GRADE LEVEL: FOURTH   **SUBJECT: SOCIAL STUDIES**   **DATE: 2021-2022**

MONTH/GRADING PERIOD: QUARTER 1   **MASTER COPY 5-16-21**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					
The World in Spatial Terms • Latitude • Longitude	**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)	• Use lines of latitude and longitude to locate various positions on a map. • Manipulate degrees north or south of the equator and degrees east or west of the Prime Meridian when given a location.	• Quiz – BrainPOP: *Latitude & Longitude* quiz – IXL F.2: 4th Grade Social Studies	• Latitude • Longitude • Equator • Prime Meridian • Physical features	IMPORTANT
• Distance • Location • Map Scale	**4.3.2** Estimate distances between two places on a map when referring to relative locations.	• Use a ruler to measure to the nearest unit or half unit. • Use scale to convert a measurement to an estimated distance on an Indiana map.	• Quiz – BrainPOP: *Map Skills*	• Map key • Compass Rose • Scale • Unit	CRITICAL
Places and Regions • Capital • Cities • Rivers	**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.	• Describe and interpret common symbols for cities, capitals, rivers, etc. on a map. • Locate Indiana on a map of the United States. • Locate and identify major cities in Indiana. • Locate and identify Indiana state capital. • Locate and identify major bodies of water in and surrounding Indiana.	• Indiana map quiz	• Relative location • Symbols • Capital • Lake Michigan • Indianapolis • Wabash River	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					
Places and Regions • Three Regions • Natural Resources	**4.3.4** Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions. Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands	• Explain the differences between the three physical regions of Indiana. • Describe unique characteristics of the Northern Lake and Moraines, Central Till Plain and Southern Lowland regions.	• Class discussion • Map project	• Northern Lakes and Moraines • Central Till Plain • Southern Lowlands • Natural resources • Agriculture	IMPORTANT
Physical Systems • Glaciers • Landforms	**4.3.5** Explain how glaciers shaped Indiana's landscape and environment.	• Demonstrate knowledge of the impact glaciers had on the physical development of Indiana. • Identify locations where glaciers affected Indiana's landscape.	• Worksheet • Quiz	• Glacier • Erratic • Moraine • Landscape • Landform	IMPORTANT
• Landforms • Water Features • Plants • Animals	**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	• State the differences between Indiana's landforms, water features, and plant and animal features. • Define the terms: lithosphere, hydrosphere, and biosphere. • Identify major landforms and water features in Indiana. • Describe various plants and animals in Indiana.	• Compare & Contrast graphic organizer • Quiz • IXL U.2: 5th Grade Science (Water cycle)	• Landforms • Lithosphere • Hydrosphere • Biosphere • Feature	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					
Physical Systems • Climate • Seasons	**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.	• Describe the relationship between the sun and the planets. • Explain the relationship between the earth's tilt and its effects on Indiana's seasons. • Interpret data from climate and seasonal maps.	• Class discussion • Quiz − BrainPOP: *Solstice and Equinox*	• Universe • Tilt • Revolution • Climate	IMPORTANT
Environment and Society • Physical Features • Cultural Features	**4.3.13** 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.	• Construct Indiana maps that include physical features. • Create a map key or legend for an Indiana map. • Describe ways in which people have modified their environment.	• Clay map project	• Physical feature • Cultural feature	CRITICAL
• Maps • Graphs • Timelines	**4.3.14** Read and interpret texts (written texts, graphs, maps, timelines, data, audio, video) to answer geographic questions about Indiana in the past and present.	• Interpret and explain graphs, maps, timelines of Indiana geographically in the past and present.	• Class discussion • Worksheet • Quiz	• Line graph • Bar graph • Pictograph • Pie chart • Timeline	IMPORTANT

