

GRADE 4-5 VERTICAL ARTICULATION

| GRADE 4 | GRADE 5 |
|--|--|
| <p>Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students’ lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.</p> <p>In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana’s heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).</p> <p>The Indiana’s K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.</p> | <p>Students in Grade 5 study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.</p> <p>Through active learning experiences at the fifth grade level, students’ increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in “how-to” demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Fifth graders’ interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.</p> <p>In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Additional skills to be taught include: (1) analyzing maps, globes, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.</p> <p>The Indiana’s K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.</p> |

GRADE 4-5 VERTICAL ARTICULATION

| Standard 1 – History | Standard 1 - History |
|--|---|
| <p><i>Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.</i></p> | <p>Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</p> |
| Historical Knowledge | Historical Knowledge |
| <p><i>American Indians and the Arrival of Europeans to 1770</i></p> <p>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</p> <p>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</p> <p><i>The American Revolution and the Indiana Territory: 1770s to 1816</i></p> <p>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)</p> <p>4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: The 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</p> | <p><i>Ways of Life Before and After the Arrival of Europeans to 1610</i></p> <p>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.)</p> <p>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</p> <p>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.</p> <p>5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements. Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown</p> <p><i>Colonization and Settlements: 1607 to 1763</i></p> <p>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</p> <p>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).</p> |

GRADE 4-5 VERTICAL ARTICULATION

Statehood: 1816 to 1851

4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.

Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

The Civil War Era and Later Development: 1850 to 1900

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front

4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.

Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

Growth and Development: 1900 to 1950

4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle

4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.

Examples: Slavery, plantations, town meetings and town markets

5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn

The American Revolution: 1763 to 1783

5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution

Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.

5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.

Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)

5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution

Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben

5.1.13 Identify contributions of women and minorities during the American Revolution.

Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant

5.1.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

GRADE 4-5 VERTICAL ARTICULATION

| | |
|---|---|
| <p>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</p> <p>Contemporary Indiana: 1950 – Present</p> <p>4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present. Examples: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</p> <p>4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections. Examples: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</p> | <p><i>Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800</i></p> <p>5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</p> <p>5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.</p> <p>5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections. Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)</p> |
| <p style="text-align: center;">Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</p> | |
| <p>4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p> <p>4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses. Examples: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.</p> | <p>5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.</p> <p>5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories’ historical details and sequence of events Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer</p> |

GRADE 4-5 VERTICAL ARTICULATION

4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.

Examples: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

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

5.1.20 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800

* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)

* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

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

GRADE 4-5 VERTICAL ARTICULATION

| GRADE 4 | GRADE 5 |
|--|---|
| STANDARD 2 – CIVICS AND GOVERNMENT | STANDARD 2 – CIVICS AND GOVERNMENT |
| <i>Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.</i> | <i>Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</i> |
| Foundations of Government | Foundations of Government |
| <p>4.2.1 Explain the major purposes of Indiana’s Constitution as stated in the Preamble.</p> <p>4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana’s Constitution.</p> | <p>5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> <p>5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents. Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</p> <p>* limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights</p> <p>5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices. Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</p> |

GRADE 4-5 VERTICAL ARTICULATION

| | |
|--|---|
| | <p>5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.</p> <p>Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*</p> <ul style="list-style-type: none">* union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit* popular sovereignty: government by consent of the governed who are the source of all authority in their government* republican government: type of government in which power is exercised by representatives chosen by the people* constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power* federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States* individual rights: personal, political and economic rights possessed equally by each person <p>5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <p>Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure</p> |
|--|---|

GRADE 4-5 VERTICAL ARTICULATION

| Functions of Government | | Functions of Government | |
|-------------------------|---|-------------------------|--|
| 4.2.3 | Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. | 5.2.6 | Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders. |
| 4.2.4 | Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. Examples: Governor, lieutenant governor, chief justice, state senators and state representatives. | 5.2.7 | Identify the three branches of the United States government and explain the functions of each. Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government |
| Role of Citizens | | Role of Citizens | |
| 4.2.5 | Give examples of how citizens can participate in their state government and explain the right and responsibility of voting. | 5.2.8 | Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. |
| 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 | 5.2.9 | Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process. |
| 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. | 5.2.10 | Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good. Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands. * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations |

