



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Grade 1 Social Studies



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Introduction

The Indiana Academic Standards for grade 1 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

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The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 1 / Home, School, and Neighborhood

At the first grade level, students develop thinking and decision-making skills through active participation as members of their school and neighborhood. They learn to identify events and changes taking place in the school and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as representations of the Earth. Grade 1 students have the opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and learn how to apply rules to different group situations. They are given opportunities to practice citizenship skills through participation in a variety of group activities.

Indiana academic standards for grade 1 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Historical Knowledge

1.1.1

Identify 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

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

Chronological Thinking, Historical Analysis and Interpretation, and Research

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.



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1.1.7	<i>Explain how clocks and calendars are used to measure time.</i>
1.1.8	<i>Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.</i> <ul style="list-style-type: none">• Examples: Johnny Appleseed, Paul Bunyan, and John Henry

Civics and Government

Standard 2: Students explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

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*

Functions of Government

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.

Roles of Citizens

1.2.3

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.*

1.2.4

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*

1.2.5

Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

Geography	
Standard 3: Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They identify selected geographic characteristics of their home, school, and neighborhood.	
World in Spatial Terms	
1.3.1	<i>Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.</i>
1.3.2	<i>Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.</i>
Places and Regions	
1.3.3	<i>Identify and describe the relative locations of places in the school setting.</i> <ul style="list-style-type: none"> ● Examples: <i>The relative location of the school might be described as “across the road from the fire station” or “near the river.”</i>
1.3.4	<i>Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.</i>
Physical Systems	
1.3.5	<i>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.</i>
1.3.6	<i>Explain the effect of seasonal change on plants, animals, and people.</i>
Human Systems	

1.3.7	<p><i>Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.</i></p> <ul style="list-style-type: none">● Examples: <i>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.</i>
1.3.8	<p><i>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.</i></p>
Environment and Society	
1.3.9	<p><i>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.</i></p> <ul style="list-style-type: none">● Examples: <i>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.</i>

Economics

Standard 4: Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

1.4.1 *Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.*

1.4.2 *Identify services (actions that someone does for someone else) that people do for each other.*

1.4.3 *Compare and contrast different jobs people do to earn income.*

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 and needs (scarcity).*

1.4.6 *Explain that people exchange goods and services to get the things they want and need.*



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Terminology is listed in the order it appears in standards.

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

relative location: the location of a place in relation to another place or places

human features: features created by humans, such as buildings, cities, roads and farms

physical features: geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife



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Indiana Academic Standards Grade 2 Social Studies



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Introduction

The Indiana Academic Standards for grade 2 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

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Social Studies: Grade 2 / The Local and Regional Community

Through active learning experiences, students in the second grade are able to apply thinking and decision-making skills within the context of their school and neighborhood. Students examine events and changes that might take place in the future. Students identify local landforms and bodies of water. They explore geographic relationships by making simple maps of the school and neighborhood. Students demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services. Students also identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classroom rules. Students use a variety of means for gathering and organizing information.

Indiana's academic standards for grade 2 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 2 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History	
Standard 1: Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.	
Historical Knowledge	
2.1.1	<i>Identify when the local community was established and identify its founders and early settlers.</i>
2.1.2	<i>Identify continuity and change between past and present community life using primary sources</i> <ul style="list-style-type: none"> ● Examples: <i>Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</i>
2.1.3	<i>Identify actions and individuals who had a positive impact on the local community.</i>
2.1.4	<i>Identify and describe community celebrations, symbols and traditions and explain why they are important.</i> <ul style="list-style-type: none"> ● Examples: <i>Local and regional festivals, city flags and seals, and community mottos</i>
Chronological Thinking, Historical Comprehension, and Research	
2.1.5	<i>Develop a timeline of important events in the history of the school and/or school community.</i>
2.1.6	<i>Create and maintain a calendar of important school days, holidays and community events.</i>
2.1.7	<i>Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).</i> <ul style="list-style-type: none"> ● Examples: <i>Write or illustrate the history of the school using photographs, archives, museums and oral histories of people in the community.</i>

Civics and Government

Standard 2: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Foundations of Government

2.2.1	<p><i>Explain that the United States government is founded on the belief of equal rights for its citizens.</i></p> <ul style="list-style-type: none"> ● Examples: People have the right to own property and the right of free speech.
2.2.2	<p><i>Understand and explain why it is important for a community to have a responsible government.</i></p> <ul style="list-style-type: none"> ● Examples: Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe.
2.2.3	<p><i>Identify community leaders such as the mayor and city council.</i></p>

Roles of Citizens

2.2.4	<p><i>Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</i></p>
2.2.5	<p><i>Identify people who are good citizens and describe the character traits that make them admirable.</i></p>
2.2.6	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.



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2.2.7

Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

Geography

Standard 3: Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the world/country.

The World in Spatial Terms

2.3.1 *Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.*

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.*

Places and Regions

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.*

Physical Systems

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).*

Human Systems

2.3.6	<p><i>Identify and describe cultural or human features on a map using map symbols.</i></p> <ul style="list-style-type: none">● Examples: Local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.
2.3.7	<p><i>Gather data about the demographics of the school.</i></p> <ul style="list-style-type: none">● Examples: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups.
<p style="text-align: center;">Environment and Society</p>	
2.3.8	<p><i>Identify ways that recreational opportunities influence human activity in the community/region.</i></p> <ul style="list-style-type: none">● Examples: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

