

History – Historical Knowledge, Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research (General History – K – 2) :

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.1.1.a.1: Observe and tell about children and families of today and those from the past.</p>	<p>1.1.1.a.1: Observe and tell about the way individuals in the community lived in the past with the way they live in the present.</p>	<p>2.1.1.a.1: Find or match the name of the local community, the year it was founded, and the name of the founder.</p>	<p>3.1.1.a.1: Identify 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)</p>	<p>4.1.1.a.1: Identify the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</p>	<p>5.1.1.a.1: Identify groups of people who settled in North America prior to contact with Europeans.</p>
<p>K.1.2.a.1: Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.</p>	<p>1.1.2.a.1: With guidance and support, observe and tell about past and present community life, through different forms of media and text.</p>	<p>2.1.2.a.1: Use maps, photographs, news stories, website or video to view changes in daily life.</p>	<p>3.1.2.a.1: Identify founders and early settlers of the local community.</p>	<p>4.1.2.a.1: Identify historic Native American Indian groups that lived in Indiana at the time of early European exploration.</p>	<p>5.1.2.a.1: Examine how early European exploration of North America began on the east coast and expanded west.</p>
<p>K.1.3.a.1: Identify an order of events in a sequence that takes place in the sequence up to three events.</p>	<p>1.1.3.a.1: Identify or match American songs and symbols.</p>	<p>2.1.3.a.1: Identify individuals who had a positive impact on the local community.</p>	<p>3.1.3.a.1: Recognize the development of your local community and its effect on the state's regions. Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.</p>	<p>4.1.3.a.1: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</p>	

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<p>K.1.4.a.1: Understand and name the days of the week.</p> <p>K.1.4.a.2: Understand and name the months of the year.</p>	<p>1.1.4.a.1: Name a local person from the past who has shown honesty, courage and responsibility.</p>	<p>2.1.4.a.1: Identify and name a community celebration(s).</p>	<p>3.1.4.a.1: Give examples of people, events and developments that brought important changes to your community and the region where your community is located.</p> <p>Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.</p>	<p>4.1.4.a.1: Identify the year that Indiana became a state.</p>	
	<p>1.1.5.a.1: Name a person and a national celebration or holiday.</p>	<p>2.1.5.a.1: Create a three-event timeline in the school or community.</p>	<p>3.1.5.a.1: Create simple timelines that identify important events in various regions of the state.</p>	<p>4.1.5.a.1: Identify the reason for the removal of Native American Indian groups in the state during 1830's.</p>	<p>5.1.5.a.1: Understand that groups of people settled together and formed colonies in order to meet their needs.</p>
	<p>1.1.6.a.1: Create a three event timeline in the student's life.</p>	<p>2.1.6.a.1: Using a classroom calendar, students will label monthly school holidays, holidays, and community events.</p>	<p>3.1.6.a.1: Identify resources that make your community and region unique.</p> <p>Example: Libraries, museums, county historians, chambers of Commerce.</p>	<p>4.1.6.a.1: Explain how key individuals and events influenced the early growth and development of Indiana.</p> <p>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.</p>	<p>5.1.6.a.1: Identify that cooperation and conflict existed between Native American Indians and colonists.</p>

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	<p>1.1.7.a.1: Use the terms yesterday, today and tomorrow in sequential order.</p>	<p>2.1.7.a.1: Attend or observe historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).</p>	<p>3.1.7.a.1: Distinguish between fact and fiction in a historical account.</p> <p>Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source.</p>	<p>4.1.7.a.1: Identify the social conflicts leading to the Civil War.</p> <p>Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement.</p>	<p>5.1.7.a.1: Identify that were 13 original colonies ruled by the British.</p>
			<p>3.1.8.a.1: Describe how your community has changed over time and how it has stayed the same.</p> <p>Example: Shawnee villages in Southern Indiana and Conner Prairie settlement.</p>	<p>4.1.8.a.1: Recognize why Abraham Lincoln's presidency was important to Indiana.</p> <p>4.1.8.a.2: Describe the participation of Indiana citizens in the Civil War.</p> <p>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.</p>	

