



## TEACHER RESOURCE

# Indiana Academic Standards Connections

## National History Day in Indiana

### Youth I Division (Grade 4)

*as of January 2010*

**Academic standards connections are based on the Indiana Department of Education Academic Standards as of January 2010.**

Depending on teachers' requirements for students and students' topic selections, NHDI can match many Social Studies and English/Language Arts Writing standards.

The following standards are endemic to all NHDI projects (assuming students select topics relevant to class—e.g. Indiana history for fourth grade students, etc.):

Social Studies 4.1.16—Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.

Social Studies 4.1.17—Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

English/Language Arts 4.2.2—Use appropriate strategies when reading for different purposes.

English/Language Arts 4.2.3—Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

English/Language Arts 4.2.4—Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

English/Language Arts 4.2.5—Compare and contrast information on the same topic after reading several passages or articles.

English/Language Arts 4.2.6—Distinguish between cause and effect and between fact and opinion in informational text.

English/Language Arts 4.2.8—Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

English/Language Arts 4.2.9—Recognize main ideas and supporting details presented in expository (informational texts).

English/Language Arts 4.4—Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

English/Language Arts 4.4.1—Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

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English/Language Arts 4.4.5—Quote or paraphrase information sources, citing them appropriately.

English/Language Arts 4.4.7—Use multiple reference materials and online information (the Internet) as aids to writing.

English/Language Arts 4.4.8—Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

English/Language Arts 4.4.9—Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

English/Language Arts 4.5.3—Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- Includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- Demonstrates that information that has been gathered has been summarized.
- Organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

English/Language Arts 4.6.6—Use underlining, quotation marks, or italics to identify titles of documents.

- When writing by hand or by computer, use quotation marks to identify titles of articles, short stories, poems, or chapters of books.
- When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.

English/Language Arts 4.6.7—Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Career Planning and Success Skills 1.1.1—Demonstrate effective study skills.

Career Planning and Success Skills 1.1.2—Utilize appropriate time management and organization techniques.

Career Planning and Success Skills 4.1.8—Demonstrate appropriate interviewing techniques (attire, response to questions, etc.).

Career Planning and Success Skills 5.5.3—Demonstrate appropriate interpersonal skills when dealing with others.

Career Planning and Success Skills 5.5.4—Express thoughts and ideas clearly using various forms of communication.

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 2.1.3—Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author’s credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

Digital Communication Tools 1.1—Students develop computer literacy.

Digital Communication Tools 1.1.1—Identify and operate equipment, including startup and exit procedures.

Digital Communication Tools 3.1.3—Avoid inappropriate and biased language.

Digital Communication Tools 3.1.5—Evaluate resources based on their origin to determine bias and integrity of information.

Digital Communication Tools 3.1.6—Address ethical issues regarding intellectual property and dissemination of electronically generated information.

Digital Communication Tools 3.1.7—Apply appropriate copyright laws involved in gathering, displaying, and interpreting data.

Digital Communication Tools 3.2.2—Review and apply grammatical rules for number usage, capitalization, punctuation, and abbreviations.

Digital Communication Tools 3.2.3—Proofread and edit documents for meaning and readability.

Digital Communication Tools 3.2.4—Evaluate documents for content appropriateness and effectiveness of communication.

Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

The following standards may or may not be relevant depending on teachers’ requirements, design of project, and/or project category (e.g. required timelines or maps, paper, documentary, etc.):

## Media Presentations

Computer Applications 1.1—Students demonstrate a comprehensive understanding of interactivity and operation of technology systems.

Computer Applications 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to compare any given task including academic work, i.e. scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications 1.1.2—Select appropriate software for the support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications 1.1.3—Use the operating system to save files to a hard drive, other drives, and/or a server.

Computer Applications 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications 1.1.5—Compare and contrast the functional relationship between basic hardware and software systems and their components.

Computer Applications 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications 1.1.10—Use the operating system with application software i.e. database, spreadsheet, word processing, presentation, desktop publishing software to import images, text, and video/sound.

Computer Applications 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications 2.1.1—Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy.

Computer Applications 2.1.2—Demonstrate the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.)

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, hand-writing recognition and keying. (Documentaries and Web: video input, audio input, digital photography).

Computer Applications 3.1.2—Demonstrate appropriate handling and use of supplies and equipment.

Computer Applications 3.1.3—Apply appropriate use of editing tools, i.e., spell check, thesaurus, find and replace, grammar, and hyphenation. (Documentaries and Web: video editing, audio editing).

Computer Applications 3.1.6—Demonstrate time-management to complete tasks in allotted time.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to complete any given task in-

cluding academic work, i.e., scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications, Advanced 1.1.2—Select appropriate software for support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications, Advanced 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications, Advanced 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications, Advanced 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications, Advanced 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications, Advanced 2.1.1—Practice respectful and responsible use of technology through abiding by professional practices.

Computer Applications, Advanced 2.1.2—Apply the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.).

Computer Applications, Advanced 2.1.3—Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, hand-writing recognition, and keying.

Computer Applications, Advanced 3.1.2—Apply appropriate handling and use of supplies and equipment.

Computer Applications, Advanced 3.1.3—Apply appropriate use of editing tools to meet industry standards.

Computer Applications, Advanced 3.1.4—Design hyperlinks between files, sections, programs, and web pages.

Computer Applications, Advanced 3.1.7—Integrate different file types.

Computer Applications, Advanced 3.5.2—Apply advanced presentation software skills by creating, access/retrieving, saving, and printing files.

Computer Applications, Advanced 3.5.6—Create a presentation with video, embedded objects, specialized features i.e. action buttons, links, hyperlinks, record narration, on-line broadcast, and create a design template.

Computer Applications, Advanced 3.5.9—Create a stand-alone version for a CD/DVD (package for CD/DVD).

Computer Applications, Advanced 3.6.1—Demonstrate the ability to select appropriate software for completing a variety of projects.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

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Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

Digital Communication Tools 8.1.1—Import images and documents from various input devices.

Digital Communication Tools 8.1.2—Determine appropriate file format used for images (GIF, PDF, video, etc.) based on their intended use.

## **Performances**

Fine Arts: Theatre 4.1.1—Explore the unique way theatre can be used to understand the history of Indiana and its people.

Fine Arts: Theatre 4.1.3—Examine the value of theatre as a means of integrating history and culture.

Fine Arts: Theatre 4.2.3—View examples of Indiana history and culture in performance.

Fine Arts: Theatre 4.3.1—Discuss and classify character, plot, theme, and setting in stories.

Fine Arts: Theatre 4.3.2—Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Fine Arts: Theatre 4.6.3—Investigate and create characters and plots from a variety of resources.

Fine Arts: Theatre 4.11—Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.