Economics	
Standard 4: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.	
2.4.1	<i>Define the three types of productive resources (human resources, natural resources and capital resources).</i>
2.4.2	<i>Identify productive resources used to produce goods and services in the community.</i>
2.4.3	<i>Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</i>
2.4.4	<i>Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</i>
2.4.5	<i>Research goods and services produced in the local community and describe how people can be both producers and consumers.</i>
2.4.6	<i>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.</i>
2.4.7	<i>Define specialization and identify specialized jobs in the school and community.</i> <ul style="list-style-type: none"> ● Examples: Teachers, school nurses and firefighters specialize in particular kinds of jobs
2.4.8	<i>Explain why people trade for goods* and services* and explain how money makes trade easier.</i>
2.4.9	<i>Explain the concept of savings and why this is important for individuals and for our economy.</i>



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

cardinal directions: north, south, east and west

intermediate directions: northeast, southeast, northwest, and southwest

human resources (labor) describe the human work effort, both physical and mental, expended in production

natural resources (often called land resources) refer to resources such as coal, water, trees, and land itself

capital resources are the man-made physical resources (such as buildings, tools, machines, and equipment) used in production

productive Resources: human resources, natural resources, and capital resources used to produce goods and services

opportunity costs: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, a city is deciding between building a hospital or a parking garage on some vacant land. If they choose the hospital, the opportunity cost is the next best option (a parking garage) that might have been done with that same land instead.

specialization: the performance of specific tasks or jobs

goods: tangible objects, such as food or toys, that can satisfy people's wants

services: actions that someone does for someone else, such as dental care or trash removal



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Social Studies: Grade 3 / The Local Community and Regional Communities

Through active learning experiences, third grade students gain knowledge and process information about their local community from a variety of resources. They identify important historical events, places, and persons from the past and make connections with their present community. Third grade students explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

The Indiana academic standards for grade 3 social studies are organized with four content areas: history, civics, geography, and economics.. The content area standards and the types of learning experiences they provide to students in grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

3.1.1	<p><i>Identify and describe how Native Americans impacted the development of the local communities</i></p> <ul style="list-style-type: none"> Examples: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, and Wyandotte; Conner Prairie's Native Americans in Indiana
3.1.2	<p><i>Explain why and how the local community was established and identify its founders and early settlers.</i></p>
3.1.3	<p><i>Describe the role of the local community and other communities in the development of the state's regions.</i></p> <ul style="list-style-type: none"> 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	<p><i>Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.</i></p> <ul style="list-style-type: none"> Examples: Developments in transportation, such as the building of canals, roads and railroads, connected communities, and caused changes in population or industry.
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research	
3.1.5	<p><i>Create simple timelines that identify important events in various regions of the state.</i></p>
3.1.6	<p><i>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.</i></p> <ul style="list-style-type: none"> Examples: Libraries, museums, county historians, chambers of commerce, Web sites, digital newspapers, and archives.

<p>3.1.7</p>	<p><i>Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</i></p> <ul style="list-style-type: none">● 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.
<p>3.1.8</p>	<p><i>Describe how one's local community has changed over time and how it has stayed the same.</i></p> <ul style="list-style-type: none">● Examples: Shawnee villages in Southern Indiana and Conner Prairie settlement
<p>3.1.9</p>	<p><i>Define immigration and explain how immigration enriches community.</i></p> <ul style="list-style-type: none">● Examples: We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War; <i>E pluribus unum</i> (out of many, one); <i>Ellis Island</i> was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) .

Civics and Government

Standard 2: Students explain what it means to be citizens of their community, state, and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state, and national governments; and demonstrate understanding of democratic principles and practices.

Foundations of Government

3.2.1

Discuss the reasons governments are needed and identify specific goods and services that governments provide.

- **Examples:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

3.2.2

Identify and know the significance of fundamental democratic principles and ideals.

- **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)

Functions of Government

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.

Role of Citizens

3.2.5

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.

- **Examples:** Being respectful, trustworthy, practicing tolerance and working with others to solve problems

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



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3.2.7

Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.

Geography

Standard 3: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world/country.

The World in Spatial Terms

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| 3.3.1 | <i>Use labels and symbols to locate and identify physical and political features on maps and/or globes.</i> |
| 3.3.2 | <i>Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</i> |
| 3.3.3 | <i>Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.</i> |
| 3.3.4 | <i>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.</i> |

Places and Regions

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| 3.3.5 | <p><i>Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.</i></p> <ul style="list-style-type: none"> Examples: <i>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.</i> |
| 3.3.6 | <i>Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</i> |
| 3.3.7 | <i>Compare the cultural characteristics of the local community with communities in other parts of the world.</i> |

Physical Systems	
3.3.8	<i>Identify the major climate regions of the United States and explain their characteristics.</i>
3.3.9	<i>Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.</i> <ul style="list-style-type: none"> ● Examples: <i>Growing seasons, types of crops grown, and animal hibernation and migration</i>
Human Systems	
3.3.10	<i>Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</i> <ul style="list-style-type: none"> ● Examples: <i>Identify patterns of rural, urban and suburban development, including population demographics.</i>
3.3.11	<i>Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</i>
Environment and Society	
3.3.12	<i>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.</i>
3.3.13	<i>Identify and describe how human systems and physical systems have impacted the local environment.</i> <ul style="list-style-type: none"> ● Examples: <i>List examples of changes in land use in the local community.</i>

Grade 3 Economics

Standard 4: Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

3.4.1	<i>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.</i>
3.4.2	<i>Give examples of goods and services provided by local business and industry.</i>
3.4.3	<i>Give examples of trade in the local community and explain how trade benefits both parties.</i>
3.4.4	<i>Define interdependence and give examples of how people in the local community depend on each other for goods and services.</i>
3.4.5	<i>List the characteristics of money and explain how money makes trade and the purchase of goods easier.</i>
3.4.6	<i>Explain that buyers and sellers interact to determine the prices of goods and services in markets.</i>
3.4.7	<i>Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</i> <ul style="list-style-type: none"> ● Examples: <i>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.</i>
3.4.8	<i>Gather data from a variety of resources about changes that have had an economic impact on your community.</i>



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	<ul style="list-style-type: none">● 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.
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">● Examples: Home “piggy bank,” savings accounts



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Terminology is listed in the order it appears in standards.

