



## Insight Humanities™ Content Standards Alignment

### Kindergarten Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Kindergarten</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
K.RF.1	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	x	x	x	x	x	x
<b>Print Concepts</b>							
K.RF.2.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
K.RF.2.2	Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
K.RF.2.3	Recognize that words are combined to form sentences.	x	x	x	x	x	x
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.						
<b>Phonological Awareness</b>							
K.RF.3.1	Identify and produce rhyming words.					x	
K.RF.3.2	Orally pronounce, blend, and segment words into syllables.						
K.RF.3.3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.						
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.						
K.RF.3.5	Add, delete, or substitute sounds to change one-syllable words.						
<b>Phonics</b>							
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).						
K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.						
K.RF.4.3	Recognize the long and short sounds for the five major vowels.						
K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).						
K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.						
K.RF.4.6	Standard begins at first grade. Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).						
<b>Fluency</b>							
K.RF.5	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	x	x	x	x	x	x
<b>Reading: Literature</b>							
<b>Learning Outcome</b>							
K.RL.1	Actively engage in group reading activities with purpose and understanding.	x	x	x	x	x	



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<b>Key Ideas and Textual Support</b>							
K.RL.2.1	With support, ask and answer questions about main topics and key details in a text heard or read.	x	x	x	x	x	
K.RL.2.2	With support, retell familiar stories, poems, and nursery rhymes, including key details.	x	x	x	x	x	
K.RL.2.3	Identify important elements of the text (e.g., characters, settings, or events).	x	x	x	x		
K.RL.2.4	Make predictions about what will happen in a story.	x	x	x	x		
<b>Structural Elements and Organization</b>							
K.RL.3.1	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	x	x	x	x	x	
K.RL.3.2	With support, define the role of the author and illustrator of a story in telling the story.	x	x	x	x	x	
<b>Connection of Ideas</b>							
K.RL.4.1	With support, describe the relationship between illustrations and the story in which they appear.	x	x	x	x		
K.RL.4.2	With support, compare and contrast the adventures and experiences of characters in familiar stories.	x	x	x	x		
<b>Reading: Nonfiction</b>							
<b>Learning Outcome</b>							
K.RN.1	Actively engage in group reading activities with purpose and understanding.		x		x		x
<b>Key Ideas and Textual Support</b>							
K.RN.2.1	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).		x		x		x
K.RN.2.2	With support, retell the main idea and key details of a text.		x		x		x
K.RN.2.3	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		x		x		x
<b>Structural Elements and Organization</b>							
K.RN.3.1	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.		x		x		x
K.RN.3.2	Recognize that a nonfiction text can be structured to describe a topic.		x		x		x
K.RN.3.3	Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.						
<b>Connection of Ideas</b>							
K.RN.4.1	With support, identify the reasons an author gives to support points in a text.		x		x		



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K.RN.4.2	With support, identify basic similarities in and differences between two texts on the same topic.		x		x		x
K.RN.4.3	Standard begins at sixth grade 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
	<b>Reading: Vocabulary</b>						
	<b>Learning Outcome</b>						
K.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	x	x	x	x	x	x
	<b>Vocabulary Building</b>						
K.RV.2.1	Standard begins at first grade. 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.						
K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).						
K.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.						
K.RV.2.4	Recognize frequently occurring inflections (e.g., look, looks).						
K.RV.2.5	Standard begins at second grade. 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.						
	<b>Vocabulary in Literature and Nonfiction Texts</b>						
K.RV.3.1	With support, ask and answer questions about unknown words in stories, poems, or songs.	x	x	x	x	x	
K.RV.3.2	With support, ask and answer questions about unknown words in a nonfiction text.				x		x
K.RV.3.3	Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.						
	<b>Writing</b>						
	<b>Learning Outcome</b>						
K.W.1	Write for specific purposes and audiences.	x	x	x	x	x	x
	<b>Handwriting</b>						
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.						
K.W.2.2	Write by moving from left to right and top to bottom.						
	<b>Writing Genres</b>						



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K.W.3.1	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.						
K.W.3.2	Use words and pictures to develop a main idea and provide some information about a topic.		x		x		x
K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.	x		x			
<b>The Writing Process</b>							
K.W.4	Apply the writing process to – With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). Use available technology to produce and publish writing.	x	x	x	x	x	x
<b>The Research Process</b>							
K.W.5	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	x	x	x	x	x	x
<b>Conventions of Standard English</b>							
K.W.6.1	Demonstrate command of English grammar and usage, focusing on: K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). K.W.6.1b Verbs – Writing sentences that include verbs. K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs. K.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	x	x	x	x	x	x
K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation – Recognizing and naming end punctuation. K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	x	x	x	x	x	x
<b>Speaking and Listening</b>							
<b>Learning Outcome</b>							
K.SL.1	Listen actively and communicate effectively with a variety of audiences and for different purposes.	x	x	x	x	x	x
<b>Discussion and Collaboration</b>							
K.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x



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K.SL.2.2	Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.						
K.SL.2.3	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	x	x	x	x	x	x
K.SL.2.4	Ask questions to seek help, get information, or clarify something that is not understood.	x	x	x	x	x	x
K.SL.2.5	Continue a conversation through multiple exchanges.	x	x	x	x	x	x
<b>Comprehension</b>							
K.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x	x	x	x	x
K.SL.3.2	Ask appropriate questions about what a speaker says.	x	x	x	x	x	x
<b>Presentation of Knowledge and Ideas</b>							
K.SL.4.1	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	x	x	x	x	x	x
K.SL.4.2	Standard begins in first grade. 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.						
K.SL.4.3	Give, restate, and follow simple two-step directions.	x	x	x	x	x	x
<b>Media Literacy</b>							
<b>Learning Outcome</b>							
K.ML.1	Recognize various types of media.						
<b>Media Literacy</b>							
K.ML.2.1	Recognize common signs and logos and identify commercials or advertisements.						
K.ML.2.2	Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
<b>Social Studies</b>							
<b>History</b>							
<b>Historical Knowledge</b>							
K.1.1	Compare children and families of today with those from the past.  ● Examples: Compare clothing, houses, and other objects.				x		x
K.1.2	Identify ways by which people, heritage, and events are commemorated and recognized.  ● Examples: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, and birthdays.			x			



