

<p><b>Quarter 1</b></p>	<p><b>History and Geography:</b></p>
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>August 22, 2012 Through September 7, 2012</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p>
	<p><i>History:</i></p> <p><b>4.1.15</b> -Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <p><i>Geography:</i></p> <p><b>4.3.1</b> -The World in Spatial Terms: Use latitude and longitude to identify physical and human features of Indiana. Example: Transportation routes and major bodies of water (lakes and rivers)</p> <p><b>4.3.2</b>- The World in Spatial Terms: Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.</p> <p><b>4.3.3</b> - Places and Regions: 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, and place these on a blank map of the state.</p> <p><b>4.3.4</b>- Places and Regions: Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Example: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands</p> <p><b>4.3.5</b>-Physical Systems: Explain how glaciers shaped Indiana's landscape and environment.</p> <p><b>4.3.6</b>- Physical Systems: Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p>
	<p><b>Instructional Strategies/Suggestions</b></p>
	<p><b>Assessments</b></p>
<p><b>Websites</b></p>	<p><b>Unit 1- Intro- lesson 2:Indiana Social Studies Indiana History text book</b></p>

Quarter 1	Civics and Government and Geography:
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>September 10, 2012 through September 28, 2012</b></p>	
	<b>Indicators which are addressed (not necessarily assessed)</b>
	<p><i>Civics and Government</i></p> <p><b>4.2.5-</b> Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy. Example: 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><i>Geography:</i></p> <p><b>4.3.4 -</b>Places and Regions : Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Example: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands</p> <p><b>4.3.6-</b> Physical Systems: Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p><b>4.3.7-</b> Physical Systems: Explain the effect of the Earth/sun relationship on the climate of Indiana. Example: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</p> <p><b>4.3.8-</b>Physical Systems: Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Example: Forest growth and transportation routes</p> <p><b>4.3.9-</b> Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p>

	<b>4.3.12-</b> Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past.
<b>Instructional Strategies/Suggestions</b>	
<b>Assessments</b>	
<b>Websites</b>	
<b>Notes</b>	<b>Unit 1- Lesson 3-4:Indiana Social Studies Indiana History text book</b>

Quarter 1	History, Civics and Government and Geography:
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>October 1, 2012 through October 19, 2012</b></p>	<b>Indicators which are addressed (not necessarily assessed)</b>
	<p><i>History:</i></p> <p><b>4.1.11-</b> Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century. Example: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II</p> <p><b>4.1.13-</b> Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present. Example: 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><b>4.1.18-</b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</p> <p><i>Civics and Government:</i></p> <p><b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy. Example: 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><i>Geography:</i></p> <p><b>4.3.10-</b> Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. Example: Use the U.S. Census Bureau Web site, digital map sites and software to create a map showing ethnic population distribution in Indiana.</p> <p><b>4.3.12-</b>Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past.</p>

<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 1- Lesson 5-6 Indiana Social Studies Indiana History text book</b></p>

Quarter 2	History, Geography, and Economics
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;">October 22, 2012 through November 9, 2012</p>	
	<p style="text-align: center;">Indicators which are addressed (not necessarily assessed)</p> <p><i>History:</i></p> <p><b>4.1.1-</b> Native American Indians and the Arrival of Europeans to 1770. Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans. Example: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures</p> <p><b>4.1.2-</b> Native American Indians and the Arrival of Europeans to 1770. 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. Example: Miami, Shawnee, Potawatomi and Lenape (Delaware)</p> <p><b>4.1.3-</b>The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. Example: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p> <p><b>4.1.4-</b> The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Example: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government</p> <p><b>4.1.6-</b>Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana. Example: 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><b><i>Geography:</i></b></p> <p><b>4.3.5-Physical Systems:</b> Explain how glaciers shaped Indiana's landscape and environment.</p> <p><b>4.3.8- Physical Systems:</b> Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Example: Forest growth and transportation routes</p> <p><b>4.3.9- Human Systems:</b> Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p> <p><b><i>Economics:</i></b></p> <p><b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p><b>4.4.3-</b> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>
<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 2- Intro- Lesson 2 Indiana Social Studies Indiana History text book</b></p>

Quarter 2	History, Geography, and Economics
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>November 12, 2012 through November 30, 2012</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b></p> <p><b>4.1.2-</b> Native American Indians and the Arrival of Europeans to 1770. 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. Example: Miami, Shawnee, Potawatomi and Lenape (Delaware)</p> <p><b>4.1.3-</b> The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. Example: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p> <p><b>4.1.6-</b> Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana. Example: 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><b>Geography:</b></p> <p><b>4.3.11-</b> Environment and Society: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p> <p><b>4.3.12-</b> Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past.</p> <p><b>Economics:</b></p> <p><b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p><b>4.4.3-</b> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>