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

citizenship: the act of practicing one's rights and responsibilities as a member of a community, state, or nation

cultural characteristics: human features, such as population, communication and transportation networks, religion and customs, employment, house types/architecture, and recreation

Scarcity: the idea that resources are limited in relation to people's wants

Productive Resources: human resources, natural resources, and capital resources used to produce goods and services

Opportunity cost: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the other things that might have been done with that same land instead.

Interdependence: reliance on each other to produce goods and services

Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide



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Indiana Academic Standards Grade 4 Social Studies



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Introduction

The Indiana Academic Standards for grade 4 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

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Social Studies: Grade 4 / Indiana in the Nation and the World

Students in grade 4 apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and analyzing data, primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In grade 4, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major landforms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) organize data using a variety of texts (written text, graphs, charts, maps, time lines, data, audio, visual); and (3) develop conclusions.

Indiana academic standards for grade 4 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History	
Standard 1: Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.	
American Indians and the Arrival of Europeans to 1770	
4.1.1	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: Paleo-Indians such as the Hopewell, Adena, and the Mississippian cultures
4.1.2	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: Miami, Shawnee, Potawatomi, and Lenape (Delaware); Resource: Conner Prairie Native Americans in Indiana
The American Revolution and the Indiana Territory: 1770 to 1816	
4.1.3	<p><i>Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</i></p> <ul style="list-style-type: none"> ● 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	<p><i>Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</i></p> <ul style="list-style-type: none"> ● 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.

Statehood: 1816 to 1851

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.

4.1.6

Explain how key individuals and events influenced the early growth and development of Indiana.

- **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*

The Civil War Era and Later Development: 1850 to 1900

4.1.7

Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

- **Examples:** *Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement*

4.1.8

Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

- **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.*

4.1.9

Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century.

- **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*

Growth and Development: 1900 to 1950

<p>4.1.10</p>	<p><i>Describe the participation of Indiana citizens in World War I and World War II.</i></p> <ul style="list-style-type: none"> ● 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
<p>4.1.11</p>	<p><i>Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</i></p> <ul style="list-style-type: none"> ● Examples: Women’s suffrage, the Great Depression, World War I, African-American migration from the South, and World War II
<p>4.1.12</p>	<p><i>Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</i></p> <ul style="list-style-type: none"> ● 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
<p>Contemporary Indiana: 1950 to Present</p>	
<p>4.1.13</p>	<p><i>Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</i></p> <ul style="list-style-type: none"> ● 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.
<p>4.1.14</p>	<p><i>Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation, and global connections.</i></p> <ul style="list-style-type: none"> ● 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.
<p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research</p>	

<p>4.1.15</p>	<p><i>Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing
<p>4.1.16</p>	<p><i>Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.</i></p> <ul style="list-style-type: none"> ● 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.
<p>4.1.17</p>	<p><i>Construct a brief narrative about an event in Indiana history using primary and secondary sources.</i></p> <ul style="list-style-type: none"> ● 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
<p>Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research</p>	
<p>4.1.18</p>	<p><i>Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.</i></p> <ul style="list-style-type: none"> ● 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

Civics and Government

Standard 2: Students describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

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.*

Functions of Government

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 *Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.*

- **Examples:** Governor, lieutenant governor, chief justice, state senators, and state representatives.

Role of Citizens

4.2.5 *Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.*

4.2.6 *Define and provide examples of civic virtues in a democracy.*

- **Examples:** Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all



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	<i>individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good.</i>
4.2.7	<p><i>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.</i></p> <ul style="list-style-type: none">● Examples: <i>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.</i>

Geography

Standard 3: Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth’s physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world/country.

The World in Spatial Terms

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| 4.3.1 | <p><i>Use latitude and longitude to identify physical and human features of Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: <i>transportation routes and bodies of water (lakes and rivers)</i> |
| 4.3.2 | <p><i>Estimate distances between two places on a map when referring to relative locations.</i></p> |

Places and Regions

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| 4.3.3 | <p><i>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.</i></p> |
| 4.3.4 | <p><i>Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Northern Lakes and Moraines, Central Till Plain, and Southern Lowlands</i> |

Physical Systems

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| 4.3.5 | <p><i>Explain how glaciers shaped Indiana’s landscape and environment.</i></p> |
| 4.3.6 | <p><i>Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</i></p> |
| 4.3.7 | <p><i>Explain the effect of the Earth/sun relationship on the climate of Indiana.</i></p> |

	<ul style="list-style-type: none"> Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.
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"> Examples: Forest growth, historic and modern transportation routes, and bodies of water
Human Systems	
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"> Examples: Lake Michigan and its tributaries, Wabash River, canals, Buffalo Trace, roadways, interstates.
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"> 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)
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"> Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.
4.3.12	<p>Address misconceptions and misperceptions of Native Americans, Africans, early settlers, and other immigrant groups historically and currently.</p>
Environment and Society	
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>

Economics	
Standard 4: Students study and compare the characteristics of Indiana’s changing economy in the past and present.	
4.4.1	<i>Give examples of the kinds of goods and services produced in Indiana in different historical periods.</i>
4.4.2	<p><i>Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years</i></p> <ul style="list-style-type: none"> ● Examples: <i>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.</i>
4.4.3	<i>Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</i>
4.4.4	<i>Explain that prices change as a result of changes in supply and demand for specific products.</i>
4.4.5	<p><i>Describe Indiana’s global connections.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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.</i>
4.4.6	<i>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.</i>
4.4.7	<p><i>Identify entrepreneurs who have influenced Indiana and the local community.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The Studebaker brothers, Madam C.J. Walker, Eli Lilly, and Marie Webster</i>