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<b>Chronological Thinking</b>							
K.1.3	Identify events and place events in a sequence.  • Examples: Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order.						x
K.1.4	Explain that calendars are used to represent the days of the week and months of the year.  • Examples: Use a calendar to identify days of the week using school activities and birthdays.						
<b>Civics and Government</b>							
<b>Foundations of Government</b>							
K.2.1	Give examples of people who are community helpers and leaders and describe how they help us.  • Examples: Parents, teachers, school principal, bus drivers, and policemen						x
K.2.2	Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.						
<b>Functions of Government</b>							
K.2.3	Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.						x
K.2.4	Give examples of how to be a responsible family member and member of a group.  • Examples: Respecting the property and rights of others, being honest and truthful, and respecting authority				x		x
<b>Geography</b>							
<b>World in Spatial Terms</b>							
K.3.1	Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.  • Examples: Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks.				x		x
K.3.2	Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.				x		x
<b>Places and Regions</b>							



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K.3.3	Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.  • Examples: Cafeteria, library, office, restrooms, gym, and the fire station						x
K.3.4	Identify and describe the address and location of the school; understand the importance of an address.						x
<b>Physical Systems</b>							
K.3.5	Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.  • Examples: Use a variety of resources (newspapers, yearbooks, internet, maps, and photographs) to show the similarities and differences in family customs and celebrations, clothing, house types, work, and cultural and ethnic heritage.						
<b>Human Systems</b>							
K.3.6	Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.  • Examples: Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.		x		x		x
<b>Environment and Society</b>							
K.3.7	Recommend ways that people can improve their environment at home, in school, and in the neighborhood.						x
<b>Economics</b>							
K.4.1	Explain that people work to earn money to buy the things they want.						
K.4.2	Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.						
K.4.3	Explain why people in a community choose different jobs.						
K.4.4	Give examples of work activities that people do at home.						



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### Grade 1 Indiana State Standards

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		1	2	3	4	5	6
<b>Grade 1</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	x	x	x	x	x	x
<b>Print Concepts</b>							
1.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
1.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	x	x	x	x	x	x
1.RF.2.4	Learn and apply knowledge of alphabetical order.						
<b>Phonological Awareness</b>							
1.RF.3.1	Produce rhyming words.					x	
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.						
1.RF.3.3	Orally blend sounds in words.						
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words.						
1.RF.3.5	Segment the individual sounds in one-syllable words.						
<b>Phonics</b>							
1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.						
1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.						
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.						
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).						
1.RF.4.5	Read words in common word families (e.g., -at, -ate).						





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1.RF.4.6	Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).						
	<b>Fluency</b>						
1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	x	x	x	x	x	x
	<b>Reading: Literature</b>						
	<b>Learning Outcome</b>						
1.RL.1	With support, read and comprehend literature that is grade-level appropriate.	x		x		x	
	<b>Key Ideas and Textual Support</b>						
1.RL.2.1	Ask and answer questions about main idea and key details in a text.	x		x		x	
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	x		x		x	
1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.	x		x		x	
1.RL.2.4	Make and confirm predictions about what will happen next in a story.	x		x			
	<b>Structural Elements and Organization</b>						
1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	x		x			
1.RL.3.2	Identify who is telling the story at various points in a text.	x		x		x	
	<b>Connection of Ideas</b>						
1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.	x		x		x	
1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.	x		x		x	
	<b>Reading: Nonfiction</b>						
	<b>Learning Outcome</b>						
1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.		x		x		x
	<b>Key Ideas and Textual Support</b>						
1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.		x		x		x
1.RN.2.2	Retell main ideas and key details of a text.		x		x		
1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		x		x		
	<b>Structural Elements and Organization</b>						



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		1	2	3	4	5	6
1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.		x		x		x
1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.		x		x		x
1.RN.3.3	Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.						
<b>Connection of Ideas</b>							
1.RN.4.1	Identify the reasons the author gives to support points in a text.		x		x		x
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.		x		x		x
1.RN.4.3	Standard begins at sixth grade 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
<b>Reading: Vocabulary</b>							
<b>Learning Outcome</b>							
1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	x	x	x	x	x	x
<b>Vocabulary Building</b>							
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	x	x	x	x	x	x
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).						
1.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations						
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.						
1.RV.2.5	Standard begins at second grade. 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.						
<b>Vocabulary in Literature and Nonfiction Texts</b>							
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	x		x		x	
1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.		x		x		x
1.RV.3.3	Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.						
<b>Writing</b>							
<b>Learning Outcome</b>							



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1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.	x	x	x	x	x	x
<b>Handwriting</b>							
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.						
1.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.						
<b>Writing Genres</b>							
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.						
1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.		x		x		x
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	x		x			
<b>The Writing Process</b>							
1.W.4	Apply the writing process to – a. With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.	x	x	x	x	x	x
<b>The Research Process</b>							
1.W.5	With support, conduct simple research on a topic. a. Identify several sources of information and indicate the sources. b. Organize information, using graphic organizers or other aids. c. Make informal presentations on information gathered.	x	x	x	x		x
<b>Conventions of Standard English</b>							
1.W.6.1	Demonstrate command of English grammar and usage, focusing on: 1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future. 1.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs 1.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. 1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	x	x	x	x	x	x



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1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. 1.W.6.2 b Punctuation – a. Correctly using a period, question mark, and exclamation mark at the end of a sentence. b. Using commas in dates and to separate items in a series. 2.W.6.2 c Spelling – a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. b. Correctly spelling words with common spelling patterns. c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	x	x	x	x	x	x
<b>Speaking and Listening</b>							
<b>Learning Outcome</b>							
1.SL.1	Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	x	x	x	x	x	x
<b>Discussion and Collaboration</b>							
1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x
1.SL.2.2	Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.						
1.SL.2.3	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	x	x	x	x	x	x
1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.	x	x	x	x	x	x
1.SL.2.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	x	x	x	x	x	x
<b>Comprehension</b>							
1.SL.3.1	Ask and answer questions about what a speaker says to clarify something that is not understood.	x	x	x	x	x	x
1.SL.3.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x	x	x	x	x
<b>Presentation of Knowledge and Ideas</b>							
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	x	x	x	x	x	x
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	x	x	x	x	x	x
1.SL.4.3	Give and follow three- and four-step directions.	x	x	x	x	x	x
<b>Media Literacy</b>							



## Insight Humanities™ Content Standards Alignment

### Grade 1 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
	<b>Learning Outcome</b>						
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.						
	<b>Media Literacy</b>						
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.						
1.ML.2.2	Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
	<b>Social Studies</b>						
	<b>History</b>						
	<b>Historical Knowledge</b>						
1.1.1	Identify continuity and change between past and present in community life using primary sources.  ● Examples: Clothing, the use of technology, methods of transportation, entertainment and customs; Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation		x		x		x
1.1.2	Identify American songs and symbols and discuss their origins.  ● Examples: Songs: "The Star-Spangled Banner" and "Yankee Doodle", Symbols: The United States Flag, the bald eagle, and the Statue of Liberty						
1.1.3	Identify local people from the past who have demonstrated good citizenship.  ● Examples: War veterans, community leaders, and volunteers						
1.1.4	Identify people and events observed in national celebrations and holidays.  ● Examples: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents' Day; Independence Day; Arbor Day; and Veterans' Day						
	<b>Chronological Thinking, Historical Analysis and Interpretation, and Research</b>						
1.1.5	Develop a simple timeline of important events in the student's life.						
1.1.6	Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.						
1.1.7	Explain how clocks and calendars are used to measure time.						