GRADE LEVEL: FOURTH   **SUBJECT: SOCIAL STUDIES**   **DATE: 2021-2022**

MONTH/GRADING PERIOD: QUARTER 2   **MASTER COPY 5-16-21**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
American Indians and the Arrival of Europeans to 1770 • Early Cultures and Settlements	**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	• Define the differences between the Hopewell, Adena, and Mississippian cultures.	• Class discussion • Compare/Contrast graphic organizer • Venn diagram	• Culture • Cultural groups • Native Americans • Mound	IMPORTANT
• European Exploration • Native American Groups	**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)	• Identify the importance of the Native American groups and describe their cultures: – Miami – Shawnee – Potawatomi – Lenape • Compare and contrast the culture characteristics such as housing, food, and artifacts. • Explain how the groups adapted to their environments.	• Research papers • Native American projects • Class discussion	• Clan • Wigwam • Longhouse • Artifact	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					

The American Revolution and the Indiana Territory: 1770 to 1816
• Revolutionary War
• Statehood of Indiana
	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)	• Summarize the significance of the Revolutionary War.
		• Recognize the influential people responsible for the development of Indiana.
		• Identify key battles in the development of Indiana as a state.
			• Quiz
			  − BrainPOP: *American Revolution*
			  − BrainPOP: *Causes of the American Revolution*
			  − BrainPOP: *Westward Expansion*
			• Class discussion
				• Revolutionary War
				• Independence
				• Tax
				• Debt
				• Territory
					CRITICAL

• Early Indiana Documents • Territory • Statehood	**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.	• Name important documents that helped shape Indiana in the late 18th and early 19th centuries. • Summarize the function and importance of documents that helped shape Indiana in the late 18th and early 19th centuries.	• Class discussion • Quiz • Group project	• Document • Land Ordinance of 1784, 1785, 1787 • Treaty of Greenville • Constitution of Indiana	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Statehood: 1816 to 1851 • Displacement of Native Americans	**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.	• Outline the reasons for the displacement of Native Americans from Indiana during the early to mid-1830s. • Identify the effects of the relocation.	• Quiz – BrainPOP: *Trail of Tears* • Class discussion	• Reservation • Resettlement	IMPORTANT
• Influential People • Growth of Indiana	**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	• Recognize influential people who contributed to the growth and development of early Indiana. • Describe how certain individuals influenced Indiana's development. • Identify and describe the impact of key events in the early development of Indiana.	• Classroom discussion • Reader's response journal	• Government • Governor • Canals • Settlement	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research • Timelines	**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	• Construct and interpret timelines that depict relationships between people, events and movements in Indiana's history.	• Timeline project • Quiz • Worksheet • Class discussion	• Explorers • Settlers • Timeline	IMPORTANT
CIVICS AND GOVERNMENT					
Foundations of Government • Indiana Constitution • Preamble	**4.2.1** Explain the major purposes of Indiana's Constitution as stated in the Preamble.	• Discuss the major principals of the Constitution of Indiana in the Preamble.	• Class discussion • Class debate	• Constitution • Preamble • Republic • Citizen	IMPORTANT
• Article I • Free Speech • Freedom of Religion • Public Education	**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.	• Outline the individual rights under Article I of Indiana's Constitution. • Match various examples to individual rights listed under Article I. • Provide examples of individual rights related to current events.	• Quiz – BrainPOP: *Bill of Rights* • Compare and Contrast Article I of Indiana Constitution to U.S. Bill of Rights	• Article I • Bill of Rights • Freedom of speech • Freedom of religion • Public education	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CIVICS AND GOVERNMENT					
Functions of Government • Legislative Branch • Executive Branch • Judicial Branch	**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.	• Summarize the authority of the legislative, executive, and judicial branches of Indiana state government. • Identify the offices that are tied to each of the branches of government.	• Class discussion • Graphic organizer • Quiz	• Legislative branch • Executive branch • Judicial branch • Veto • Jury	IMPORTANT
• State Office • Election • Appointment	**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.	• Classify the Indiana state offices, as well as their duties and powers. • Compare and Contrast those offices that are elected and those that are appointed. • Identify present Indiana state and local office holders.	• Vocabulary quiz • Compare and contrast graphic organizer • Worksheet	• Elected • Appointed • Candidate • Governor • Lieutenant governor • Chief justice • State senators • State representatives	CRITICAL
GEOGRAPHY					
Physical Systems • Physical Landscape Challenges	**4.3.8** Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Examples: Forest growth, historic and modern transportation routes, and bodies of water	• Explain the landscape challenges the early pioneers had when settling in Indiana. • Explain how forestation impeded transportation and economic growth.	• Class discussion	• Settler • Pioneer • Physical landscape • Economic development	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					