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4.4.8	<i>Define profit and describe how profit is an incentive for entrepreneurs.</i>
4.4.9	<i>Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</i>
4.4.10	<i>Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</i>



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Terminology is listed in the order it appears in standards.

primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents).

secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books).

civic virtues: behaviors that contribute to the healthy functioning of a democracy.

lithosphere: the soil and rock that form Earth's surface

hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation

biosphere: all plants and animals (flora and fauna)

goods: tangible objects, such as food or toys, that can satisfy people's wants and needs

services: actions that someone does for someone else, such as dental care or trash removal

productivity: the amount of goods and services produced in a period of time divided by the productive resources used

trade: the voluntary exchange of goods or services

supply: what producers are willing and able to sell at various prices

demand: what consumers are willing and able to buy at various prices

functions of money: helps people trade, measures the value of items, facilitates saving

entrepreneur: a person who takes a risk to start a business

profit: revenues from selling a good or service minus the costs of producing the good or service



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Indiana Academic Standards Grade 5 Social Studies



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Introduction

The Indiana Academic Standards for grade 5 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

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Social Studies: Grade 5 / United States History - The Founding of the Republic

Students in grade 5 study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Through active learning experiences in grade 5, students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Grade 5 students' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Additional skills to be taught include: (1) analyzing maps, globes, data, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Ways of Life Before and After the Arrival of Europeans to 1610

<p>5.1.1</p>	<p><i>Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</i></p> <ul style="list-style-type: none"> Examples: <i>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.)</i>
<p>5.1.2</p>	<p><i>Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.</i></p> <ul style="list-style-type: none"> Examples: <i>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</i>
<p>5.1.3</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> Examples: <i>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.</i>
<p>5.1.4</p>	<p><i>Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.</i></p> <ul style="list-style-type: none"> Examples: <i>St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown</i>

Colonization and Settlements: 1607 to 1763

5.1.5	<p><i>Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.</i></p> <ul style="list-style-type: none"> ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade
5.1.6	<p><i>Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.</i></p> <ul style="list-style-type: none"> ● Examples: agriculture, trade, cultural exchanges, military alliances, and massacres.
5.1.7	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: Slavery, plantations, town meetings, and town markets
5.1.8	<p><i>Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</i></p> <ul style="list-style-type: none"> ● Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn
The American Revolution: 1763 to 1783	
5.1.9	<p><i>Understand how political, religious, and economic ideas brought about the American Revolution.</i></p> <ul style="list-style-type: none"> ● Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.
5.1.10	<p><i>Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</i></p>
5.1.11	<p><i>Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.</i></p> <ul style="list-style-type: none"> ● 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,

	<i>publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)</i>
5.1.12	<p><i>Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.</i></p> <ul style="list-style-type: none"> Examples: <i>Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben</i>
5.1.13	<p><i>Identify contributions of women and minorities during the American Revolution.</i></p> <ul style="list-style-type: none"> Examples: <i>Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant</i>
5.1.14	<i>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.</i>
Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800	
5.1.15	<p><i>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.</i></p> <ul style="list-style-type: none"> Examples: <i>George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</i>
5.1.16	<i>Describe the origins and drafting of the Bill of Rights that were ratified in 1791.</i>
5.1.17	<p><i>Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.</i></p> <ul style="list-style-type: none"> Examples: <i>beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)</i>

Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research	
5.1.18	<i>Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.</i>
5.1.19	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Johnny Tremain</i> by Esther Forbes, <i>The Fighting Ground</i> by Avi, and <i>George vs. George</i> by Rosalyn Schanzer
5.1.20	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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</i>
5.1.21	<p><i>Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</i>
5.1.22	<p><i>Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Paul Revere, John Singleton Copley, Phyllis Wheatley, and Benjamin Franklin</i>

Civics and Government

Standard 2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1	<i>Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</i>
5.2.2	<p><i>Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</i>
5.2.3	<p><i>Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</i>
5.2.4	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights</i>
5.2.5	<p><i>Describe and give examples of individual rights guaranteed by the Bill of Rights.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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</i>

Functions of Government

5.2.6	<i>Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.</i>
5.2.7	<i>Identify the three branches of the United States government and explain the functions of each.</i> <ul style="list-style-type: none"> ● 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
Roles of Citizens	
5.2.8	<i>Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</i>
5.2.9	<i>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.</i>
5.2.10	<i>Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</i> <ul style="list-style-type: none"> ● Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.

Geography

Standard 3: Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1	<i>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.</i>
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Places and Regions

5.3.2	<i>Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.</i>
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5.3.3	<i>Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.</i>
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5.3.4	<i>Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.</i>
	<ul style="list-style-type: none"> ● Examples: Near bodies of water, on lowlands, along a transportation route, or near natural resources, or sources of power

Physical Systems

5.3.5	<i>Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.</i>
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5.3.6	<i>Use maps to describe the characteristics of climate regions of the United States.</i>
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5.3.7	<i>Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</i>
Human Systems	
5.3.8	<i>Explain how the Spanish, British, and French colonists altered the character and use of land in early America.</i>
5.3.9	<i>Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.</i>
5.3.10	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts.</i>
Environment and Society	
5.3.11	<p><i>Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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</i>
5.3.12	<p><i>Describe and analyze how specific physical features influenced historical events.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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</i>
5.3.13	<i>Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.</i>



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- **Examples:** *Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power*

Economics	
Standard 4: Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.	
5.4.1	<p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: trade with French
5.4.2	<p><i>Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.</i></p> <ul style="list-style-type: none"> ● Examples: Private ownership, markets, competition and rule of law
5.4.3	<p><i>Define types of trade barriers.</i></p>
5.4.4	<p><i>Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</i></p> <ul style="list-style-type: none"> ● Examples: Transportation, steam engine, railroad, communication, telegraph
5.4.5	<p><i>Explain how education and training, specialization, and investment in capital resources increase productivity.</i></p>
5.4.6	<p><i>Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.</i></p>
5.4.7	<p><i>Predict the effect of changes in supply and demand on price.</i></p>