<b>Instructional Strategies/Suggestions</b>	
<b>Assessments</b>	
<b>Websites</b>	
<b>Notes</b>	<b>Unit 2 Lesson 3-4 Indiana Social Studies Indiana History text book</b>

<b>Quarter 2</b>	<b>History, Civics and Government, and Geography</b>
<p style="font-size: 2em; margin: 0;"><b>C</b></p> <p style="margin: 0;"><b>December 3, 2012 through December 21, 2012</b></p>	
	<p><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b></p> <p><i>4.1.3-</i> The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. Example: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p> <p><i>4.1.4-</i> The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Example: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government</p> <p><i>4.1.5-</i> Statehood: 1816 to 1851. Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.</p> <p><i>4.1.6-</i> Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana. Example: 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><i>4.1.15-</i> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. Example: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p> <p><i>4.1.17-</i> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. Example: 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>

	<p><b>Civics and Government:</b></p> <p><b>4.2.1-</b> Foundations of Government: Explain the major purposes of Indiana's Constitution as stated in the Preamble.</p> <p><b>4.2.2-</b> Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).</p> <p><b>4.2.5-</b> Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy. Example: 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><b>Geography:</b></p> <p><b>4.3.8-</b> Physical Systems: Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Example: Forest growth and transportation routes</p> <p><b>4.3.9-</b> Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p>
	<b>Resources</b>
<b>Instructional Strategies/Suggestions</b>	
<b>Assessments</b>	
<b>Websites</b>	
<b>Notes</b>	<b>Unit 2 Lesson 5-6 Indiana Social Studies Indiana History text book</b>

Quarter 3	History, Civics and Government, Geography, and Economics
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>January 7, 2013 through January 25, 2013</b></p> <p style="text-align: center;"><b>Parent Teacher Conference</b></p> <p style="text-align: center;"><b>MLK Day</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b></p> <p><i>4.1.5-</i> Statehood: 1816 to 1851. Identify the causes of removal of Native American Indian groups in the state and their resettlement during the 1830s.</p> <p><i>4.1.6-</i> Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana.</p> <p><i>4.1.7-</i> The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.</p> <p><i>4.1.8-</i> The Civil War Era and Later Development: 1850 to 1900. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p><i>4.1.9-</i> The Civil War Era and Later Development: 1850 to 1900. Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</p> <p><i>4.1.11-</i> Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p> <p><i>4.1.12-</i> Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</p> <p><i>4.1.13-</i> Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><i>4.1.15-</i> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <p><i>4.1.16-</i> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.</p>

	<p><b>Civics and Government:</b></p> <p><b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy.                  Example: 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><b>Geography:</b></p> <p><b>4.3.8-</b> Physical Systems: Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.                  Example: Forest growth and transportation routes</p> <p><b>4.3.9-</b> Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p> <p><b>4.3.10-</b> Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana</p> <p><b>4.3.12-</b> Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past.</p> <p><b>Economics:</b></p> <p><b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>
	<b>Resources</b>
<b>Instructional Strategies/Suggestions</b>	
<b>Assessments</b>	
<b>Websites</b>	
<b>Notes</b>	<b>Unit 3: Intro – Lesson 2 Indiana Social Studies Indiana History text book</b>

Quarter 3	History, Geography, and Economics
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>January 28, 2013 through February 15, 2013</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b></p> <p><b>4.1.6-</b> Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana.</p> <p><b>4.1.7-</b> The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.</p> <p><b>4.1.9-</b> The Civil War Era and Later Development: 1850 to 1900. Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</p> <p><b>4.1.10-</b> Growth and Development: 1900 to 1950. Describe the participation of Indiana citizens in World War I and World War II. Example: Homefront 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</p> <p><b>4.1.11-</b> Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p> <p><b>4.1.12-</b> Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</p> <p><b>Geography:</b></p> <p><b>4.3.9-</b> Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p> <p><b>4.3.10-</b> Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana</p> <p><b>Economics:</b></p> <p><b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>

	<p><b>4.4.2-</b> Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.                  Example: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <p><b>4.4.7-</b> Identify entrepreneurs who have influenced Indiana and the local community.                  Example: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster</p>
	<p><b>Resources</b></p>
<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 3: Lesson 3-5 Indiana Social Studies Indiana History text book</b></p>

