

Traveler's Dream Educational Programs: Connecting to the Indiana Curriculum Standards

Social Studies

The programs relate directly to many standards within the Social Studies curriculum: History (local, Midwest, United States), Geography, Economics, and Individuals, Society, and Culture.

Music

These programs connect to the following standards:

Standard 1: Singing alone and with others

Standard 6: Listening to, analyzing, and describing music

Standard 7: Understanding the relationships between music, the other arts, and disciplines outside the arts

Standard 8: Understanding music in relation to history and culture

Standard 9: Evaluating and critiquing music and musical performances

English/Language Arts

Teachers can use the Traveler's Dreams' programs as a springboard for various writing and research assignments.

Standard 4: Writing Process

Standard 5: Writing Applications (Different Types of Writing and Their Characteristics)

Standard 7: Listening and Speaking, Comprehension

(Students are given the opportunity at the end of the program to ask questions and make comments.)

Science

Standard 4: The Living Environment

One section of the program will discuss environmental changes that occurred as Europeans and Americans settled in middle America. Newcomers brought new plants, animals, and diseases which had a profound effect on native peoples, plant life, animal life, and the functioning of entire ecosystems. Time constraints allow only a short time to cover this topic so teachers are encouraged to continue investigating these changes in class.

Meeting Grade-specific Standards

GRADE 1

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SOCIAL STUDIES

Standard 1, History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Historical Knowledge

- 1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.
Example: People today use different kinds of technology, such as computers, in comparison to the types of technology people used in the past.
- 1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.
Example: Aspects of daily life might include roles of men, women, and children, styles of dress, work within and outside the home, popular games, transportation, schooling, and manners.

Standard 5, Individuals Society, and Culture

GRADE 2

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SCIENCE

Standard 4, The Living Environment

SOCIAL STUDIES

The Local and Regional Community

Standard 1, History

Standard 3, Geography

Standard 5, Individuals, Society, and Culture

GRADE 3

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SCIENCE

Standard 4, The Living Environment

SOCIAL STUDIES

The Local Community and Communities Around the World

Standard 1, History

Standard 3, Geography

Standard 5, Individuals, Society, and Culture

GRADE 4

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SCIENCE

Standard 4, The Living Environment

SOCIAL STUDIES

Traveler's Dream's programs are particularly well-suited for Grade 4.

Indiana in the Nation and the World

Students in Grade 4 study Indiana and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the state's growth and development and principles and practices of citizenship and government in Indiana.

Standard 1, History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Standard 3, Geography

Standard 5, Individuals, Society, and Culture

GRADE 5

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SCIENCE

Standard 4, The Living Environment

SOCIAL STUDIES

The United States – The Founding of the Republic

Students in Grade 5 study the United States focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis should be placed upon study of American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic, and the beginnings of the United States.

Standard 1, History

Standard 3, Geography

Standard 4, Economics

Standard 5, Individuals, Society, and Culture

Grade 6

English/Language Arts

Standards 4, 5, and 7

Science

Standard 4 – The Living Environment

6.4.8; 6.4.9

Standard 6 – Historical Perspectives

Standard 7 – Common Themes

Social Studies

Students study the regions and countries of Europe and the Americas. The areas emphasized are Europe and North and South America

Standard 1 – History (Europe and the Americas)

Standard 3 Geography

After program, teachers could present maps showing the colonial empires of France and England. Can discuss the different settlement patterns of the French and English in America and what effect this had on social, political, economic and environmental developments.

Standard 4 - Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

How did people benefit from trade? How did trade relate to key developments in the history of Europe and the Americas?

6.4.1; 6.4.2; 6.4.5

Standard 5 – Individuals, Society, and Culture

Grade 7

English/ Language Arts

Standards 4, 5, and 7

Science

Standard 4 The Living Environment

Standard 6 – Historical Perspectives

Standard 7 – Common Themes

Social Studies not applicable - (studying Asia, Africa, Southwest Pacific)

GRADE 8

ENGLISH/LANGUAGE ARTS

Standards 4, 5, and 7

SCIENCE

Standard 4, The Living Environment

SOCIAL STUDIES

United States History – Growth and Development

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and founding era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

Standard 1, History

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 3, Geography

Standard 4, Economics

Standard 5, Individuals, Society, and Culture