Human Systems
• Crossroads of America
• Transportation
• River Ways
• Settlements
• Growth
	4.3.9 Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America. Examples: Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.	• Identify the major transportation routes that make Indiana the Crossroads of America.
		• Describe how Indiana's location and physical features contributed directly to its growth.
			• Class discussion
			• Quiz
			  − BrainPOP:
			    Railroad History
				• Transportation
				• Exploration
					IMPORTANT

• Immigration
• Ethnic Groups
• Cultural Groups
	4.3.10 Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and have on Indiana.
	    • *E pluribus unum* (out of many, one)
	
	    • Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President)
		• Identify what has been used as money in the U.S. and world.
		• Explain the importance of immigration patterns in the early development of Indiana.
		• Compare immigration patterns in Indiana to the United States as a whole.
		• Identify time periods where Indiana experienced immigration.
		• Illustrate areas where various cultures settled on a map.
		• Explain the meaning of *E pluribus unum* and summarize how the U.S. and Indiana exemplify this motto.
			• Reader's Response
			• Quiz
			• Diary Entries
			• Game
			  − BrainPOP:
			    Mission US: City of Immigrants
				• Ethnic group
				• Cultural group
				• Ellis Island
				• *E pluribus unum*
				• Impact
					ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					
Human Systems • Misconceptions • Misperceptions • Native Americans • Africans • Early Settlers • Immigrants	**4.3.12** Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.	• Discuss various native, ethnic, and immigrant groups and how they may have been perceived and treated throughout history. • Compare and contrast how various native, ethnic, and immigrant groups were treated in the past with today.	• Class discussion	• Prejudice • Stereotypes • Discrimination	IMPORTANT
Environment and Society • Physical Features • Cultural Features	**4.3.13** 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.	• Construct Indiana maps that include physical features. • Create a map key or legend for an Indiana map. • Describe ways in which people have modified their environment.	• Clay map project	• Physical feature • Cultural feature	CRITICAL

GRADE LEVEL: FOURTH   **SUBJECT: SOCIAL STUDIES**   **DATE: 2021-2022**

MONTH/GRADING PERIOD: QUARTER 3   **MASTER COPY 5-16-21**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
The Civil War Era and Later Development: 1850 to 1900 • Social Conflicts of Civil War	**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	• Identify and discuss the conflicts leading up to the Civil War. • Identify key individuals that contributed to the abolition movement. • Define the Underground Railroad and explain its role in the anti-slavery movement. • Summarize how individuals and groups were involved in the social conflict at the time just before the Civil War.	• Freedom quilt project • Class discussion • Vocabulary quiz • Reader's response	• Plantations • Slavery • Civil War • Union • Confederacy • Abolition • Secede • Underground Railroad	IMPORTANT
• Abraham Lincoln	**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 homefront.	• Explain what impact Hoosiers had on the Civil War. • Exemplify ways in which the Lincoln presidency shaped the Civil War.	• Class discussion • Quiz • Reader's response	• Anti-slavery • Emancipation • States' rights • Regiment	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					

