

Key Standards Related to 2018-2019 Clowes Education Matinees



Table of Contents

<i>The Very Hungry Caterpillar and Other Eric Carle Favourites</i> (11/7/2018)	
<i>Rainbow Fish</i> (2/13/2019)	
<i>Diary of a Worm, a Spider, & and Fly</i> (4/9/2019)	Page 2-4
Butler Theatre: <i>The Servant of Two Masters</i> (11/2/2018)	Page 5-6
Butler Ballet: <i>The Nutcracker</i> (11/30/2018)	Page 7-8
Butler School of Music: Percussion Ensemble <i>Cool Drumming!</i> (4/17/2019)	Page 9-10
<i>We The People</i> (11/8/2018)	Page 11-13
National Geographic Live! Performances:	
<i>Ocean Soul</i> (10/25/2018)	
<i>Spinosaurus</i> (1/24/2019)	
<i>Live Trail of Big Cats</i> (4/4/2019)	Page 14-16
<i>Doktor Kaboom and the Wheel of Science</i> (12/13/2018)	Page 17-18
<i>The Magic School Bus: Lost in the Solar System</i> (1/18/2019)	Page 19-20
<i>Dr. Seuss's The Cat in the Hat</i> (2/21/2019)	
<i>Frindle</i> (3/12/2019)	
<i>Junie B. Jones</i> (4/16/2019)	
<i>Magic Tree House: Showtime with Shakespeare</i> (4/11/2019)	Page 21-22
<i>Rosie Revere, Engineer</i> (2/26/2019)	Page 23-24
<i>Black Violin</i> (3/1/2019)	Page 25-26
<i>My Heart in a Suitcase</i> (4/29/2019)	
<i>We Can Do It! American Women in History</i> (5/2/2019)	Page 27-28

The Very Hungry Caterpillar..., Rainbow Fish and Diary of a Worm, a Spider, & a Fly

Reading Literature 2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes.

Reading Literature 3: Structural Elements and Organization:

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.

Reading Literature 4: Connection of Ideas:

Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning.

Reading Vocabulary 3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses.

Speaking and Listening 3: Comprehension

Develop and apply active listening and interpretation skills using various strategies.

Life Science

K.LS.1 Describe and compare the growth and development of common living plants and animals.

K.LS.2 Describe and compare the physical features of common living plants and animals.

K.LS.3 Use observations to describe patterns of what plants and animals (including humans) need to survive.

1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.

2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

3.LS.4 Construct an argument that some animals form groups that help members survive.

4.LS.2 Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.

The Very Hungry Caterpillar..., Rainbow Fish and Diary of a Worm, a Spider, & a Fly

Visual Arts Presenting

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Visual Arts Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Anchor Standard 8: Interpret intent and meaning in artistic work.

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Anchor Standard 9: Apply criteria to evaluate artistic work.

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Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

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Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

The Very Hungry Caterpillar..., Rainbow Fish and Diary of a Worm, a Spider, & a Fly

Theatre Performing

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

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Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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The Servant of Two Masters – Butler Theatre

Reading Literature 2

Key Ideas and Textual Support: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes.

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Structural Elements and Organization: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.

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Dance Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question(s): How is a dance understood?

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question(s): How is dance interpreted?

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question(s): What criteria are used to evaluate dance?

Dance Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?

The Nutcracker – Butler Ballet

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Cool Drumming! - Butler Percussion Ensemble

Responding to Music

Standard 6: Listening to, analyzing, and describing music

5-7.6.1- Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood.

5-7.6.2- Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

5.6.3- Recognize stylistic characteristics of music from various cultures

5.6.4- Recognize the works of representative historic and contemporary composers

6.6.4- Attend and describe live musical experiences

7-8.6.4- Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods

Standard 7: Evaluating music and music performances.

5.7.4- Demonstrate appropriate behavior when performing music

6.7.2- Apply established criteria for effective performances when listening to live and recorded music

7.7.2- Listen to and compare examples of a particular style or genre using basic music terminology

Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

7-8.6.4- Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods

7.8.5- Identify music related to a contemporary event or topic such as Black History month and explore interdisciplinary connections that involve music performance, dramatization, related art, reading, writing, and other potential activities

Standard 9: Understanding music in relation to history and culture.

8.9.1- Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.

5.9.3- Recognize and experience styles and genres of American music such as blues, jazz, and musical theatre and identify their role in history and society.

5.9.5- Recognize various roles of musicians in American society.

8.9.4- Identify performing artists from recent decades that have influenced American culture, find examples of their songs, and discuss how specific songs relate to culture.

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We the People

Reading Vocabulary 3: *Vocabulary in Literature and Nonfiction Texts*

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses.

Speaking and Listening 3: *Comprehension*

Develop and apply active listening and interpretation skills using various strategies.

United States History 1

Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

United States Government 1-3

The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity.

Purposes, Principles, and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

Social Studies

3.1.7-9 – *Chronological Thinking, Historical Comprehension, Analysis, Interpretation, and Research*

- Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

3.2.2-7 – *Foundations of Government, Functions of Government, and Roles of Citizens*

- Identify and know the significance of fundamental democratic principles and ideals.
- Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.
- Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.
- Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.
- Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
- Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.