GRADE 4-5 VERTICAL ARTICULATION

| STANDARD 3 – GEOGRAPHY | STANDARD 3 - GEOGRAPHY |
|--|---|
| <i>Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.</i> | <i>Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</i> |
| The World in Spatial Terms | The World in Spatial Terms |
| <p>4.3.1 Use latitude and longitude to identify physical and human features of Indiana. Examples: transportation routes and bodies of water (lakes and rivers)</p> <p>4.3.2 Estimate distances between two places on a map when referring to relative locations.</p> | <p>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.</p> |
| Places and Regions | Places and Regions |
| <p>4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.</p> <p>4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands</p> | <p>5.3.2 Identify and describe cultural and physical regions of the United States</p> <p>5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.</p> <p>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</p> |
| Physical Systems | Physical Systems |
| <p>4.3.5 Explain how glaciers shaped Indiana's landscape and environment.</p> <p>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</p> <p>4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana. Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</p> | <p>5.3.5 Locate the continental divide and the major drainage basins in the United States.</p> <p>5.3.6 Use maps to describe the characteristics of climate regions of the United States.</p> <p>5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</p> |

GRADE 4-5 VERTICAL ARTICULATION

| | |
|--|--|
| <p>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</p> | |
| Human Systems | Human Systems |
| <p>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.</p> <p>4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.</p> <ul style="list-style-type: none"> • <i>E pluribus Unum</i> (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 <p>4.3.11 Examine Indiana's international relationships with states and regions in other parts of the world. Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</p> | <p>5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.</p> <p>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.</p> <p>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</p> |
| Environment and Society | Environment and Society |
| <p>4.3.12 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p> <p>4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p> | <p>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</p> <p>5.3.12 Describe and analyze how specific physical features influenced historical events and movements. Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley</p> |

GRADE 4-5 VERTICAL ARTICULATION

| STANDARD 4 – ECONOMICS | | STANDARD 4 – ECONOMICS | |
|---|--|--|--|
| <i>Students study and compare the characteristics of Indiana’s changing economy in the past and present.</i> | | Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future. | |
| <p>4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.</p> <ul style="list-style-type: none"> * 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 | <p>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.</p> | <p>5.4.2 Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p style="padding-left: 20px;">Example: Private ownership, markets, competition and rule of law</p> <ul style="list-style-type: none"> * 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. | <p>5.4.3 Define types of trade barriers*.</p> <ul style="list-style-type: none"> * trade barriers: policies that hinder trade such as tariffs, quotas or embargos |
| <p>4.4.2 Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.</p> <p style="padding-left: 20px;">Examples: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <ul style="list-style-type: none"> * productivity: the amount of goods and services produced in a period of time divided by the productive resources used | <p>5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</p> | <p>5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.</p> <ul style="list-style-type: none"> * capital resources: goods, such as tools, buildings and equipment, used in production * productivity: the amount of goods and services produced in a period of time divided by the productive resources used | |
| <p>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.</p> <ul style="list-style-type: none"> * trade: the voluntary exchange of goods or services | | | |
| <p>4.4.4 Explain that prices change as a result of changes in supply* and demand* for specific products.</p> <ul style="list-style-type: none"> * supply: what producers are willing and able to sell at various prices * demand: what consumers are willing and able to buy at various prices | | | |
| <p>4.4.5 Describe Indiana’s emerging global connections.</p> <p style="padding-left: 20px;">Examples: Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p> | | | |

GRADE 4-5 VERTICAL ARTICULATION

| | |
|---|---|
| <p>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</p> | <p>5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p> |
| <p>4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community. Examples: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster * entrepreneur: a person who takes a risk to start a business</p> | <p>5.4.7 Predict the effect of changes in supply* and demand* on price. * supply: what producers are willing and able to sell at various prices * demand: what consumers are willing and able to buy at various prices</p> |
| <p>4.4.8 Define profit* and describe how profit is an incentive for entrepreneurs. * profit: revenues from selling a good or service minus the costs of producing the good or service</p> | <p>5.4.8 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.</p> |
| <p>4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p> | <p>* goods: tangible objects, such as food or toys, that can satisfy people's wants * services: actions that someone does for someone else, such as dental care or trash removal</p> |
| <p>4.4.10 Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p> | <p>5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.</p> |