The Civil War Era and Later Development: 1850 to 1900
• U.S. Industrial Revolution
• Agricultural Development
• Political Influences
	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	• Identify major agricultural resources in Indiana.
		• Identify major industrial centers of Indiana and describe how they led to big cities.
			• Individual illustrations of the agricultural, industrial, and business growth of late 19th century Indiana
			• Quiz
			  – BrainPOP: *Industrial Revolution*
			  – BrainPOP: *Agricultural Revolution*
				• Economic growth
				• Urban centers
				• Industrial Revolution
				• Entrepreneur
				• Politics
				• Politicians
				• Corporation
				• Manufacture
				• Steelworks
				• Labor union
				• Strike
					IMPORTANT

Growth and Development: 1900 to 1950 • World War I • World War II	**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	• Debate the significance of Indiana citizens during World War I and World War II. • Recognize the contributions that Indiana industry made to the war efforts. • Identify ways that Indiana citizens contributed to WWI and WWII war efforts.	• Class discussion • Quiz	• World War I • World War II • Ration • Weapons • War reports • Air raid drills	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Growth and Development: 1900 to 1950 • World War I • Women's Suffrage • Great Depression • World War II	**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	• Identify and outline the relevance of the events and movements that altered Indiana in the early 1900's.	• Book discussion • Group research project	• Draft • Suffrage • Ratify • Prosperity • Amendment	IMPORTANT

• Immigration
• Agriculture
• Industry
• Transportation
	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
		• Explain how immigration transformed Indiana.
		  – agriculture
		  – Industry
		  – transportation
		• Describe the impact of how the Industrial Revolution changed people's lives in Indiana.
			• Class discussion
			• Reader's response journal
				• Immigrant
				• Immigration
				• Agriculture
				• Industry
				• Industrial Revolution
				• Transportation
				• Transformation
				• Impact
					ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Contemporary Indiana: 1950 to Present • Modern Growth • Manufacturing • Global Relationships	**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.	• Explain Indiana's transportation, manufacturing, and technological growth. • Explain the connections between Indiana and others around the globe.	• Class discussion • Graphic organizer • Research paper	• Manufacturing • Modern growth • Technology • Research	ADDITIONAL
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research • Historical Documents • Central Questions • Opinions	**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.	• Debate opinions about Indiana historical documents. • Define the essential question behind each resource. • Identify opinions stated in historical documents and texts.	• Class debate • Historical document fact and opinion graphic organizer	• Resource • Fact • Opinion • Primary source • Secondary source	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
GEOGRAPHY					
Human Systems • International Relationships	**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.	• Describe the relationships between Indiana and its global partners.	• Class discussion	• International • Global • Cultural exchange • Interdependent	ADDITONAL
• Misconceptions • Misperceptions • Native Americans • Africans • Early Settlers • Immigrants	**4.3.12** Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.	• Discuss various native, ethnic, and immigrant groups and how they may have been perceived and treated throughout history. • Compare and contrast how various native, ethnic, and immigrant groups were treated in the past with today.	• Class discussion	• Prejudice • Stereotypes • Discrimination	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ECONOMICS					
• Goods • Services	**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	• Define goods and services. • List goods and services produced in Indiana - past and present.	• Class discussion • Quiz	• Articles of trade • Goods • Services	IMPORTANT
• Economic Productivity	**4.4.2** Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years. **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. *** productivity**: the amount of goods and services produced in a period of time divided by the productive	• Describe productivity and prove how Indiana productivity has changed during the last century.	• Class discussion • Quiz	• Productivity • Technology	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ECONOMICS					
• Trade • Exchange	**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	• Give examples of items that may have been traded by Native Americans and early settlers. • Compare and contrast the various items that have been traded during different periods in history. • Explain how both parties profit from trade.	• Class discussion • Quiz	• Trade • Barter • Exchange	IMPORTANT
• Global Connections • International Companies	**4.4.5** Describe Indiana's emerging global connections. **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.	• Articulate Indiana's developing global connections.	• Class discussion • Short essay	• International industry • Global relationship	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ECONOMICS					
• Indiana Entrepreneurs	**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	• List entrepreneurs who have changed the course of Indiana history and its local communities.	• Venn diagram • Matching worksheet • Biography or research project • Invention	• Entrepreneur • Business	IMPORTANT
• Profit • Loss	**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	• Describe how profit is motivation for entrepreneurs. • Solve problems to determine the profit an entrepreneur makes.	• Class discussion	• Profit • Loss	CRITICAL