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5.4.8	<p><i>Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.</i></p> <ul style="list-style-type: none">● Examples: <i>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</i>
5.4.9	<p><i>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.</i></p>



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Terminology is listed in the order it appears in standards.

primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents).

secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books).

limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.

union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit.

popular sovereignty: government by consent of the governed who are the source of all authority in their government.

republican government: type of government in which power is exercised by representatives chosen by the people.

constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power.

federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States

individual rights: personal, political and economic rights possessed equally by each person.

market economy: An economic system where decisions about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.

trade barriers: policies that hinder trade such as tariffs, quotas or embargoes.

capital resources: goods, such as tools, buildings and equipment, used in production.

productivity: the amount of goods and services produced in a period of time divided by the productive resources used.

supply: what producers are willing and able to sell at various prices.

demand: what consumers are willing and able to buy at various prices.



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goods: tangible objects, such as food or toys, that can satisfy people's wants.

services: actions that someone does for someone else, such as dental care or trash removal.



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Indiana Academic Standards Grade 6 Social Studies



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Introduction

The Indiana Academic Standards for Grade 6 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 6 / History, Places, and Cultures in Europe and Americas

Students in grade 6 compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

Indiana's academic standards for grade 6 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry, and participation are integrated throughout the standards. Grade 6 social studies include literacy standards.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History	
Standard 1: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.	
Early and Classical Civilizations: 1900 BCE to 700 CE	
6.1.1	<p><i>Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.</i></p> <ul style="list-style-type: none"> ● Examples: Greek, Roman, Mayan, Incan, and Aztec
6.1.2	<p><i>Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.</i></p> <ul style="list-style-type: none"> ● Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe
Medieval Period: 400 AD/CE - 1500 AD/CE	
6.1.3	<p><i>Explain the continuation and contributions of Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire.</i></p> <ul style="list-style-type: none"> ● Examples: Influence of the spread of Christianity in Russia and Eastern Europe
6.1.4	<p><i>Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.</i></p> <ul style="list-style-type: none"> ● Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions
6.1.5	<p><i>Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</i></p> <ul style="list-style-type: none"> ● Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power
6.1.6	<p><i>Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</i></p> <ul style="list-style-type: none"> ● Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu and Teotihuacan

6.1.7	<i>Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</i>
6.1.8	<p><i>Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Ideas - the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People - Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei</i>
6.1.9	<i>Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.</i>
Early Modern Era: 1500 CE to 1800 CE	
6.1.10	<i>Examine and explain the outcomes of European colonization as it impacted the Americas including the cultural exchange between Europe and the Americas.</i>
6.1.11	<i>Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.</i>
6.1.12	<p><i>Describe the Reformations and their effects on European and American society.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII’s break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent.</i>
6.1.13	<p><i>Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.</i></p> <ul style="list-style-type: none"> ● Examples: <i>American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.</i>
6.1.14	<i>Describe the origins, developments and innovations of the Industrial Revolution and explain the impact of these changes brought about urbanization, changing role of women and child labor.</i>

Modern Era: 1700 AD to Present

6.1.15	<i>Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.</i>
6.1.16	<i>Discuss the benefits and challenges related to the development of a highly technological society.</i> <ul style="list-style-type: none"> ● Examples: Atomic energy, computers and environmental change.
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research	
6.1.17	<i>Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</i>
6.1.18	<i>Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</i>
6.1.19	<i>Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.</i> <ul style="list-style-type: none"> ● Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.
6.1.20	<i>Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</i>
6.1.21	<i>Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</i> <ul style="list-style-type: none"> ● Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).
6.1.22	<i>Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.</i>



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	<ul style="list-style-type: none">• Examples: <i>The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights</i>
6.1.23	<i>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.</i>

Civics and Government

Standard 2: Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Foundations of Government

6.2.1

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

- **Examples:** Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism

6.2.2

Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government.

6.2.3

Explain how the elements and foundations of Roman representative democracy are present in modern systems of government.

6.2.4

Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.

6.2.5

*Define the term **nation-state** and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.*

Functions of Government

6.2.6

Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.

6.2.7

Identify and describe the functions of international political organizations in the world today.

- **Examples:** Examine the functions of the [International Court of Justice](#), North Atlantic Treaty Organization (NATO), and the United Nations (UN).

Roles of Citizens



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6.2.8

Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.

- **Examples:** Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico, and Canada.

Geography

Standard 3: Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe, and the Western Hemisphere.

World in Spatial Terms

6.3.1 *Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.*

6.3.2 *Identify the four hemispheres of the earth and use latitude and longitude to locate the capital cities of Europe, North America, and South America to show absolute location and relative location to the Earth's surfaces.*

6.3.3 *Name and locate the seven continents, [the five oceans](#), and four hemispheres on a world map and explain that geographic names vary regionally, historically, politically, and spatially.*

- **Note:** Continents include Africa, Antarctica, Asia, North America, South America, Europe, and Australia. Oceans include Arctic, Atlantic, Pacific, Indian, and Southern Oceans. (Note: National Oceanic and Atmospheric administration recognizes five oceans; [International Hydrographic Organization](#) recognizes four.)

Places and Regions

6.3.4 *Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.*

- **Examples:** Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions

Physical Systems

6.3.5 *Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.*

- **Examples:** Volga River, Canadian Rockies, Sierra Madre Mountains, and Lochs in Scotland.