## Insight Humanities™ Content Standards Alignment

### Grade 1 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
1.1.8	Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.  • Examples: Johnny Appleseed, Paul Bunyan, and John Henry						
	<b>Civics and Government</b>						
	<b>Foundations of Government</b>						
1.2.1	Identify rights that people have and identify the responsibilities that accompany these rights.  • Examples: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules						
	<b>Functions of Government</b>						
1.2.2	Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.						
	<b>Roles of Citizens</b>						
	Describe ways that individual actions can contribute to the common good of the classroom or community.  • Examples: Students help to keep the classroom and school clean by properly disposing of trash.						
	Define what a citizen is and describe the characteristics of good citizenship.  • Examples: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, and respecting property						
	Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.						
	<b>Geography</b>						
	<b>World in Spatial Terms</b>						
1.3.1	Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.				x		x
1.3.2	Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.				x		x
	<b>Places and Regions</b>						
1.3.3	Identify and describe the relative locations of places in the school setting.  • Examples: The relative location of the school might be described as "across the road from the fire station" or "near the river."						
1.3.4	Identify and describe physical features and human features of the local community including home, school, and neighborhood.						



## Insight Humanities™ Content Standards Alignment

### Grade 1 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
1.3.5	Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year in relation to the Earth/sun relationship.						
1.3.6	Explain the effect of seasonal change on plants, animals, and people.						
<b>Human Systems</b>							
1.3.7	Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.  ● Examples: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium, and cafeteria.						
1.3.8	Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.				x		x
<b>Environment and Society</b>							
1.3.9	Give examples of natural resources found locally and describe how people in the school and community use these resources and how they protect these resources for the future.  ● Examples: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.						
<b>Economics</b>							
1.4.1	Identify goods (tangible objects, such as food or toys, that can satisfy people's wants) that people use.		x		x		x
1.4.2	Identify services (actions that someone does for someone else) that people do for each other.		x				
1.4.3	Compare and contrast different jobs people do to earn income.		x				
1.4.4	Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).						
1.4.5	Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (scarcity).		x		x		x
1.4.6	Explain that people exchange goods and services to get the things they want.		x		x		x



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Grade 2</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
2.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	x	x	x	x	x	x
<b>Print Concepts</b>							
2.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
2.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
2.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	x	x	x	x	x	x
2.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.						
<b>Phonological Awareness</b>							
2.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.						
2.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.						
2.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.						
2.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.						
2.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.						
<b>Phonics</b>							





## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.						
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.						
2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.						
2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).						
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).						
2.RF.4.6	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.						
<b>Fluency</b>							
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	x	x	x	x	x	x
<b>Reading: Literature</b>							
<b>Learning Outcome</b>							
2.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	x		x		x	
<b>Key Ideas and Textual Support</b>							
2.RL.2.1	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	x		x		x	
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	x		x		x	
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.	x		x		x	
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	x		x		x	
<b>Structural Elements and Organization</b>							
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	x		x		x	



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	x		x		x	
	<b>Connection of Ideas</b>						
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x		x		x	
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.						
	<b>Reading: Nonfiction</b>						
	<b>Learning Outcome</b>						
2.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		x	x	x		x
	<b>Key Ideas and Textual Support</b>						
2.RN.2.1	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.		x	x	x		x
2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.		x	x	x		x
2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.		x	x	x		x
	<b>Structural Elements and Organization</b>						
2.RN.3.1	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.		x	x	x		x
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.		x	x	x		x
2.RN.3.3	Identify what the author wants the reader to answer, explain, or describe in the text.		x	x	x		x
	<b>Connection of Ideas</b>						
2.RN.4.1	Describe how an author uses facts to support specific points in a text.		x	x	x		x
2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.		x	x	x		x
2.RN.4.3	Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
	<b>Reading: Vocabulary</b>						
	<b>Learning Outcome</b>						



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	x	x	x	x	x	x
<b>Vocabulary Building</b>							
2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	x	x	x	x	x	x
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).						
2.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.						
2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. Further guidance for support will be provided in the Literacy Framework.						
2.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.		x		x		x
<b>Vocabulary in Literature and Nonfiction Texts</b>							
2.RV.3.1	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	x		x		x	x
2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.		x	x	x		x
2.RV.3.3	Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.						
<b>Writing</b>							
<b>Learning Outcome</b>							
2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	x	x	x	x	x	x
<b>Handwriting</b>							
2.W.2.1	Write legibly by forming letters correctly and spacing words and sentences properly.						
2.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.						
<b>Writing Genres</b>							
2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.				x		



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.W.3.2	Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.		x				x
2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that – Include a beginning. Use temporal words to signal event order (e.g., first of all). Provide details to describe actions, thoughts, and feelings. Provide an ending.	x		x		x	
<b>The Writing Process</b>							
2.W.4	Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.	x	x	x	x	x	x
<b>The Research Process</b>							
2.W.5	With support, conduct short research on a topic. Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats.		x	x	x		x
<b>Conventions of Standard English</b>							
2.W.6.1	Demonstrate command of English grammar and usage, focusing on: 2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. 2.W.6.1b Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. 2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs. 2.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. 2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	x	x	x	x	x	x



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. 2.W.6.2b Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series. 2.W.6.2c Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	x	x	x	x	x	x
	<b>Speaking and Listening</b>						
	<b>Learning Outcome</b>						
2.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	x	x	x	x	x	x
	<b>Discussion and Collaboration</b>						
2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x
2.SL.2.2	Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.						
2.SL.2.3	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	x	x	x	x	x	x
2.SL.2.4	Ask for clarification and further explanation as needed about the topics and texts under discussion.	x	x	x	x	x	x
2.SL.2.5	Build on others' talk in conversations by linking comments to the remarks of others.	x	x	x	x	x	x
	<b>Comprehension</b>						
2.SL.3.1	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	x	x	x	x	x	x
2.SL.3.2	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	x	x	x	x	x	x
	<b>Presentation of Knowledge and Ideas</b>						



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.SL.4.1	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	x	x	x	x	x	x
2.SL.4.2	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	x	x	x	x	x	x
2.SL.4.3	Give and follow multi-step directions.	x	x	x	x	x	x
<b>Media Literacy</b>							
<b>Learning Outcome</b>							
2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.						
<b>Media Literacy</b>							
2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.						
2.ML.2.2	Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
<b>Social Studies</b>							
<b>History</b>							
<b>Historical Knowledge</b>							
2.1.1	Identify when the local community was established and identify its founders and early settlers.		x		x		
2.1.2	Identify continuity and change between past and present community life using primary sources  ● Examples: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time		x		x		
2.1.3	Identify actions and individuals who had a positive impact on the local community.						
2.1.4	Identify and describe community celebrations, symbols and traditions and explain why they are important.  ● Examples: Local and regional festivals, city flags and seals, and community mottos						
<b>Chronological Thinking, Historical Comprehension, and Research</b>							
2.1.5	Develop a timeline of important events in the history of the school and/or school community.						
2.1.6	Create and maintain a calendar of important school days, holidays and community events.						