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MONTH/GRADING PERIOD: QUARTER 4   **MASTER COPY 5-17-21**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Contemporary Indiana: 1950 to Present • Civil Rights • School Integration	**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.	• Identify and outline the relevance of the events and movements that altered Indiana in the mid 1900's. • Identify important events in the Civil Rights movement. • Define prejudice and discrimination. • Describe the teachings of martin Luther King, Jr. and the impact of his message on Indiana.	• Book discussion • Reader's response • Diary entry	• Civil Rights • Discrimination • Segregation • Integrate • Korean War • Vietnam War • Cold War • Life sciences	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORICAL KNOWLEDGE					
Chronological Thinking, Historical Comprehension, Alaysis and Interpretation, and Research • Historical Narratives • Primary Source • Secondary Source	**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)	• Use primary and secondary sources to create a narrative about a historical event in Indiana. • Define primary and secondary sources. • Identify sources as primary or secondary.	• Research • Graphic organizer • Short essay	• Primary source • Secondary source	ADDITIONAL
• Indiana Artists and Writers	**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	• Research the contribution of Indiana's most notable artists and writers. • Discuss the artistic contributions of notable Hoosiers.	• Graphic organizer • Research paper • Role play videos • Art project	• Artist • Author • Contribution	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CIVICS AND GOVERNMENT					
Role of Citizens • State Government • Voting Rights	**4.2.5** Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	• List ways that Indiana citizens can become involved in state government. • Analyze the right and responsibilities of Hoosiers to vote. • Given various scenarios, describe how a productive citizen could respond.	• Mock election • Class discussion	• Vote • Democracy	IMPORTANT
• Civic Virtues • Self-discipline • Self-governance	**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	• Identify and describe the civic virtues that allow for a healthy democracy: – self-discipline – self-governance – civility – honesty – respect for the law – courage – compassion – patriotism – fairness • Discuss examples of civic virtues from current events.	• Reader's response • Community service project	• Civic virtue • Diversity • Common good	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CIVICS AND GOVERNMENT					
• Public Issue • Editorial	**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.	• Debate a position on a public issue from Indiana's past or present. • Validate a position with newspapers, websites, research, etc. • Create an editorial related to Indiana's environment.	• Class discussion • Research project • Class debate • Editorial	• Public Issue • Editorial • Media	ADDITIONAL
ECONOMICS					
• Goods • Services	**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	• Define goods and services • List goods and services produced in Indiana - past and present.	• Class discussion • Quiz	• Articles of trade • Goods • Services	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ECONOMICS					
• Supply • Demand	**4.4.4** Explain that prices change as a result of changes in supply* and demand* for specific products *** supply**: what producers are willing and able to sell at various prices *** demand**: what consumers are willing and able to buy at various prices	• Define supply and demand. • Describe the relationship between supply and demand and its impact on prices. • Compare and contrast supply and demand. • Give examples of various products that have high and low supply and demand.	• Quiz − BrainPOP: *Supply & Demand* • Worksheet	• Supply • Demand • Consumer • Producer	IMPORTANT
• Money • Trade	**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	• Define money as a means of trade. • Classify items that have been used as trade value in Indiana in the past.	• Venn diagram • Class discussion • Quiz − BrainPOP: *Money*	• Fair trade • Currency	IMPORTANT
• Goods • Services • Tax Revenue	**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.	• List examples of how state and local taxes are used to pay for goods and services. • Define taxes and tax revenue.	• Quiz − BrainPOP: *Taxes*	• Goods • Service • Tax • Tax revenue	CRITICAL
• Savings Plan • Budget	**4.4.10** Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.	• Demonstrate how a budget and savings plan can advocate for a future purchase.	• Create a sample budget	• Savings plan • Budget • Incentive	CRITICAL