



TEACHER RESOURCE

Indiana Academic Standards Connections

National History Day in Indiana

Youth II Division (Grade 5)

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. American history for fifth grade, etc.):

Social Studies 5.1.18—Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Social Studies 5.1.19—Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

English/Language Arts 5.2.2—Analyze text that is organized in sequential or chronological order.

English/Language Arts 5.2.3—Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

English/Language Arts 5.2.4—Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

English/Language Arts 5.2.5—Distinguish among facts, supported inferences, evidence, and opinions in text.

English/Language Arts 5.4—Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

English/Language Arts 5.4.1—Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

English/Language Arts 5.4.4—Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.

English/Language Arts 5.4.5—Use note-taking skills when completing research for writing.

English/Language Arts 5.4.8—Review, evaluate, and revise writing for meaning and clarity.

English/Language Arts 5.5.2—Write responses to literature that:

- Demonstrate an understanding of literary work.

This is a publication of the Indiana Historical Society, Eugene and Marilyn Glick Indiana History Center, 450 West Ohio Street, Indianapolis, IN 46202-3269 USA. The *IHS Indiana Academic Standards Connections for National History Day in Indiana Youth II Division* is available online at <http://www.indianahistory.org>.

- Support statements with evidence from the text.
- Develop interpretations that exhibit careful reading and understanding.

English/Language Arts 5.5.3—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:

- Uses 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 and sequencing.

English/Language Arts 5.6.5—Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, past, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semicolons and commas for transitions (Time is short; however, we will still get the job done.).

English/Language Arts 5.6.6—Capitalization: Use correct capitalization.

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.):

Documentaries and Web Sites

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 3.1.5—Apply use of hyperlinking, i.e. files, sections, and the web.

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 including 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.

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 appro-

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.

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 5.1.3—Examine the value of theatre as a means of integrating history and culture.

Fine Arts: Theatre 5.3.1—Classify and explain character, plot, theme, and setting in various stories.

Fine Arts: Theatre 5.6.2—Investigate and create characters and plots from a variety of resources.

Fine Arts: Theatre 5.11—Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.