6.3.6	<i>Explain how ocean currents and winds influence climate differences for Europe and the Americas.</i>
6.3.7	<i>Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.</i> <ul style="list-style-type: none"> ● Examples: <i>Gulf Stream and North Atlantic Current (NAC)</i>
6.3.8	<i>Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas.</i> <ul style="list-style-type: none"> ● Examples: <i>rainforests, mountain ranges, rivers, woodlands, deserts.</i>
Human Systems	
6.3.9	<i>Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors trigger migrations.</i> <ul style="list-style-type: none"> ● Examples: <i>rural and urban areas; immigration</i>
6.3.10	<i>Explain the ways cultural diffusion, invention, and innovation change culture.</i>
6.3.11	<i>Differentiate between the terms anthropology, archeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past.</i>

Economics	
Standard 4: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.	
6.4.1	<p><i>Give examples of how trade related to key developments in the history of Europe and the Americas.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.</i>
6.4.2	<p><i>Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Increased production and consumption and lower prices</i>
6.4.3	<i>Explain why international trade requires a system for exchanging currency between various countries.</i>
6.4.4	<i>Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.</i>
6.4.5	<i>Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.</i>
6.4.6	<p><i>Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.</i>
6.4.7	<i>Identify economic connections between the local community and the countries of Europe and the Americas, and identify job skills needed to be successful in the workplace.</i>
6.4.8	<i>Define how European and American countries utilize a welfare state system, and then identify ways that societies engage with helpful and harmful externalities in Europe and the Americas.</i>



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	<ul style="list-style-type: none">• Examples: Government support of public education and governments taxing or regulating pollution
6.4.9	<p>Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.</p> <ul style="list-style-type: none">• Examples: Savings accounts, certificates of deposit (CDs), and stocks



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Terminology is listed in the order it appears in standards.

primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents).

secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books).

nation-state: a politically organized area in which nation and state occupy the same space. (state: a politically organized territory with a permanent population, a defined territory, and a government; nation: a culturally defined group of people with a shared past and a common future who relate to a territory and have political goals, ranging from autonomy to statehood.)

Gross Domestic Product (GDP): is the value of all final goods and services produced in a country in one year.

externality: the impact of an activity (positive or negative) on the well-being of a third party

Welfare state: a system whereby the government undertakes to protect the health and well-being of its citizens, especially those in financial or social need, by means of grants, pensions, and other benefits.



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Indiana Academic Standards History/Social Studies Literacy

Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*



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Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (Examples: <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p>9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.</p>	<p>11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.</p>
<p>6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p>9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.</p>	<p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

WRITING GENRES (WRITING)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Grade 7 Social Studies



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Introduction

The Indiana Academic Standards for grade 7 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 7 / History, Places, and Cultures of Africa, Asia, and Southwest Pacific

Students in grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

Indiana academic standards for grade 7 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout the standards.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History	
Standard 1: Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.	
Early Civilizations, States, and Empires: 3500 BCE to 650 CE	
7.1.1	<p><i>Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies.</i></p> <ul style="list-style-type: none"> Examples: River civilizations include Nile River Valley (ancient Egypt), Tigris and Euphrates rivers (Mesopotamia), Indus River (India/Pakistan), and Huang He River (ancient China).
Spread of Cultural, Economic, Social, and Political Ideas: 500 BCE to 1600 CE	
7.1.2	<p><i>Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.</i></p> <ul style="list-style-type: none"> Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.
7.1.3	<i>Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture.</i>
7.1.4	<i>Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.</i>
7.1.5	<i>Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.</i>

7.1.6	<i>Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations.</i>
7.1.7	<i>Trace the rise, spread and influence of the Mongols.</i> <ul style="list-style-type: none"> ● Examples: Yuan dynasty, Marco Polo, Black Death, feudalism.
Major Civilizations, States, and Empires through 1650 CE	
7.1.8	<i>Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming).</i> <ul style="list-style-type: none"> ● Examples: Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - “China”, Terracotta Army, Great Wall; Han - Silk Road starts, paper & compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks & porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts
7.1.9	<i>Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.</i> <ul style="list-style-type: none"> ● Examples: feudalism, shogunate court life, samurai culture
Exploration, Conquest, and Post-Colonial States: 1500 CE to Present	
7.1.10	<i>Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.</i> <ul style="list-style-type: none"> ● Examples: voyages of the Ming dynasty, and Ibn Battuta
7.1.11	<i>Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.</i>

7.1.12	<i>Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.</i>
7.1.13	<p><i>Identify and explain the significance of historical events in the Middle East since the end of World War II.</i></p> <ul style="list-style-type: none"> • Examples: <i>The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present), Arab Spring (2011-present)</i>
7.1.14	<i>Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.</i>
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research	
7.1.15	<i>Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.</i>
7.1.16	<i>Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</i>
7.1.17	<i>Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.</i>
7.1.18	<i>Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.</i>
7.1.19	<i>Using primary and secondary sources, analyze issues confronting the eastern hemisphere.</i>

Civics and Government

Standard 2: Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens.

Foundations of Government

7.2.1

Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

- **Examples:** Australia, India, and South Africa

7.2.2

Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

- **Examples:** Japan, North Korea, India, South Africa, and China

Functions of Government

7.2.3

Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.

7.2.4

Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

- **Examples:** United Nations, World Bank, International Monetary Fund (IMF), Organization of Petroleum Exporting Countries (OPEC)

Roles of Citizens

7.2.5

Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia, and the Southwest Pacific.

- **Examples:** Japan, North Korea, India, South Africa, China

Geography	
Standard 3: Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.	
World in Spatial Terms	
7.3.1	<i>Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.</i>
7.3.2	<i>Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).</i>
Places and Regions	
7.3.3	<i>Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific.</i> <ul style="list-style-type: none"> ● Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions
7.3.4	<i>Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.</i>
7.3.5	<i>Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.</i>
Physical Systems	
7.3.6	<i>Describe ecosystems of Africa’s deserts, Asia’s mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.</i>

7.3.7	<i>Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</i>
7.3.8	<i>Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific.</i>
Human Systems	
7.3.9	<i>Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns.</i> <ul style="list-style-type: none"> ● Examples: life expectancy, income, literacy rate, industry, education, natural resources, and climate
7.3.10	<i>Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</i>
Environment and Society	
7.3.11	<i>Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.</i>

Economics

Standard 4: Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific with an emphasis on scarcity, incentive, opportunity cost, and specialization.