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.1.7	<p>Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).</p> <ul style="list-style-type: none"> <li>Examples: Write or illustrate the history of the school using photographs, archives, museums and oral histories of people in the community.</li> </ul>		x		x		
	<b>Civics and Government</b>						
	<b>Foundations of Government</b>						
2.2.1	<p>Explain that the United States government is founded on the belief of equal rights for its citizens.</p> <ul style="list-style-type: none"> <li>Examples: People have the right to own property and the right of free speech.</li> </ul>						
2.2.2	<p>Understand and explain why it is important for a community to have a responsible government.</p> <ul style="list-style-type: none"> <li>Examples: Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe.</li> </ul>						
2.2.3	<p>Identify community leaders such as the mayor and city council.</p>						
	<b>Roles of Citizens</b>						
2.2.4	<p>Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p>		x		x		x
2.2.5	<p>Identify people who are good citizens and describe the character traits that make them admirable.</p>						
2.2.6	<p>Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.</p> <ul style="list-style-type: none"> <li>Examples: Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</li> </ul>						
2.2.7	<p>Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p>						
	<b>Geography</b>						
	<b>World in Spatial Terms</b>						
2.3.1	<p>Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</p>						



## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.3.2	Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe.						
<b>Places and Regions</b>							
2.3.3	Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there.  ● Examples: Lakes and rivers may affect the types of work and transportation done in a community. People in distant communities may have to travel to larger communities to shop, to attend school, or to take part in recreational activities.						
2.3.4	Compare neighborhoods in your community/region with those in other parts of the world.		x		x		x
<b>Physical Systems</b>							
2.3.5	On a map, identify physical features of the local community and relate how seasons may or may not impact those features.  ● Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons).						
<b>Human Systems</b>							
2.3.6	Identify and describe cultural or human features on a map using map symbols.  ● Examples: Local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.						
2.3.7	Gather data about the demographics of the school.  ● Examples: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups.						
<b>Environment and Society</b>							
2.3.8	Identify ways that recreational opportunities influence human activity in the community/region.  ● Examples: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.						
<b>Economics</b>							
2.4.1	Define the three types of productive resources (human resources, natural resources and capital resources).						
2.4.2	Identify productive resources used to produce goods and services in the community.						





## Insight Humanities™ Content Standards Alignment

### Grade 2 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
2.4.3	Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.						
2.4.4	Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.						
2.4.5	Research goods and services produced in the local community and describe how people can be both producers and consumers.						
2.4.6	Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.						
2.4.7	Define specialization and identify specialized jobs in the school and community.  <ul style="list-style-type: none"> <li>• Examples: Teachers, school nurses and firefighters specialize in particular kinds of jobs</li> </ul>						
2.4.8	Explain why people trade for goods and services and explain how money makes trade easier.						
2.4.9	Explain the concept of savings and why this is important for individuals and for our economy.						



## Insight Humanities™ Content Standards Alignment

### Grade 3 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Grade 3</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.	x	x	x	x	x	x
<b>Print Concepts</b>							
3.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
3.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
3.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	x	x	x	x	x	x
3.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.						
<b>Phonological Awareness</b>							
3.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.					x	
3.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.						
3.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.						
3.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words						
3.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.						
<b>Phonics</b>							

3.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.						
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.						
3.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.						
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).						
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).						
3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).						
<b>Fluency</b>							
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	x	x	x	x	x	x
<b>Reading: Literature</b>							
<b>Learning Outcome</b>							
3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	x			x	x	
<b>Key Ideas and Textual Support</b>							
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x			x	x	
3.RL.2.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.						
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	x			x	x	
3.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	x			x	x	
<b>Structural Elements and Organization</b>							
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	x			x	x	
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	x			x	x	
<b>Connection of Ideas</b>							
3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	x			x	x	
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).						
<b>Reading: Nonfiction</b>							
<b>Learning Outcome</b>							

3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.		x	x			x
<b>Key Ideas and Textual Support</b>							
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.		x	x			x
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		x	x			x
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.		x	x			x
<b>Structural Elements and Organization</b>							
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).		x	x			x
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.		x	x			x
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.		x	x			x
<b>Connection of Ideas</b>							
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.		x	x			x
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.		x	x			x
3.RN.4.3	Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
<b>Reading: Vocabulary</b>							
<b>Learning Outcome</b>							
3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.	x	x	x	x	x	x
<b>Vocabulary Building</b>							
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	x	x	x	x	x	x
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).						
3.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.						
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.						
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.		x	x			x
<b>Vocabulary in Literature and Nonfiction Texts</b>							
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	x			x	x	
3.RV.3.2	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.		x	x			x
3.RV.3.3	Recognize and understand the meanings of idioms in context.						
<b>Writing</b>							
<b>Learning Outcome</b>							

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.	x	x	x	x	x	x
<b>Handwriting</b>							
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.						
3.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.						
<b>Writing Genres</b>							
3.W.3.1	Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way Connect opinion and reasons using words and phrases. Provide a concluding statement or section.	x	x	x			x
3.W.3.2	Write informative compositions on a variety of topics that – State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., pictures, graphics) when useful to aid comprehension. Provide a concluding statement or section.		x	x			
3.W.3.3	Write narrative compositions in a variety of forms that – Establish an introduction (e.g., situation, narrator, characters). Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending.	x	x				
<b>The Writing Process</b>							
3.W.4	Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	x	x	x	x	x	x
<b>The Research Process</b>							
3.W.5	Conduct short research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats.		x	x			x
<b>Conventions of Standard English</b>							