Quarter 3	History, Geography, and Economics
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>February 19, 2013 through March 15, 2013</b></p> <p style="text-align: center;"><b>ISTEP APPLIED SKILLS</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b>  <b>4.1.13-</b> Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.  <b>4.1.14-</b> Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.                      Example: 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.  <b>4.1.18-</b> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</p> <p><b>Civics and Government:</b>  <b>4.2.2-</b> Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).  <b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy.                      Example: 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><b>Economics:</b>  <b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.  <b>4.4.2-</b> Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.                      Example: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p>

	<p><b>4.4.3-</b> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>
	<p><b>Resources</b></p>
<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 3: Lesson 6-7 Indiana Social Studies Indiana History text book</b></p>

Quarter 4	History and Economics
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>March 18, 2013 through April 12, 2013</b></p> <p style="text-align: center;"><b>Spring Break</b></p>	
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p> <p><b>History:</b></p> <p><b>4.1.12-</b> Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</p> <p><b>4.1.13-</b> Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><b>4.1.14-</b> Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections. Example: 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><b>4.1.15-</b> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <p><b>Economics:</b></p> <p><b>4.4.1-</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p><b>4.4.2-</b> Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years. Example: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <p><b>4.4.3-</b> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p> <p><b>4.4.5-</b> Describe Indiana's emerging global connections. Example: Identify international companies in Indiana, such as Toyota, Daimler Chrysler and Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p>

	<p><b>4.4.7-</b> Identify entrepreneurs who have influenced Indiana and the local community. Example: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster</p> <p><b>4.4.8-</b> Define profit and describe how profit is an incentive for entrepreneurs.</p> <p><b>4.4.10-</b> Explain how people save, and develop a savings plan in order to make a future purchase</p>
	<p><b>Resources</b></p>
<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 4: Intro – Lesson 2 Indiana Social Studies Indiana History text book</b></p>

<b>Quarter 4</b>	<b>History, Civics and Government, and Economics</b>
<p><b>B</b></p> <p><b>April 15, 2013 through May 10, 2013</b></p> <p><b>ISTEP MULTIPLE CHOICE</b></p>	
	<b>Indicators which are addressed (not necessarily assessed)</b>
	<p><b>History:</b></p> <p><i>4.1.13-</i> Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><i>4.1.14-</i> Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections. Example: 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><b>Civics and Government:</b></p> <p><i>4.2.1-</i> Foundations of Government: Explain the major purposes of Indiana's Constitution as stated in the Preamble.</p> <p><i>4.2.2-</i> Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).</p> <p><i>4.2.3-</i> Functions of Government: Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.</p> <p><i>4.2.4-</i> Functions of Government: Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. Example: Governor, lieutenant governor, chief justice, state senators and state representatives.</p> <p><i>4.2.5-</i> Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>Economics:</b></p> <p><i>4.4.1-</i> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p><i>4.4.3-</i> Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade</p>

	<p>in different time periods.</p> <p><b>4.4.5-</b> Describe Indiana's emerging global connections.                  Example: Identify international companies in Indiana, such as Toyota, Daimler Chrysler and Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p>
	<p><b>Resources</b></p>
<p><b>Instructional Strategies/Suggestions</b></p>	
<p><b>Assessments</b></p>	
<p><b>Websites</b></p>	
<p><b>Notes</b></p>	<p><b>Unit 4: Lesson 3-4 Indiana Social Studies Indiana History text book</b></p>

Quarter 4	Civics and Government
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>May 13, 2013 through May 31, 2013</b></p>	
	<b>Indicators which are addressed (not necessarily assessed)</b>
	<p><b>Civics and Government:</b></p> <p><b>4.2.1-</b> Foundations of Government: Explain the major purposes of Indiana's Constitution as stated in the Preamble.</p> <p><b>4.2.2-</b> Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).</p> <p><b>4.2.3-</b> Functions of Government: Identify and explain the major responsibilities of the legislative, executive and judicial branches of state government as written in the Indiana Constitution.</p> <p><b>4.2.4-</b> Functions of Government: Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. Example: Governor, lieutenant governor, chief justice, state senators and state representatives.</p> <p><b>4.2.5-</b> Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>4.2.6-</b> Roles of Citizens: Define and provide examples of civic virtues in a democracy. Example: 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><b>4.2.7-</b> Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. Example: 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.</p>
	<p><b>Resources</b></p>
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>	
<p style="text-align: center;"><b>Assessments</b></p>	
<p style="text-align: center;"><b>Websites</b></p>	

<b>Note</b>	<b>Unit 4: Lesson 5-6 Indiana Social Studies Indiana History text book</b>
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