

KENTUCKY

Kindergarten

Reading and Writing

RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Social Studies

K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.

K.E.KE.1 Explain how various jobs affect communities.

K.G.MM.1 Identify why and how people and goods move to and within communities.

K.G.HE.1 Identify ways humans interact with their environment.

K.G.KGE.1 Identify physical and environmental characteristics of communities.

K.H.CH.1 Identify and describe how communities change over time.

K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.

K.H.KH.1 Compare life in the past to life today in communities.

K.I.Q.1 Ask compelling questions about their community.

Science

PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion.

PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly.

ETS1.A: Defining Engineering Problems A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.

LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.

ESS2.E: Biogeology Plants and animals can change their environment.

ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things

ESS3.A: Natural Resources Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

First Grade

Reading and Writing

RF.1.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.1.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.

RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.

RI.1.3 With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.

RI.1.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

C.1.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

Social Studies

1.I.Q.1 Ask compelling questions about communities in Kentucky.

1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.

1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

1.G.MM.1 Explain why and how people and goods move to and within communities.

1.G.HE.1 Describe ways people modify their environment.

1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.

1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.

Science

PS4.C: Information Technologies and Instrumentation People also use a variety of devices to communicate (send and receive information) over long distances.

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ESS1.B: Earth and the Solar System Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Second Grade

Reading and Writing

RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.

Social Studies

2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.

2.G.MM.1 Explain patterns of human settlement in North America.

2.G.HE.1 Explain the ways human activities impact the physical environment of North America.

2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.

2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.

2.H.KH.1 Explain how events in North America impacted Kentucky.

2.I.Q.1 Ask compelling questions about communities found in North America.

2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.

Science

PS1.B: Chemical Reactions Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water

ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.

ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land.

ETS1.C: Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

ESS2.C: The Roles of Water in Earth's Surface Processes Water is found in oceans, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

Third Grade

Reading and Writing

RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.

RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Social Studies

3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.

3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.

3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.

Science

LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and changes in those habitats affect the organisms living there.

ESS2.D: Weather and Climate Scientists record patterns of weather across different times and areas so that they can make predictions about what kind of weather might happen next.

ESS2.D: Weather and Climate Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years

ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Fourth Grade

Reading and Writing

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

Social Studies

4.E.ST.1 Explain how trade leads to increasing economic interdependence.

4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.

4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.

4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.

4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.

4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

Science

PS3.A: Definitions of Energy The faster a given object is moving, the more energy it possesses.

PS3.B: Conservation of Energy and Energy Transfer Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. Light also transfers energy from place to place. Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The

currents may have been produced to begin with by transforming the energy of motion into electrical energy.

PS3.D: Energy in Chemical Processes and Everyday Life The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.

Fifth Grade

Reading and Writing

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Social Studies

5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.

5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.

5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.

Science

ESS2.A: Earth Materials and Systems Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

ESS3.A: Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

PS1.A: Structure and Properties of Matter The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. PS1.B: Chemical Reactions No

matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)

ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, oceans, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Sixth Grade

Social Studies

6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.

6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.

6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.

6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.

6.E.IC.1 Analyze the economic choices of individuals, societies and governments.

6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.

Science

ESS2.C: The Roles of Water in Earth's Surface Processes Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. Global movements of water and its changes in form are propelled by sunlight and gravity.

ESS2.C: The Roles of Water in Earth's Surface Processes The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. ESS2.D: Weather and Climate Because these patterns are so complex, weather can only be predicted probabilistically.

Seventh Grade

Social Studies

7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Science

PS3.A: Definitions of Energy Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

PS3.A: Definitions of Energy Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

PS3.B: Conservation of Energy and Energy Transfer Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

PS3.B: Conservation of Energy and Energy Transfer When the motion energy of an object changes, there is inevitably some other change in energy at the same time

Eighth Grade

Social Studies

8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.

8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.

8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.

8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War.

8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

Science

ESS3.A: Natural Resources Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

ESS3.B: Natural Hazards Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.

ESS3.C: Human Impacts on Earth Systems Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

ETS1.A: Defining and Delimiting Engineering Problems The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

High School

Social Studies

HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.

HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.

HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.

HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.

HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.

HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.

HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.

HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.

HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.

HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.

HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.

Science

PS2.A: Forces and Motion Newton's second law accurately predicts changes in the motion of macroscopic objects.

PS2.A: Forces and Motion Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

PS2.A: Forces and Motion If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

ETS1.A: Defining and Delimiting Engineering Problems Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

ETS1.C: Optimizing the Design Solution Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

PS3.A: Definitions of Energy Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the

system, energy is continually transferred from one object to another and between its various possible forms.

PS3.B: Conservation of Energy and Energy Transfer Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. The availability of energy limits what can occur in any system.

PS3.A: Definitions of Energy Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases, the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

PS3.A: Definitions of Energy At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

PS3.D: Energy in Chemical Processes Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment.

ETS1.A: Defining and Delimiting Engineering Problems Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

ESS3.A: Natural Resources Resource availability has guided the development of human society.

ESS3.B: Natural Hazards Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.

ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.

INDIANA

Kindergarten

Language Arts

K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.

K.RC.1 With support, ask and answer questions about main topics and key details in a text heard or read. (E)

K.RC.5 With support, retell the main idea and key details of a text.

K.RC.6 Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)

K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

K.CC.5 Follow simple two or three-step oral directions.