3.W.6.1	Demonstrate command of English grammar and usage, focusing on: 3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.W.6.1c Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	x	x	x	x	x	x
3.W.6.2	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	x	x	x	x	x	x
<b>Speaking and Listening</b>							
<b>Learning Outcome</b>							
3.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.	x	x	x	x	x	x
<b>Discussion and Collaboration</b>							
3.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 others' ideas and expressing personal ideas clearly.	x	x	x	x	x	x
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.	x	x	x	x	x	x
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	x	x	x	x	x	x
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	x	x	x	x	x	x
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.	x	x	x	x	x	x
<b>Comprehension</b>							
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	x	x	x	x	x	x
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	x	x	x	x	x	x
<b>Presentation of Knowledge and Ideas</b>							
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	x	x	x	x	x	x
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	x	x	x	x	x	x
3.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	x	x	x	x	x	x
<b>Media Literacy</b>							
<b>Learning Outcome</b>							

3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.						
<b>Media Literacy</b>							
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.						
3.ML.2.2	Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
<b>Social Studies</b>							
<b>History</b>							
<b>Historical Knowledge</b>							
3.1.1	Identify and describe how Native Americans impacted the development of the local communities.  ● Examples: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, and Wyandotte; Conner Prairie's Native Americans in Indiana						
3.1.2	Explain why and how the local community was established and identify its founders and early settlers.						
3.1.3	Describe the role of the local community and other communities in the development of the state's regions.  ● Examples: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.						
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.  ● Examples: Developments in transportation, such as the building of canals, roads and railroads, connected communities, and caused changes in population or industry.						
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</b>							
3.1.5	Create simple timelines that identify important events in various regions of the state.						
3.1.6	Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture.  ● Examples: Libraries, museums, county historians, chambers of commerce, Web sites, digital newspapers, and archives.						
3.1.7	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.  ● Examples: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source.						
3.1.8	Describe how one's local community has changed over time and how it has stayed the same.  ● Examples: Shawnee villages in Southern Indiana and Conner Prairie settlement						

3.1.9	<p>Define immigration and explain how immigration enriches community.</p> <ul style="list-style-type: none"> <li>Examples: We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War; E pluribus unum (out of many, one); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) .</li> </ul>		x				
<b>Civics and Government</b>							
<b>Foundations of Government</b>							
3.2.1	<p>Discuss the reasons governments are needed and identify specific goods and services that governments provide.</p> <ul style="list-style-type: none"> <li>Examples: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.</li> </ul>		x	x			
3.2.2	<p>Identify and know the significance of fundamental democratic principles and ideals.</p> <ul style="list-style-type: none"> <li>Examples: The right to life, liberty, and the pursuit of happiness, including the five foundations of democracy (social equality, majority rule, minority rights, freedom, and integrity)</li> </ul>		x	x			
<b>Functions of Government</b>							
3.2.3	Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.						
3.2.4	Explain that the United States has three levels of government (local, state, and national) and that each level has special duties and responsibilities.						
<b>Roles of Citizens</b>							
3.2.5	<p>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.</p> <ul style="list-style-type: none"> <li>Examples: Being respectful, trustworthy, practicing tolerance and working with others to solve problems</li> </ul>		x	x			x
3.2.6	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.		x	x			x
3.2.7	Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.						
<b>Geography</b>							
<b>World in Spatial Terms</b>							
3.3.1	Use labels and symbols to locate and identify physical and political features on maps and/or globes.		x	x			x
3.3.2	Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.						
3.3.3	Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.						
3.3.4	Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another on a variety of maps and globes.						
<b>Places and Regions</b>							



3.3.5	<p>Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.</p> <ul style="list-style-type: none"> <li>• Examples: States have a coastline with the Great Lakes are part of the Great Lakes region. The same states are also considered part of the Midwest because of their location relative to other states.</li> </ul>						
3.3.6	Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.						
3.3.7	Compare the cultural characteristics of the local community with communities in other parts of the world.						
<b>Physical Systems</b>							
3.3.8	Identify the major climate regions of the United States and explain their characteristics.						
3.3.9	<p>Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.</p> <ul style="list-style-type: none"> <li>• Examples: Growing seasons, types of crops grown, and animal hibernation and migration</li> </ul>						
<b>Human Systems</b>							
3.3.10	<p>Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</p> <ul style="list-style-type: none"> <li>• Examples: Identify patterns of rural, urban and suburban development, including population demographics.</li> </ul>						
3.3.11	Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.						
<b>Environment and Society</b>							
3.3.12	Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.						
3.3.13	<p>Identify and describe how human systems and physical systems have impacted the local environment.</p> <ul style="list-style-type: none"> <li>• Examples: List examples of changes in land use in the local community.</li> </ul>						
<b>Economics</b>							
3.4.1	Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.						
3.4.2	Give examples of goods and services provided by local business and industry.						
3.4.3	Give examples of trade in the local community and explain how trade benefits both parties.						
3.4.4	Define interdependence and give examples of how people in the local community depend on each other for goods and services.						
3.4.5	List the characteristics of money and explain how money makes trade and the purchase of goods easier.						
3.4.6	Explain that buyers and sellers interact to determine the prices of goods and services in markets.						

3.4.7	<p>Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <ul style="list-style-type: none"> <li>• Examples: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.</li> </ul>						
3.4.8	<p>Gather data from a variety of resources about changes that have had an economic impact on your community.</p> <ul style="list-style-type: none"> <li>• Examples: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.</li> </ul>						
3.4.9	<p>Identify different ways people save their income and explain advantages and disadvantages of each.</p> <ul style="list-style-type: none"> <li>• Examples: Home "piggy bank," savings accounts</li> </ul>						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Grade 4</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
4.RF.1	Apply foundational reading skills to build reading fluency and comprehension.	x	x	x	x	x	x
<b>Print Concepts</b>							
4.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
4.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
4.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	x	x	x	x	x	x
4.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.						
<b>Phonological Awareness</b>							
4.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.						
4.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.						
4.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.						
4.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words						
4.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.						
<b>Phonics</b>							



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.						
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.						
4.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.						
4.RF.4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).						
4.RF.4.5	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).						
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. Further guidance for support will be provided in the Literacy Framework.						
<b>Fluency</b>							
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	x	x	x	x	x	x
<b>Reading: Literature</b>							
<b>Learning Outcome</b>							
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	x		x		x	
<b>Key Ideas and Textual Support</b>							
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	x		x		x	
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	x		x		x	



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	x		x		x	
4.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	x		x		x	
<b>Structural Elements and Organization</b>							
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.						
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	x		x		x	
<b>Connection of Ideas</b>							
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	x		x		x	
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	x		x		x	
<b>Reading: Nonfiction</b>							
<b>Learning Outcome</b>							
4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	x	x		x		x
<b>Key Ideas and Textual Support</b>							
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	x	x		x		x
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	x	x		x		x
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	x	x		x		x
<b>Structural Elements and Organization</b>							
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	x	x		x		x
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.	x	x		x		x
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Connection of Ideas</b>							
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.	x	x		x		x
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	x	x		x		x
4.RN.4.3	Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
<b>Reading: Vocabulary</b>							
<b>Learning Outcome</b>							
4.RV.1	Build and use accurately general academic and content-specific words and phrases.	x	x	x	x	x	x
<b>Vocabulary Building</b>							
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	x	x	x	x	x	x
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.						
4.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.						
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.						
4.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.		x		x		x
<b>Vocabulary in Literature and Nonfiction Texts</b>							
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	x		x		x	
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.		x		x		x
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.						
<b>Writing</b>							
<b>Learning Outcome</b>							
4.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 support reflection and response to literature and nonfiction texts.	x	x	x	x	x	x



