

**Colonial Life for Children: William Penn & Pennsylvania [K6626]
correlated to the Indiana Social Studies Standards**

Give examples and explore patterns of how the community's geographic location affects the way people live.

GRADE THREE : Focus: The Local Community and Communities Around the World : Through learning experiences, third-grade students should gain knowledge and process information about their local community from a variety of resources. They should identify important historical events, places, and persons from the past and make connections with their present community. Third-grade students should explore their own community, including its geographic location, human and material resources, major work and services, and basic beliefs and values. Students should begin to understand other communities in the state and the world through simple comparative studies. For third-graders, the study of history should emphasize continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, study trips, and the construction of simple maps and charts. Through group work and projects, students should increase communication and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: using cardinal and intermediate directions and common map symbols; locating their community, major land and water forms, and reference points on maps and globes; making simple generalizations about change (past and future) and the influence of geographical location; giving examples of the role of work, and how people make choices about economic wants and needs; giving examples of the diversity of goods and services; exploring the heritage of their own and selected communities; and demonstrating responsible decision-making and citizenship skills. : **GEOGRAPHIC RELATIONSHIPS** : Show how the geographical location of the community relates to the state and the nation.

Grade Level Suggested: 3

Discuss the relationship of a current event or problem to the present, past, and future.

GRADE THREE : Focus: The Local Community and Communities Around the World : Through learning experiences, third-grade students should gain knowledge and process information about their local community from a variety of resources. They should identify important historical events, places, and persons from the past and make connections with their present community. Third-grade students should explore their own community, including its geographic location, human and material resources, major work and services, and basic beliefs and values. Students should begin to understand other communities in the state and the world through simple comparative studies. For third-graders, the study of history should emphasize continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, study trips, and the construction of simple maps and charts. Through group work and projects, students should increase communication and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: using cardinal and intermediate directions and common map symbols; locating their community, major land and water forms, and reference points on maps and globes; making simple generalizations about change (past and future) and the influence of geographical location; giving examples of the role of work, and how people make choices about economic wants and needs; giving examples of the diversity of goods and services; exploring the heritage of their own and selected communities; and demonstrating responsible decision-making and citizenship skills. : **CURRENT EVENTS** : Identify significant current events that influence life in the community.

Grade Level Suggested: 3

Trace the events that led to the establishment of the United States.

GRADE FIVE : Focus: The United States : Through learning experiences at the fifth-grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in and ability to gather and organize data should enable them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth-grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how to" demonstrations. Their natural interest in science, biography, and travel set the stage for experiences involving maps, memorabilia, collections, simulations, educational games, group planned projects, first-person presentations, and school/community experiences. Fifth-graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts. In activities, emphasis should be placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology, and electronic and print media. Students should also be able to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Additional proficiencies to be taught include: analyzing maps, globes, and graphic organizers; creating and interpreting charts and graphs; identifying relationships; debating issues; posing alternative actions; and developing thinking and independent study skills. : **HISTORICAL PERSPECTIVES** : Describe the historical movements which influenced the development of the United States.

Grade Level Suggested: 5

Hypothesize about the reasons for the locations of specific places (e.g., near a body of water, unique landform, transportation route, natural resources, source of power, etc.).

GRADE FIVE : Focus: The United States : Through learning experiences at the fifth-grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in and ability to gather and organize data should enable them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth-grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how to" demonstrations. Their natural interest in science, biography, and travel set the stage for experiences involving maps, memorabilia, collections, simulations, educational games, group planned projects, first-person presentations, and school/community experiences. Fifth-graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts. In activities, emphasis should be placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology, and electronic and print media. Students should also be able to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Additional proficiencies to be taught include: analyzing maps, globes, and graphic organizers; creating and interpreting charts and graphs; identifying relationships; debating issues; posing alternative actions; and developing thinking and independent study skills. : **GEOGRAPHIC RELATIONSHIPS** : Identify the physical and cultural characteristics of the United States and describe their relationships to geographic regions of the world.

Grade Level Suggested: 5

**Colonial Life for Children: William Penn & Pennsylvania [K6626]
correlated to the Indiana Social Studies Standards**

Explain how diverse beliefs led to the colonization of the United States.

GRADE FIVE : Focus: The United States : Through learning experiences at the fifth-grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in and ability to gather and organize data should enable them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth-grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how to" demonstrations. Their natural interest in science, biography, and travel set the stage for experiences involving maps, memorabilia, collections, simulations, educational games, group planned projects, first-person presentations, and school/community experiences. Fifth-graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts. In activities, emphasis should be placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology, and electronic and print media. Students should also be able to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Additional proficiencies to be taught include: analyzing maps, globes, and graphic organizers; creating and interpreting charts and graphs; identifying relationships; debating issues; posing alternative actions; and developing thinking and independent study skills. : CIVIC IDEALS AND PRACTICE : Develop a commitment to the democratic principles that led to the development of the United States as a nation through practice of citizenship skills in the school community.

Grade Level Suggested: 5

Develop an understanding of and respect for societal and individual differences.

GRADE SIX : Focus: Global Studies - Western Cultures : In the sixth grade, students should compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on Europe; North, South, and Central America; the Caribbean Region; and Antarctica. Instructional programs for sixth-grade students should include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills should include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. The term Western World includes: Europe North America South America Central America The Caribbean Region Antarctica : INDIVIDUALS AND SOCIETY : Using societies of the Western World as a context, develop an understanding of the relationship between individual and group behavior.

Grade Level Suggested: 6
