Grade 4 – Social Studies

Standard 1: History
Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Historical Knowledge
American Indians and the Arrival of Europeans to 1770
4.1.1
Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

4.1.2
Identify and describe historic Indian groups that lived in the region that became Indiana at the time of early European exploration and settlement in the seventeenth century.

The American Revolution and the Indiana Territory: 1770s to 1816
4.1.3
Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

4.1.4
Explain the significance of key documents in Indiana's development from a United States territory to statehood.

Statehood and Development: 1816 to 1850s
4.1.5
Describe the removal of Indian groups from Indiana in the 1830s.

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

The Civil War Era: 1850 to 1880s
4.1.7
Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

4.1.8
Summarize the participation of Indiana citizens in the Civil War.

Growth and Development: 1880 to 1920
4.1.9
Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.

4.1.10
Describe the participation of Indiana citizens in World War I and the changes the war brought to the state.

Grade 4 – Social Studies

1920 to the Present
4.1.11
Identify important events and movements that changed life in Indiana in the twentieth century.

4.1.12
Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

Chronological Thinking, Comprehension, Analysis, and Interpretation
4.1.13
Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

4.1.14
Distinguish fact from opinion and fact from fiction in historical documents and other <u>information resources</u>.

Research and Capabilities
4.1.15
Using <u>primary source</u> and <u>secondary source</u> materials, generate questions, seek answers, and write brief comments about an event in Indiana history.

Standard 2: Civics and Government
Students will describe the components and characteristics of Indiana,s constitutional form of government; explain 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.

Foundations of Government
4.2.1
Explain the major purposes of Indiana's Constitution as stated in the Preamble.

4.2.2
Describe major rights, such as freedom of speech and freedom of religion, that people have under Indiana's Bill of Rights (Article I of the Constitution).

Functions of Government
4.2.3
Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state government as written in the Indiana Constitution.

4.2.4

Grade 4 – Social Studies

Identify major state offices and the duties and powers associated with them — such as governor, lieutenant governor, chief justice, state senators, and state representatives — and how they are chosen, such as by election or appointment.

Relationship of the United States and Other Nations
4.2.5
Explain that Indiana is one of 50 states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.

Roles of Citizens
4.2.6
Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.

4.2.7
Define and provide examples of <u>civic virtues</u> in a democracy.

4.2.8
Use a variety of <u>information resources</u> to research and write brief comments about a position or course of action on a public issue relating to Indiana's past or present.

Standard 3: Geography
Students will explain how Earth/sun relationships influence 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 the interaction of people with their environment has changed over time and continues to change, and identify regions of Indiana.

The World in Spatial Terms
4.3.1
Use <u>latitude</u> and <u>longitude</u> to locate places in Indiana and other parts of the world.

4.3.2
Estimate distances between two places on a map, using a scale of miles, and use <u>cardinal</u> and <u>intermediate directions</u> when referring to relative location.

4.3.3
Explain the essential facts of <u>Earth/sun relationships</u> and be able to relate these to the climate of Indiana.

Places and Regions
4.3.4
Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana; and be able to place these on a blank map of the state.

Grade 4 – Social Studies

4.3.5
Map the physical regions of Indiana and identify major natural resources and crop regions.

Physical Systems
4.3.6
Explain how glacial periods shaped Indiana's landscape and environment.

4.3.7
Describe Earth's <u>atmosphere</u>, <u>lithosphere</u>, <u>hydrosphere</u>, and <u>biosphere</u> and explain how these systems affect life in Indiana.

Human Systems
4.3.8
Create a map tracing the routes and methods of travel used by settlers to reach Indiana and identify ways in which settlers have changed the landscape in Indiana over the past two hundred years.

Environment and Society, Uses of Geography
4.3.9
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.

4.3.10
Read and interpret thematic maps — such as transportation, population, and products — to acquire information about Indiana in the present and the past.

Standard 4: Economics
Students will study and compare the characteristics of Indiana's changing economy in the past and present.

4.4.1
Give examples of the kinds of <u>goods</u> and <u>services</u> produced in Indiana in different historical periods.

4.4.2
Define <u>productivity</u> and provide examples of how productivity has changed in Indiana during the past 100 years.

4.4.3
Explain why both parties benefit from voluntary <u>trade</u> and give examples of how people in Indiana engaged in trade in different time periods.

Grade 4 – Social Studies

4.4.4
Explain that prices change as a result of changes in <u>supply</u> and <u>demand</u> for specific products.

4.4.5
Give examples of Indiana's role in world trade.

4.4.6
List the functions of <u>money</u> and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

4.4.7
Identify <u>entrepreneurs</u> who have influenced Indiana and the local community.

4.4.8
Define <u>profit</u> and describe how profit is an incentive for entrepreneurs.

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.

4.4.10
Explain how money helps people to save and develop a savings plan in order to make a future purchase.

Standard 5: Individuals, Society, and Culture
Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.1
Identify ways that <u>social groups</u> influence individual behavior and responsibilities.

4.5.2
Identify the different types of social groups to which people belong and the functions these groups perform.

4.5.3
Define the term <u>cultural group</u> and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.4
Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.

Grade 4 – Social Studies

4.5.5
Give examples of the impacts of science and <u>technology</u> on the migration and settlement patterns of various groups.

4.5.6
Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.