We the People

4.2.5-6 – Roles of Citizens

- Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- Define and provide examples of civic virtues in a democracy.

5.1.15-16 – Making the United States Constitution and Establishing the Federal Reserve

- Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.
- Describe the origins and drafting of the Bill of Rights, ratified in 1791.

5.2.1, 4, 6-7, 9 – Foundations of the Government, Functions of the Government, and Roles of Citizens

- Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
- Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.
- Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.
- Identify the three branches of the United States government and explain the functions of each.
- Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

6.2.1 – Foundations of Government

- Compare and contrast major forms of governments in Europe and the Americas throughout history.

8.1.5-10 – The American Revolution and Founding of the United States: 1754-1801

- Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist-anti Federalist debates regarding the vote to ratify the Constitution.
- Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events.
- Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

8.2.1-3 – Foundations of Government

- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- Examine ways that the national government affects the everyday lives of people of the United States.

We the People

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National Geographic Live! Performances

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Earth and Space Sciences

5. **ESS.3** Investigate ways individual communities within the United States protect the Earth's resources and environment.
7. **ESS. 7** Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
8. **ESS. 2** Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
3. **ESS.1** Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.
4. **ESS.3-4** Describe how geological forces change the shape of the land suddenly and over time.
Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.

Life Science

3. **LS.3-4** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Construct an argument that some animals form groups that help members survive.
4. **LS.2-3** Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.
Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.
5. **LS.3** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
6. **LS.1-4** Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.
Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.
Describe specific relationships (predator/prey, consumer/producer, and parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patterns of interactions develop between organisms in an ecosystem.
Investigate and use data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals

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Theatre Connecting

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Doktor Kaboom and the Wheel of Science

Physical Science

- 2.PS.2** Predict the result of combining solids and liquids in pairs. Mix, observe, gather, record, and discuss evidence of whether the result may have different properties than the original materials.
- 2.PS. 4** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for the intended purpose.
- 3.PS.2** Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are uses.
- 3.PS.4** Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.
- 4.PS.2** Investigate the relationship of the speed of an object to the energy of that object.
- 4.PS.3** Investigate how multiple simple machines work together to perform everyday tasks
- 4.PS.4** Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.
- 4.PS.5** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 5.PS.2** Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass)
- 6.PS. 4** Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.

Reading Vocabulary 3: *Vocabulary in Literature and Nonfiction Texts*

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses.

Speaking and Listening 3: *Comprehension*

Develop and apply active listening and interpretation skills using various strategies.

Visual Arts Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

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Doktor Kaboom and the Wheel of Science

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The Magic School Bus: Lost in the Solar System

Reading Literature 2

Key Ideas and Textual Support: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes.

Reading Literature 3

Structural Elements and Organization: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.

Reading Literature 4

Connection of Ideas: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning.

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Earth and Space Science

K.ESS.1 Make observations to determine the effect of sunlight on Earth’s surface and use tools and materials to design and build a structure to reduce the warming effect on Earth’s surface.

1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

2.ESS.3 Investigate how wind or water change the shape of the land and design solutions for prevention.

3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.

4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.

4.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.

5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.

Visual Arts Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

The Magic School Bus: Lost in the Solar System

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Dr. Seuss's The Cat in the Hat, Frindle, Junie B. Jones, Magic Tree House: Showtime with Shakespeare

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Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

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Rosie Revere, Engineer

Engineering

K-2.E.1- Pose questions, observe, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.

3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.

3-5.E.2-3- Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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Black Violin

Responding to Music

Standard 6: Listening to, analyzing, and describing music

- 5-7.6.1- Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood.
- 5-7.6.2- Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.
- 5.6.3- Recognize stylistic characteristics of music from various cultures
- 5.6.4- Recognize the works of representative historic and contemporary composers
- 6.6.4- Attend and describe live musical experiences
- 7-8.6.4- Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods

Standard 7: Evaluating music and music performances.

- 5.7.4- Demonstrate appropriate behavior when performing music
- 6.7.2- Apply established criteria for effective performances when listening to live and recorded music
- 7.7.2- Listen to and compare examples of a particular style or genre using basic music terminology

Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

- 7-8.6.4- Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods
- 7.8.5- Identify music related to a contemporary event or topic such as Black History month and explore interdisciplinary connections that involve music performance, dramatization, related art, reading, writing, and other potential activities

Standard 9: Understanding music in relation to history and culture.

- 8.9.1- Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.
- 5.9.3- Recognize and experience styles and genres of American music such as blues, jazz, and musical theatre and identify their role in history and society.
- 5.9.5- Recognize various roles of musicians in American society.
- 8.9.4- Identify performing artists from recent decades that have influenced American culture, find examples of their songs, and discuss how specific songs relate to culture.

Black Violin

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My Heart in a Suitcase

You Can Do It! America Women in History

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Social Studies

Standard 1 — History

Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Foundations of Government

2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*.

* citizen: someone with rights and responsibilities in a particular community, city, state or country

Historical Knowledge

3.1.2 Explain why and how the local community was established and identify its founders and early settlers

3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.

6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States.

5.1.20 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.

5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.21 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

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