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
	<b>Handwriting</b>						
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.						
4.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.						
	<b>Writing Genres</b>						
4.W.3.1	Write persuasive compositions in a variety of forms that – In an introductory statement, clearly state an opinion to a particular audience. Support the opinion with facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. Provide a concluding statement or section related to the position presented.	x					
4.W.3.2	Write informative compositions on a variety of topics that – Provide an introductory paragraph with a clear main idea. Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. Use language and vocabulary appropriate for audience and topic. Provide a concluding statement or section.	x	x		x		x
4.W.3.3	Write narrative compositions in a variety of forms that – Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.			x		x	
	<b>The Writing Process</b>						
4.W.4	Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to produce and publish legible documents.	x	x	x	x	x	x



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
	<b>The Research Process</b>						
4.W.5	Conduct short research on a topic. Identify a specific question to address (e.g., What is the history of the Indy 500?). Use organizational features of print and digital sources to efficiently to locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats.		x		x		x
	<b>Conventions of Standard English</b>						
4.W.6.1	Demonstrate command of English grammar and usage, focusing on: 4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. 4.W.6.1b Verbs – Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must). 4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	x	x	x	x	x	x
4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. 4.W.6.2b Punctuation – Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.	x	x	x	x	x	x
	<b>Speaking and Listening</b>						
	<b>Learning Outcome</b>						





## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.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.	x	x	x	x	x	x
<b>Discussion and Collaboration</b>							
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 others' ideas and expressing personal ideas clearly.	x	x	x	x	x	x
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.	x	x	x	x	x	x
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	x	x	x	x	x	x
4.SL.2.4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	x	x	x	x	x	x
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.	x	x	x	x	x	x
<b>Comprehension</b>							
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	x	x	x	x	x	x
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.	x	x	x	x	x	x
<b>Presentation of Knowledge and Ideas</b>							
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative 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.	x	x	x	x	x	x
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.	x		x			
4.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	x	x	x	x	x	x
<b>Media Literacy</b>							
<b>Learning Outcome</b>							
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.						
<b>Media Literacy</b>							
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.ML.2.2	Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
	<b>Social Studies</b>						
	<b>History</b>						
	<b>American Indians and the Arrival of Europeans to 1770</b>						
4.1.1	Identify and compare the major early cultures that lived in the region of Indiana before the arrival of the Europeans, and before Indiana became a state.  • Examples: Paleo-Indians such as the Hopewell, Adena, and the Mississippian cultures						
4.1.2	Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.  • Examples: Miami, Shawnee, Potawatomi, and Lenape (Delaware); Resource: Conner Prairie Native Americans in Indiana						
	<b>The American Revolution and the Indiana Territory: 1770 to 1816</b>						
4.1.3	Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.  • Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)						
4.1.4	Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.  • Examples: Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.						
	<b>Statehood: 1816 to 1851</b>						
4.1.5	Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s.						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.1.6	<p>Explain how key individuals and events influenced the early growth and development of Indiana.</p> <ul style="list-style-type: none"> <li>Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851</li> </ul>						
<b>The Civil War Era and Later Development: 1850 to 1900</b>							
4.1.7	<p>Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.</p> <ul style="list-style-type: none"> <li>Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement</li> </ul>						
4.1.8	<p>Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <ul style="list-style-type: none"> <li>Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the homefront.</li> </ul>						
4.1.9	<p>Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century.</p> <ul style="list-style-type: none"> <li>Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business</li> </ul>						
<b>Growth and Development: 1900 to 1950</b>							
4.1.10	<p>Describe the participation of Indiana citizens in World War I and World War II.</p> <ul style="list-style-type: none"> <li>Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; the contribution of troops; and the war reports of Ernie Pyle</li> </ul>						
4.1.11	<p>Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p> <ul style="list-style-type: none"> <li>Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South, and World War II</li> </ul>						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.1.12	<p>Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <ul style="list-style-type: none"> <li>Examples: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state</li> </ul>						
<b>Contemporary Indiana: 1950 to Present</b>							
4.1.13	<p>Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <ul style="list-style-type: none"> <li>Examples: The civil rights movement and school integration in Indiana; Indiana's participation in the Korean War; Asian, and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</li> </ul>						
4.1.14	<p>Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.</p> <ul style="list-style-type: none"> <li>Examples: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</li> </ul>						
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</b>							
4.1.15	<p>Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <ul style="list-style-type: none"> <li>Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</li> </ul>						
4.1.16	<p>Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</p> <ul style="list-style-type: none"> <li>Examples: Identify different opinions regarding Indiana's participation in the Civil War, using political cartoons, newspaper editorials, and writings found in digital collections of local and state libraries, museums, and historic sites.</li> </ul>						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.1.17	<p>Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <ul style="list-style-type: none"> <li>Examples: the first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913, and the 1965 Palm Sunday tornadoes</li> </ul>						
	<b>Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research</b>						
4.1.18	<p>Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</p> <ul style="list-style-type: none"> <li>Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, and John Mellencamp; other entertainers: Red Skelton and David Letterman</li> </ul>						
	<b>Civics and Government</b>						
	<b>Foundations of Government</b>						
4.2.1	Explain the major purposes of Indiana's Constitution, as stated in the Preamble.						
4.2.2	Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.						
	<b>Functions of Government</b>						
4.2.3	Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.						
4.2.4	<p>Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.</p> <ul style="list-style-type: none"> <li>Examples: Governor, lieutenant governor, chief justice, state senators, and state representatives.</li> </ul>						
	<b>Role of Citizens</b>						
4.2.5	Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.				x		
4.2.6	<p>Define and provide examples of civic virtues in a democracy.</p> <ul style="list-style-type: none"> <li>Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good.</li> </ul>				x		