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			<p>3.1.9.a.1: Define immigration.</p> <ul style="list-style-type: none"> •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 <p>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>	<p>4.1.9.a.1: List examples of Indiana's agricultural, industrial, political and business development in the nineteenth century.</p> <p>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</p>	<p>5.1.9.a.1: Understand that Colonists fought the American Revolution against the British and won independence.</p>
				<p>4.1.10.a.1: Describe the participation of Indiana citizens in World War I and World War II.</p>	<p>5.1.10.a.1: Identify that the Declaration of Independence lists the reasons the colonists wanted independence.</p>
				<p>4.1.11.a.1: Identify the cause and effect of the important events that changed life in Indiana in the early twentieth century.</p> <p>Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II.</p>	<p>5.1.11.a.1: Identify one major British leader (King George III) and one major American leader (George Washington) of the American Revolutionary War.</p>

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				<p>4.1.12.a.1: Describe how immigration changed Indiana.</p> <p>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>4.1.13.a.1: Organize important events that changed life in Indiana in the mid-twentieth century to the present.</p> <p>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>5.1.13.a.1: Identify contributions of women and minorities during the American Revolution.</p>

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				<p>4.1.14.a.1: Identify areas of modern growth in Indiana. 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>5.1.14.a.1: Identify that winning the American Revolution resulted in independence for the United States.</p>
				<p>4.1.15.a.1: Create simple timelines that show important events in the history of Indiana. Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p>	<p>5.1.15.a.1: Identify that American rights are outlined in the United States Constitution.</p>
					<p>5.1.16.a.1: Identify the Bills of Rights as the first 10 amendments to the US Constitution.</p>
				<p>4.1.17.a.1: Identify an event in Indiana history. 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</p>	

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				<p>4.1.18.a.1: Classify important Indiana artists and writers. 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.</p>	<p>5.1.18.a.1: Interpret timelines showing events that occur in a sequence of time (first, next, and last).</p>
					<p>5.1.19.a.1: Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.</p>
					<p>5.1.20.a.1: Examine a historical account about an issue between 1610-1800.</p>
					<p>5.1.21.a.1: Examine a historical account about an issue of the Founding Era of the United States.</p>
					<p>5.1.22.a.1: Identify important types of early American traditional arts and crafts.</p>

Civics and Government:

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			<p>3.2.1.a.1: Identify specific goods and services that governments provide.</p> <p>3.2.1.a.2: List reasons governments are needed. Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.</p>	<p>4.2.1.a.1: Identify the Preamble of Indiana's Constitution.</p>	<p>5.2.1.a.1: Identify the Preamble as the introduction to the United States Constitution.</p>
			<p>3.2.2.a.1: Identify the fundamental democratic principles. Example: The right to life, liberty and the pursuit of happiness</p>	<p>4.2.2.a.1: Identify that individual rights are freedom of speech, freedom of religion and the right to public Education.</p>	<p>5.2.2.a.1: Define limited government. (*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.)</p>
			<p>3.2.3.a.1: Identify how local and state government officials are selected.</p>	<p>4.2.3.a.1: Identify the three branches of the Indiana government and explain the functions of each.</p>	<p>5.2.3.a.1: Give examples and explain how the British colonies in America developed government practices.</p>
			<p>3.2.4.a.1: Identify that the United States has three levels of government (local, state and national).</p>	<p>4.2.4.a.1: Identify major state elected offices and appointed offices.</p>	<p>5.2.4.a.1: Identify and explain the type of government in the United States of America.</p>

