



THERE'S A PIG IN MY CLASSROOM

INDIANA STATE STANDARDS

Fact or Hogwash

- 3.RV.2.5 Consult reference materials, both print and digital (e.g. dictionary), to determine or clarify the meaning of words and phrases.
- 3.RV.2.5 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.
- 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- 3.SL.2.2 Explore items under discussion by drawing on readings and other information.
- 3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.AT.2 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.AT.3 Solve two-step real-world problems using four operations of addition, subtraction, multiplication, and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 3.M.2 Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.
- 4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- 4.RV.1 Build and use accurately general academic and content-specific words and phrases.
- 4.RV.3.2 Determine the meaning of general academic content-specific words and phrases in a nonfiction text relevant to fourth grade topic or subject area.
- 4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
- 4.M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
- 4.M.2 Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within single system of measurement. Record measurement equivalents in a two-column table.
- 5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- 5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings and phrases.
- 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 6.C.1 Divide multi-digit whole numbers fluently using a standard algorithmic approach
- 6.C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.
- 6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations.
- 6.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- 6.SL.2.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.ML.1 Critically analyze information found in electronic, print, and mass media to inform, persuade, entertain, and transmit culture.
- 6-8.LST.3.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.



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HOGS Need

HOGS Need

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 material, time, or cost.

3-5.E.2 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.

3-5.E.3 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.

3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4.SL.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

SEPS.2 Developing and using models and tools.

4.LS.1 Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.

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.

6-8.LST.2.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

SEPS.2 Developing and using models and tools

6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.

6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Lifecycle of a Market Pig

3.1.5 Create simple timelines that identify important events in various regions of the state.

4.RN.3.2 Describe the organizational structure (e.g. chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.M.3 Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

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.

5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

A photograph of two pigs in a classroom setting, overlaid with a blue tint. One pig is in the foreground, looking towards the camera, while another is in the background. The text 'THERE'S A PIG IN MY CLASSROOM' is written in white, bold, sans-serif font across the top left of the image.

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Fair Oaks Pig Adventure Virtual Session

- 3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variations of these traits exists in a group of similar organisms.
- 3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 3.LS.4 Construct an argument that some animals form groups that help members survive.
- 3.W.3.3 Write narrative compositions
- 3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
- 4.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- 4.W.3.3 Write narrative compositions in a variety of forms
- 4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
- 4.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- 4.SL.3.2 Identify and use evidence a speaker provides to support particular points.
- 5.W.3.3 Write narrative compositions
- 5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- 5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- 6.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 6.SL.2.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 6.SL.3.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- 6.ML.1 Critically analyze information found in electronic, print, and mass media to inform, persuade, entertain, and transmit culture.
- 6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.

Pork Supply Chain

- 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 4.RN.3.2 Describe the organizational structure (e.g. chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- 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.
- 5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.



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The Plentiful Pig

- 3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystem.
- 4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheading, font/format).
- 4.W.4 Apply the writing process
- 4.RV.2.5 Consult reference material, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.
- 5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Pork on My Plate

- 3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4.RN.3.2 Describe the organizational structure (e.g. chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- 4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on a specific information or text.
- 4.M.2 Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within single system of measurement. Record measurement equivalents in a two-column table.
- 5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- 5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

A Career in Pork

- 3.W.5 Conduct short research on a project
- 3.SL.4.2 Create oral presentation that maintain a clear focus using various media when appropriate to emphasize or enhance certain facts or details.
- 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- 4.RL.4.1 Describe how visual and multimedia presentation and representations can enhance the meaning of a text
- 4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheading, font/format).
- 4.W.3.2 Write informative compositions on a variety of topics
- 4.W.5 Conduct short research on a topic
- 4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on other's ideas and expressing personal ideas clearly.
- 5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 5.W.3.2 Write informative compositions on a variety of topics.
- 5.W.4 Apply the writing process.
- 5.W.5 Conduct short research assignments and tasks on a topic.



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Careers in Pork (Cont.)

- 5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- 5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
- 6.RN.1 Read a variety of nonfiction within range and complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
- 6.RN.2 Key ideas and textual support.
- 6.RN.3 Structural elements and organization.
- 6.RN.4.2 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of the topic or issue.
- 6.W.3.2 Write informative compositions in a variety of forms.
- 6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- 6-8.LST.7.1 Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Letter of Gratitude

- 3.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- 4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 4.W.6.2a, 4.W.6.2b, and 4.W.6.2c.
- 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.
- 5.W.4 Apply the writing process.
- 5.W.3.2 Write informative compositions on a variety of topics.
- 5.W.6.1e Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g. either/or, neither/nor).
- 5.SL.2.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- 6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 6.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.