<p>7.4.1</p>	<p><i>Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific.</i></p> <ul style="list-style-type: none"> ● Examples: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.
<p>7.4.2</p>	<p><i>Illustrate how international trade requires a system for exchanging currency between and among countries.</i></p>
<p>7.4.3</p>	<p><i>Trace the development and change over time of the economic systems (traditional, command, market, and mixed) for various cultures, societies, or nations in Africa, Asia and the Southwest Pacific and analyze why these changes occurred over time.</i></p>
<p>7.4.4</p>	<p><i>Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</i></p>
<p>7.4.5</p>	<p><i>Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.</i></p>
<p>7.4.6</p>	<p><i>Identify ways that societies deal with helpful and harmful externalities in Africa, Asia or Southwest Pacific.</i></p> <ul style="list-style-type: none"> ● Examples: government support of public education and governments taxing or regulating pollution



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Terminology is listed in the order it appears in standards.

traditional economy: an economy in which resources are allocated based on custom and tradition.

command economy: an economy in which resources are allocated by the government or other central authority.

market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices.

mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems.

gross domestic product (GDP): the value of all final goods and services produced in a country in a year

human capital: the skills and expertise people acquire from education, training, and experience.

externality: the impact of an activity (positive or negative) on the well-being of a third party.



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (<i>WRITING</i>)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Grade 8 Social Studies



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Introduction

The Indiana Academic Standards for grade 8 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 8 / United States History - Growth and Development through 1877

Grade 8 students focus on United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Students in grade 8 need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

Indiana Academic Standards For Grade 8 Social Studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry, and participation are integrated throughout the standards

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including the review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge - American Revolution and Founding of the United States: 1754 to 1801

8.1.1	<i>Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.</i>
8.1.2	<i>Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.</i>
8.1.3	<i>Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).</i>
8.1.4	<i>Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</i>
8.1.5	<i>Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).</i>
8.1.6	<i>Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.</i>
8.1.7	<i>Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.</i>
8.1.8	<i>Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.</i>

8.1.9	<i>Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events.</i>
8.1.10	<i>Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.</i>
8.1.11	<i>Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South causing early sectionalism in America.</i>
Historical Knowledge - National Expansion and Reform: 1801 to 1861	
8.1.12	<i>Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America’s initial push towards westward expansion.</i>
8.1.13	<i>Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch.</i>
8.1.14	<i>Analyze the causes and consequences of the War of 1812.</i>
8.1.15	<i>Define nationalism and explain how it affected domestic policy, foreign policy, and the development of an industrial economy during this period.</i> <ul style="list-style-type: none"> ● Examples: Monroe Doctrine, American System
8.1.16	<i>Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson’s actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson’s Indian policy.</i>
8.1.17	<i>Explain relationships and conflict between settlers and Native Americans on the frontier.</i>

8.1.18	<i>Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</i>
8.1.19	<i>Analyze the causes and effects of the Mexican War (1846-1848).</i>
8.1.20	<i>Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</i>
8.1.21	<i>Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</i>
8.1.22	<i>Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.</i>
8.1.23	<i>Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.</i>
Historical Knowledge - The Civil War and Reconstruction Period: 1850 to 1877	
8.1.24	<i>Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</i>
8.1.25	<i>Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</i>
8.1.26	<i>Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</i>
8.1.27	<i>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</i>

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, Issues
Analysis and Decision-Making**

8.1.28	<i>Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.</i>
8.1.29	<i>Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.</i>
8.1.30	<i>Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</i>
8.1.31	<i>Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.</i>

Civics and Government

Standard 2: Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

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|-------|---|
| 8.2.1 | <i>Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.</i> |
| 8.2.2 | <i>Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.</i> |
| 8.2.3 | <i>Examine ways that the national government affects the everyday lives of people of the United States.</i> |

Functions of Government

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|-------|--|
| 8.2.4 | <i>Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.</i> |
| 8.2.5 | <i>Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</i> |

Roles of Citizens

- | | |
|-------|--|
| 8.2.6 | <i>Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.</i> |
| 8.2.7 | <i>Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</i> |
| 8.2.8 | <i>Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.</i> |



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8.2.9	<i>Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</i>
8.2.10	<i>Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as First and Second Amendment rights, the right to privacy, and the rights of the individual.</i>

Geography

Standard 3: Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

World in Spatial Terms

8.3.1	<i>Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States.</i>
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Places and Regions

8.3.2	<i>Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).</i>
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Physical Systems

8.3.3	<i>Identify and locate the major climate regions in the United States and describe the characteristics of these regions.</i>
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8.3.4	<i>Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.</i>
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Human Systems

8.3.5	<i>Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.</i>
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8.3.6	<i>Using maps identify changes influenced by growth, economic development and human migration in the United States.</i>
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8.3.7	<i>Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.</i>
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8.3.8	<i>Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.</i>
8.3.9	<i>Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.</i>

Economics

Standard 4: Students identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

8.4.1	<i>Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</i>
8.4.2	<i>Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.</i>
8.4.3	<i>Explain how federal, state, and local governments are involved in the economy of the United States.</i>
8.4.4	<i>Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</i>
8.4.5	<i>Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</i>
8.4.6	<i>Identify and give examples of different kinds of money used in the United States throughout its history.</i>
8.4.7	<i>Trace the development of the banking system in the United States.</i>
8.4.8	<i>Explain and evaluate examples of domestic and international interdependence throughout United States history.</i>
8.4.9	<i>Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.</i>



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8.4.10	<i>Compare and contrast job skills needed in different time periods in United States history.</i>
8.4.11	<i>Analyze how the causes and effects of changes in the price of certain goods and services has had a significant influence on events in United States history.</i>



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Terminology is listed in the order it appears in standards.