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.2.7	<p>Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.</p> <ul style="list-style-type: none"> <li>Examples: Use local, state, and federal online resources, as well as newspapers, television, and video images, to research and write an editorial related to Indiana's environment.</li> </ul>						
<b>Geography</b>							
<b>The World in Spatial Terms</b>							
4.3.1	<p>Use latitude and longitude to identify physical and human features of Indiana.</p> <ul style="list-style-type: none"> <li>Examples: transportation routes and bodies of water (lakes and rivers)</li> </ul>						
4.3.2	<p>Estimate distances between two places on a map when referring to relative locations.</p>						
<b>Places and Regions</b>							
4.3.3	<p>Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities, and rivers in Indiana.</p>						
4.3.4	<p>Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.</p> <ul style="list-style-type: none"> <li>Examples: Northern Lakes and Moraines, Central Till Plain, and Southern Lowlands</li> </ul>						
<b>Physical Systems</b>							
4.3.5	<p>Explain how glaciers shaped Indiana's landscape and environment.</p>						
4.3.6	<p>Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p>						
4.3.7	<p>Explain the effect of the Earth/sun relationship on the climate of Indiana.</p> <ul style="list-style-type: none"> <li>Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</li> </ul>						
4.3.8	<p>Identify the challenges in the physical landscape of Indiana to early settlers and to modern day economic development.</p> <ul style="list-style-type: none"> <li>Examples: Forest growth, historic and modern transportation routes, and bodies of water</li> </ul>						
<b>Human Systems</b>							
4.3.9	<p>Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p> <ul style="list-style-type: none"> <li>Examples: Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.</li> </ul>						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.3.10	<p>Identify immigration patterns into and out of the state, and describe the impact diverse ethnic/native/cultural groups have had and have on Indiana.</p> <ul style="list-style-type: none"> <li>• Examples: E pluribus unum (out of many, one); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Only Indiana-born president )</li> </ul>						
4.3.11	<p>Examine Indiana's international relationships with states and regions in other parts of the world.</p> <ul style="list-style-type: none"> <li>• Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</li> </ul>						
4.3.12	<p>Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.</p>						
<b>Environment and Society</b>							
4.3.13	<p>Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p>						
4.3.14	<p>Read and interpret texts (written texts, graphs, maps, timelines, data, audio, video) to answer geographic questions about Indiana in the past and present.</p>						
<b>Economics</b>							
4.4.1	<p>Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>						
4.4.2	<p>Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.</p> <ul style="list-style-type: none"> <li>• Examples: Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</li> </ul>						
4.4.3	<p>Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>						
4.4.4	<p>Explain that prices change as a result of changes in supply and demand for specific products.</p>						
4.4.5	<p>Describe Indiana's global connections.</p> <ul style="list-style-type: none"> <li>• Examples: Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly, and Cummins Engine.</li> </ul>						



## Insight Humanities™ Content Standards Alignment

### Grade 4 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
4.4.6	List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.						
4.4.7	Identify entrepreneurs who have influenced Indiana and the local community.  • Examples: The Studebaker brothers, Madam C.J. Walker, Eli Lilly, and Marie Webster						
4.4.8	Define profit and describe how profit is an incentive for entrepreneurs.						
4.4.9	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.						
4.4.10	Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.						





## Insight Humanities™ Content Standards Alignment

### Grade 5 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
<b>Grade 5</b>							
<b>English Language Arts</b>							
<b>Reading: Foundations</b>							
<b>Learning Outcome</b>							
5.RF.1	Apply foundational reading skills to build reading fluency and comprehension.	x	x	x	x	x	x
<b>Print Concepts</b>							
5.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	x	x	x	x	x	x
5.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.	x	x	x	x	x	x
5.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	x	x	x	x	x	x
5.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.						
<b>Phonological Awareness</b>							
5.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.						
5.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.						
5.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.						
5.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words						
5.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.						
<b>Phonics</b>							



## Insight Humanities™ Content Standards Alignment

### Grade 5 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
5.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.						
5.RF.4.2	Students are expected to build upon and continue applying concepts learned previously. 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.						
5.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.						
5.RF.4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).						
5.RF.4.5	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).						
5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.						
<b>Fluency</b>							
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	x	x	x	x	x	x
<b>Reading: Literature</b>							
<b>Learning Outcome</b>							
5.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	x		x		x	
<b>Key Ideas and Textual Support</b>							
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	x		x		x	
5.RL.2.2	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	x		x		x	



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	x		x		x	
5.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	x		x		x	
<b>Structural Elements and Organization</b>							
5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	x		x		x	
5.RL.3.2	Describe how a narrator's or speaker's point of view influences how events are portrayed.	x		x		x	
<b>Connection of Ideas</b>							
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	x		x		x	
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	x		x		x	
<b>Reading: Nonfiction</b>							
<b>Learning Outcome</b>							
5.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		x		x		x
<b>Key Ideas and Textual Support</b>							
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		x		x		x
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.		x		x		x
5.RN.2.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		x		x		x
<b>Structural Elements and Organization</b>							
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.		x		x		x
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.		x		x		x
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.		x		x		x
<b>Connection of Ideas</b>							
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.		x		x		x



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		1	2	3	4	5	6
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.		x		x		x
5.RN.4.3	Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.						
	<b>Reading: Vocabulary</b>						
	<b>Learning Outcome</b>						
5.RV.1	Build and use accurately general academic and content-specific words and phrases.	x	x	x	x	x	x
	<b>Vocabulary Building</b>						
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	x	x	x	x	x	x
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.						
5.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.						
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).						
5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	x	x	x	x	x	x
	<b>Vocabulary in Literature and Nonfiction Texts</b>						
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	x		x		x	
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.		x		x		x
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.						
	<b>Writing</b>						
	<b>Learning Outcome</b>						
5.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 support reflection and response to literature and nonfiction texts.	x	x	x	x	x	x
	<b>Handwriting</b>						



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.W.2.1	Students are expected to build upon and continue applying concepts learned previously. 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.						
5.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.						
<b>Writing Genres</b>							
5.W.3.1	Write persuasive compositions in a variety of forms that – Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Provide a concluding statement or section related to the position presented.						x
5.W.3.2	Write informative compositions on a variety of topics that - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. Connect ideas within and across categories using transition words (e.g. therefore, in addition). Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. Provide a concluding statement or section related to the information or explanation presented.		x		x		x
5.W.3.3	Write narrative compositions in a variety of forms that – Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use precise and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events.		x	x	x	x	
<b>The Writing Process</b>							



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.W.4	Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. Use technology to interact and collaborate with others to publish legible documents.	x	x	x	x	x	x
<b>The Research Process</b>							
5.W.5	Conduct short research assignments and tasks on a topic. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). Identify and acquire information through reliable primary and secondary sources. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. Present the research information, choosing from a variety of sources.		x		x	x	x
<b>Conventions of Standard English</b>							
5.W.6.1	Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. 5.W.6.1b Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. 5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	x	x	x	x	x	x