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			<p>3.2.5.a.1: Identify people who are good citizens in your community, the state, or the nation.</p> <p>Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems</p> <ul style="list-style-type: none"> •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. 	<p>4.2.5.a.1: Identify rights and responsibilities of voting.</p>	<p>5.2.5.a.1: Identify that individual rights are guaranteed by the Bill of Rights.</p>
			<p>3.2.6.a.1: List ways citizens make decisions and rules within the community, state or nation.</p> <p>Example: participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.</p>	<p>4.2.6.a.1: List and define examples of civic virtues.</p> <p>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</p> <p>* civic virtues: behaviors that contribute to the healthy functioning of a democracy.</p>	<p>5.2.6.a.1: Describe that Americans vote for government leaders during elections.</p>
			<p>3.2.7.a.1: Demonstrate an understanding of local, state and regional leaders and community issues.</p>	<p>4.2.7.a.1: Identify historic or current events that relate to Indiana's past or present.</p>	<p>5.2.7.a.1: Identify the three branches of the United States government and explain the functions of each.</p>

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					<p>5.2.8.a.1: Describe that Americans have the responsibility to vote and participate in government.</p>
					<p>5.2.9.a.1: Explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.</p>
					<p>5.2.10.a.1: Use a variety of information resources* to identify contemporary issues that involve civic responsibility, individual rights and the common good. (* 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 organization.)</p>

Geography:

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			<p>3.3.1.a.1: Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p>	<p>4.3.1.a.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>5.3.1.a.1: Demonstrate that places can be precisely located where latitude and longitude lines intersect, and that location can be stated in terms of degrees.</p>
			<p>3.3.2.a.1: Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</p>	<p>4.3.2.a.1: Identify the legend on a map. 4.3.2.a.2: Estimate distances between two places on a map, using the legend.</p>	<p>5.3.2.a.1: Identify that there are different cultural and physical regions of the United States.</p>
			<p>3.3.3.a.1: Locate Indiana and other Midwestern states on a United States map.</p>	<p>4.3.3.a.1: Locate Indiana on a map as one of the 50 United States. 4.3.3.a.2: Identify the location of the state capital, major cities and rivers in Indiana.</p>	<p>5.3.3.a.1: Use a map to identify the United States, the state of Indiana and its capital.</p>
			<p>3.3.4.a.1: Identify the northern, southern, eastern and western hemispheres; cardinal directions.</p>	<p>4.3.4.a.1: Identify and locate the natural resources on a map of Indiana.</p>	<p>5.3.4.a.1: Locate Native American Indian and colonial settlements on maps.</p>

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			<p>3.3.5.a.1: List physical and cultural characteristics of your community. Identify Indiana and the local community as part of a specific region. Example: *cultural characteristics: human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.</p>	<p>4.3.5.a.1: Demonstrate how glaciers shaped Indiana’s landscape and environment.</p>	<p>5.3.5.a.1: Locate the continental divide in the United States on a map.</p>
			<p>3.3.6.a.1: Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources. Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states.</p>	<p>4.3.6.a.1: Categorize Indiana’s landforms, water features, and plants and animals.</p>	<p>5.3.6.a.1: Identify that the United States is made up of different climate regions.</p>
			<p>3.3.7.a.1: Compare and contrast cultural characteristics of their community within communities in other parts of the world.</p>		<p>5.3.7.a.1: Identify why it is important for community to have access to fresh water.</p>
			<p>3.3.8.a.1: Label the major climate regions of the United States. 3.3.8.a.2: Define characteristics of climate regions.</p>		<p>5.3.8.a.1: Identify how people change the land to meet the needs of the individual or community.</p>

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			<p>3.3.9.a.1: Describe how climate affects plants and animals. Example: Growing seasons, types of crops grown, and animal hibernation and migration.</p>	<p>4.3.9.a.1: Explain how Indiana became the crossroads of America.</p>	<p>5.3.9.a.1: Summarize the ways that agriculture and manufacturing changed between 1600 and 1800.</p>
			<p>3.3.10.a.1: Interpret on a map rural, urban and suburban areas of the state. Example: Identify patterns of rural, urban and suburban development, including population demographics.</p>	<p>4.3.10.a.1: Identify where immigrants settled in Indiana.</p>	<p>5.3.10.a.1: Explain the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts. *written, maps, graphs, timelines, etc.</p>
			<p>3.3.11.a.1: Compare how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</p>		<p>5.3.11.a.1: Describe how people adapt to variations in the environment (changing housing, clothing, jobs, agricultural practices, etc.) in order to meet their needs.</p>
			<p>3.3.12.a.1: Identify regional environmental issues.</p> <p>3.3.12.a.2: List ways that people have tried to solve these environmental issues.</p>	<p>4.3.12.a.1: Identify different physical features on varying historical maps of Indiana. Example: state capitals, rivers, lakes, reservoir</p>	<p>5.3.12.a.1: Describe how specific physical features influenced historical events and movements.</p>
			<p>3.3.13.a.1: List examples of human systems and physical systems that have impacted the local environment. Example: List examples of changes in land use in the local Community.</p>	<p>4.3.13.a.1: Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>	