Social Studies

K.H.1 Compare children and families of today with those from the past. • Examples: Compare clothing, houses, and other objects.

K.E.1 Explain that people work to earn money to buy the things they want.

K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E) • Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

K.E.3 Explain why people in a community choose different jobs. • Examples: People may have different types of jobs because they like doing different things or because they are more skilled at doing one particular type of job.

First Grade

Language Arts

1.RF.8 Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.

1.RC.1 Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)

1.RC.6 Retell main ideas and key details of a text.(E)

1.RC.7 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

1.RC.9 Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

1.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.(E)

1.CC.2 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

1.CC.3 Ask and answer questions about what a speaker says to clarify something that is not understood.

Social Studies

1.H.1 Identify continuity and change between past and present in community life using primary sources. • Examples: clothing; the use of technology; methods of transportation; entertainment and customs; the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; recreation.

1.G.1 Identify the cardinal directions (i.e., north, south, east, and west) on maps and globes and at the classroom/school. (E)

1.G.4 Identify and describe physical features and human features of the local community, including home, school, and neighborhood.

Second Grade

Language Arts

2.RC.9 Describe how an author uses facts to support specific points in a text.

2.RC.11 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

2.CC.2 Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

2.CC.3 Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.CC.4 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)

Social Studies

2.H.1 Identify when the local community was established, and identify its founders and early settlers.(E)

2.H.2 Identify continuity and change between past and present community life using primary sources. • Examples: changes in architecture, business/industry, transportation,community buildings,work,use of leisure time.

2.H.4 Identify and describe community celebrations,symbols,and traditions,and explain why they are important. • Examples: local and regional festivals,city flags and seals,community mottos.

2.G.3 Compare neighborhoods in your community/region, and explain how physical features of the community affect people living there.(E) • Examples: Lakes and rivers may affect the types of work and transportation done in a community.

Third Grade

Language Arts

3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.

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

3.RC.9 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

3.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)

3.CC.6 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

Social Studies

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

3.H.3 Describe the role of the local community and other communities in the development of the state's regions. • Examples :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.

3.H.4 Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.(E) • Examples: Developments in transportation, such as the building of canals, roads and railroads,connected communities and caused changes in population or industry.

3.H.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts,and architecture. • Examples: libraries ,museums,county historians, chambers of commerce, websites, digital newspapers, archives.

3.G.5 Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region. • Examples: States that have a coastline with 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.

Fourth Grade

Language Arts

4.RF.3 Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.

4.RC.6 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RC.10 Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)

4.CC.2 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (E)

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

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

Social Studies

4.H.7 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; the start of Eli Lilly's pharmaceutical business.

4.H.10 Describe the transformation of Indiana through immigration and developments in agriculture, industry, and transportation. • Examples: The impact of improved farming methods on Indian 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, the immigrant influence on cities and coal mining regions of the state.

4.G.6 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, bodies of water.

4.G.7 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. (E) • Examples: Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.

4.G.9 Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.

Fifth Grade

Language Arts

5.RF.2 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.

5.RC.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)

5.RC.6 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)

5.RC.7 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RC.11 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)

Social Studies

5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) • Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.

5.G.5 Identify major sources of accessible freshwater, and describe the impact of access on local and regional communities.

Sixth Grade

Language Arts

6.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

6.RC.5 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

6.RC.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

6.RC.9 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.

6.RC.10 Use context to determine or clarify the meaning of words and phrases.

6.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

6.CC.2 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

Social Studies

6.H.12 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

6.H.13 Discuss the benefits and challenges related to the development of a highly technological society. • Examples: atomic energy, computers, and environmental change.

6.H.15 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

Seventh Grade

Language Arts

7.RC.1 Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)

7.RC.10 Use context to determine or clarify the meaning of words and phrases.

7.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

7.CC.2 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (E)

7.CC.3

Acknowledge new information expressed by others, and consider it in relation to one's own views. (E)

7.CC.4 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.

Social Studies

7.H.6 Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific, and analyze the impact slavery had on different civilizations.

Eighth Grade

Language Arts

8.RC.8 Use context to determine or clarify the meaning of words and phrases.

8.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

8.CC.2 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)

Social Studies

8.H.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities, the growth of industry in the North, and the growing dependence on slavery and the production of cotton in the South, causing early sectionalism in America.

8.H.17 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

8.H.19 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). (E)

8.G.2 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

8.G.5 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed, and describe the impacts that resulted.

8.G.6 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. (E)

8.E.3 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries. (E)

8.E.5 Explain and evaluate examples of domestic and international interdependence throughout United States history.

Ninth Grade - Tenth Grade

Language Arts

9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.

9-10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

9-10.CC.7 Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.

Eleventh Grade - Twelfth Grade

Language Arts

11-12.CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

11-12.CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)

High School

Geography & History of the World

GHW.3.2 Identify and describe the push-pull factors that resulted in the migration of human population over time, and detect changes in these factors. (E)

GHW.5.1 Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

GHW.8.3 Analyze the impact of changing global patterns of trade and commerce on the state and local community, and predict the impact of these patterns in the future.

United States History

USH.2.1 Explain the causes and consequences of the Industrial Revolution.

USH.2.4 Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.

USH.4.3 Identify technological developments during the 1920s and explain their impact on rural and urban Americans.

USH.10.1 Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.

USH.10.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

USH.10.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.