English/Language Arts

5.RC.4 Describe how a narrator's or speaker's point of view influences how events are portrayed.

5.RC.8 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.CC.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.CC.2 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Physical Education (3rd – 5th Grade)

Standard 1: The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns. These includes locomotor skills, non-locomotor skills, and manipulative skills.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: They physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.