Title

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			<p>3.4.1.a.1: Identify scarcity, productive resources and opportunity cost in the local community.</p> <ul style="list-style-type: none"> •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 <i>the value of the best alternative that would have been chosen instead</i>. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the <i>other</i> things that might have been done with that same land instead. 	<p>4.4.1.a.1: Categorize 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.a.1: Describe the economic activities with in and among Native American Indian cultures prior to contact with Europeans.</p>

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			<p>3.4.2.a.1: Give examples of goods and services provided by local business and industry.</p>	<p>4.4.2.a.1: Define productivity. * productivity: the amount of goods and services produced in a period of time divided by the productive resources used.</p>	<p>5.4.2.a.1: Define market economy and give an example of how colonial and early Americans traded. * 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>
			<p>3.4.3.a.1: Understand trade is the exchange of goods and services. 3.4.3.a.2: Give examples of trade in the local community and explain how trade benefits both parties.</p>	<p>4.4.3.a.1: Define trade and its benefits. * trade: the voluntary exchange of goods or services.</p>	<p>5.4.3.a.1: List different types of trade barriers*. (* trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)</p>
				<p>4.4.4.a.1: Define supply and demand. * 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>5.4.4.a.1: Describe that society is impacted when people invent and/or change goods.</p>

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			<p>3.4.5.a.1: List the characteristics of money and explain how money makes trade and the purchase of goods easier.</p> <p>•Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide.</p>	<p>4.4.5.a.1: Identify Indiana’s international companies.</p> <p>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>	<p>5.4.5.a.1: Explain why it is important to have education and training to increase productivity. (*productivity: the amount of goods and services produced in a period of time divided by the productive resources used.)</p>
			<p>3.4.6.a.1: Explain that buyers and sellers interact to determine the prices of goods and services in markets.</p>	<p>4.4.6.a.1: List the functions of money. functions of money: helps people trade, measures the value of items, facilitates saving.</p>	<p>5.4.6.a.1: Explain why certain careers are more common in one region than in another.</p>
			<p>3.4.7.a.1: List wants and needs when making choices as consumers and producers.</p> <p>Example: When a family is deciding to make a purchase, they have to compare the benefits and cost of the purchase.</p>	<p>4.4.7.a.1: Define an entrepreneur and give an example of an Indiana entrepreneur.</p> <p>Examples: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster</p> <p>* entrepreneur: a person who takes a risk to start a business.</p>	<p>5.4.7.a.1: Explain how supply and demand impact the buying and selling of different items. (*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>3.4.8.a.1: List changes that have had an (economic) impact on your community.</p> <p>Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community.</p>	<p>4.4.8.a.1: Define profit.</p> <p>* profit: revenues from selling a good or service minus the costs of producing the good or service.</p>	<p>5.4.8.a.1: Compare and contrast how the prices of goods or services impact what people buy.</p> <p>* goods: tangible objects, such as food or toys, that can satisfy people’s wants</p> <p>*services: actions that someone does for someone else, such as dental care or trash removal.</p>

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			<p>3.4.9.a.1: Identify different ways people save their income. Example: Home "piggy bank," savings accounts, etc.</p>	<p>4.4.9.a.1: Identify goods and services in the state and local government.</p>	<p>5.4.9.a.1: Classify different ways people plan how to save and spend their money.</p>
				<p>4.4.10.a.1: Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>	

Color Key

Purple – High Priority

Blue – Medium Priority

Gray – Lesser Priority