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 5.W.6.2a Capitalization – Applying correct usage of capitalization in writing. 5.W.6.2b Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. 5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.	x	x	x	x	x	x
	<b>Speaking and Listening</b>						
	<b>Learning Outcome</b>						
5.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.	x	x	x	x	x	x
	<b>Discussion and Collaboration</b>						
5.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 others' ideas and expressing personal ideas clearly.	x	x	x	x	x	x
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	x	x	x	x	x	x
5.SL.2.3	Establish and follow agreed-upon rules for discussion.	x	x	x	x	x	x
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.	x	x	x	x	x	x
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	x	x	x	x	x	x
	<b>Comprehension</b>						
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.	x	x	x	x	x	x
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.	x	x	x	x	x	x
	<b>Presentation of Knowledge and Ideas</b>						
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.	x	x	x	x	x	x



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Code	Standard	Unit Number					
		1	2	3	4	5	6
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.	x	x	x	x	x	x
5.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	x	x	x	x	x	x
	<b>Media Literacy</b>						
	<b>Learning Outcome</b>						
5.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.						
	<b>Media Literacy</b>						
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.						
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.						
	<b>Social Studies</b>						
	<b>History</b>						
	<b>Ways of Life Before and After the Arrival of Europeans to 1610</b>						
5.1.1	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.  ● Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)						
5.1.2	Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.  ● Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White						
5.1.3	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.  ● Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.						





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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.1.4	<p>Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.</p> <ul style="list-style-type: none"> <li>• Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown</li> </ul>						
<b>Colonization and Settlements: 1607 to 1763</b>							
5.1.5	<p>Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.</p> <ul style="list-style-type: none"> <li>• Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade</li> </ul>						
5.1.6	<p>Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.</p> <ul style="list-style-type: none"> <li>• Examples: agriculture, trade, cultural exchanges, military alliances, and massacres.</li> </ul>						
5.1.7	<p>Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.</p> <ul style="list-style-type: none"> <li>• Examples: Slavery, plantations, town meetings, and town markets</li> </ul>						
5.1.8	<p>Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</p> <ul style="list-style-type: none"> <li>• Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn</li> </ul>						
<b>The American Revolution: 1763 to 1783</b>							
5.1.9	<p>Understand how political, religious, and economic ideas brought about the American Revolution.</p> <ul style="list-style-type: none"> <li>• Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.</li> </ul>						
5.1.10	<p>Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p>						



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.1.11	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. <ul style="list-style-type: none"> <li>Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)</li> </ul>						
5.1.12	Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution. <ul style="list-style-type: none"> <li>Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben</li> </ul>						
5.1.13	Identify contributions of women and minorities during the American Revolution. <ul style="list-style-type: none"> <li>Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant</li> </ul>						
5.1.14	Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.						
<b>Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800</b>							
5.1.15	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. <ul style="list-style-type: none"> <li>Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</li> </ul>						
5.1.16	Describe the origins and drafting of the Bill of Rights that were ratified in 1791.						
5.1.17	Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections. <ul style="list-style-type: none"> <li>Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 &amp; 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)</li> </ul>						
<b>Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research</b>							



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.1.18	Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.						
5.1.19	<p>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.</p> <ul style="list-style-type: none"> <li>• Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer</li> </ul>						
5.1.20	<p>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.</p> <ul style="list-style-type: none"> <li>• Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800</li> </ul>						
5.1.21	<p>Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <ul style="list-style-type: none"> <li>• Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</li> </ul>						
5.1.22	<p>Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.</p> <ul style="list-style-type: none"> <li>• Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, and Benjamin Franklin</li> </ul>						
<b>Civics and Government</b>							
<b>Foundations of Government</b>							
5.2.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.						
5.2.2	<p>Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.</p> <ul style="list-style-type: none"> <li>• Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</li> </ul>						



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.2.3	<p>Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.</p> <ul style="list-style-type: none"> <li>• Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</li> </ul>						
5.2.4	<p>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.</p> <ul style="list-style-type: none"> <li>• Examples: Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights</li> </ul>						
5.2.5	<p>Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure</li> </ul>						
<b>Functions of Government</b>							
5.2.6	<p>Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.</p>						
5.2.7	<p>Identify the three branches of the United States government and explain the functions of each.</p> <ul style="list-style-type: none"> <li>• Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law-making), executive (law enforcing) and judicial (law interpreting) branches of government</li> </ul>						
<b>Role of Citizens</b>							
5.2.8	<p>Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p>						
5.2.9	<p>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.</p>						
5.2.10	<p>Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <ul style="list-style-type: none"> <li>• Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.</li> </ul>						
<b>Geography</b>							



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Code	Standard	Unit Number					
		1	2	3	4	5	6
	<b>The World in Spatial Terms</b>						
5.3.1	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.						
	<b>Places and Regions</b>						
5.3.2	Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.						
5.3.3	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.						
5.3.4	Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.  <ul style="list-style-type: none"> <li>Examples: Near bodies of water, on lowlands, along a transportation route, or near natural resources, or sources of power</li> </ul>						
	<b>Physical Systems</b>						
5.3.5	Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.						
5.3.6	Use maps to describe the characteristics of climate regions of the United States.						
5.3.7	Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.						
	<b>Human Systems</b>						
5.3.8	Explain how the Spanish, British, and French colonists altered the character and use of land in early America.						
5.3.9	Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.						
5.3.10	Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.  <ul style="list-style-type: none"> <li>Examples: Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts.</li> </ul>						
	<b>Environment and Society</b>						



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Code	Standard	Unit Number					
		1	2	3	4	5	6
5.3.11	<p>Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.</p> <ul style="list-style-type: none"> <li>• Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans</li> </ul>						
5.3.12	<p>Describe and analyze how specific physical features influenced historical events.</p> <ul style="list-style-type: none"> <li>• Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps, and George Rogers Clark's campaign in the Ohio Valley</li> </ul>						
5.3.13	<p>Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.</p> <ul style="list-style-type: none"> <li>• Examples: Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power</li> </ul>						
<b>Economics</b>							
5.4.1	<p>Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.</p> <ul style="list-style-type: none"> <li>• Examples: trade with French</li> </ul>						
5.4.2	<p>Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.</p> <ul style="list-style-type: none"> <li>• Examples: Private ownership, markets, competition and rule of law</li> </ul>						
5.4.3	Define types of trade barriers.						
5.4.4	<p>Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</p> <ul style="list-style-type: none"> <li>• Examples: Transportation, steam engine, railroad, communication, telegraph</li> </ul>						
5.4.5	Explain how education and training, specialization, and investment in capital resources increase productivity.						
5.4.6	Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.						
5.4.7	Predict the effect of changes in supply and demand on price.						



## Insight Humanities™ Content Standards Alignment

### Grade 5 Indiana State Standards

Code	Standard	Unit Number					
		1	2	3	4	5	6
5.4.8	<p>Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.</p> <ul style="list-style-type: none"> <li>• Examples: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States</li> </ul>						
5.4.9	<p>Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.</p>						