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command economy: an economy in which resources are allocated by the government or other central authority

market economy: an economy in which resources are allocated by decisions of individuals and businesses

mixed economy: an economic system combining private and public enterprise



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (WRITING)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>11-12.LH.5.1: Write arguments focused on discipline-specific content.</p>
<p>6-8.LH.5.2: Write informative texts, including analyses of historical events.</p>	<p>9-10.LH.5.2: Write informative texts, including analyses of historical events.</p>	<p>11-12.LH.5.2: Write informative texts, including analyses of historical events.</p>

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Economics



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Introduction

The Indiana Academic Standards for Economics are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Economics (1514)

Economics examines the allocation of resources and their uses given a set of criteria and priorities. The course analyzes the economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

Indiana Academic Standards for Economics include a rationale for each standard.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Economics - Scarcity and Economic Reasoning

Standard 1: Students understand that productive resources are limited; therefore, people, institutions, and governments cannot have all the goods and services they want. As a result, people, institutions, and governments must choose some things and give up others.

Rationale: Explicitly comparing the value of alternative opportunities that are sacrificed in any choice enables citizens and their political representatives to weigh the alternatives in order to make better economic decisions. This analysis also makes people aware of the consequences of their actions for themselves and others, and could lead to a heightened sense of responsibility and accountability.

E.1.1	<i>Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</i>
E.1.2	<i>Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.</i>
E.1.3	<i>Identify incentives and explain how they influence economic behavior and decision-making.</i>
E.1.4	<i>Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</i>
E.1.5	<i>Define scarcity and explain how choices incur opportunity costs and trade-offs.</i>
E.1.6	<i>Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, trade offs, unemployment, productivity, and growth.</i>
E.1.7	<i>Describe and compare the various economic systems (traditional, market, command, mixed); explain their strengths and weaknesses.</i>

E.1.8	<i>Describe how clearly defined and enforced property rights are essential to a market economy.</i>
E.1.9	<i>Illustrate how investment in physical and human capital can raise productivity and future standards of living.</i>
E.1.10	<i>Diagram and explain the circular flow of a market economy.</i>

Economics - Supply and Demand

Standard 2: Students understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

Rationale: Understanding how market prices and output levels are determined helps people anticipate market opportunities and make better choices as consumers and producers. It will also help them realize that market allocations are impersonal.

E.2.1	<i>Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.</i>
E.2.2	<i>Recognize that consumers ultimately determine what is produced in a market economy.</i>
E.2.3	<i>Illustrate how supply and demand determine equilibrium price and quantity.</i>
E.2.4	<i>Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.</i>
E.2.5	<i>Describe how price elasticity of supply and price elasticity of demand send signals to buyers and sellers.</i>

E.2.6	<i>Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages, and surpluses.</i>
E.2.7	<i>Describe how the earnings of workers are determined by including the market value of the product produced, workers' productivity, the amount of human capital held by workers, collective bargaining, and discrimination.</i>

Economics - Market Structures

Standard 3: Students understand the role of business firms and analyze the various types of market structures in the United States economy.

Rationale: Understanding the benefits of competition and the costs of limiting competition helps students evaluate public policies that affect the level of competition in various markets.

E.3.1	<i>Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.</i>
E.3.2	<i>Identify ways firms raise financial capital.</i>
E.3.3	<i>Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue.</i>
E.3.4	<i>Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition.</i>
E.3.5	<i>Explain how competition in markets affects price and quantity.</i>
E.3.6	<i>Explain why natural monopolies exist (economies of scale) and the purposes of government regulation of these monopolies.</i>

Economics - Role of Government

Standard 4: Students understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

Rationale: The political and social reasons for public sector services helps students make better choices about the appropriate size and scope of markets and government. It is also important that students be able to evaluate redistributive effects of government programs.

E.4.1	<i>Explain how market failures may result in the underproduction of public goods and explain the role of government in addressing those failures.</i>
E.4.2	<i>Explain how markets under produce public goods and explain why the government has an interest in producing these public goods.</i>
E.4.3	<i>Describe how the government taxes negative externalities (spillovers) and subsidizes positive externalities to resolve the inefficiencies they cause.</i>
E.4.4	<i>Describe the major revenue and expenditure categories in state and federal budgets and their respective proportions, and the challenges of achieving a balanced budget.</i>
E.4.5	<i>Determine whether different types of taxes (including income, sales, and FICA (including Social Security and Medicare) are progressive, proportional, or regressive.</i>
E.4.6	<i>Explain that government failure occurs when the costs of a policy exceeds its benefits because social or political goals (rather than economic efficiency) are being pursued.</i>
E.4.7	<i>Define budget debt and budget deficit and distinguish between the two. Explain the effects of both on the economy.</i>

Economics - National Economic Performance

Standard 5: Students understand the means by which economic performance is measured and the causes and effects of business cycles in a market economy.

Rationale: It is important for students to understand possible causes of national economic performance, how changes can produce economic problems (such as unemployment and inflation) or opportunities (such as increased employment). Changes in national levels of economic activity have a profound effect on students' future welfare, their job opportunities, the level of their prospective earnings, and the prices they will pay for things they buy.

E.5.1	<i>Explain measures of a country's economic performance such as gross domestic product (GDP), unemployment, and inflation.</i>
E.5.2	<i>Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.</i>
E.5.3	<i>Explain the limitations of using GDP to measure economic welfare.</i>
E.5.4	<i>Identify the different causes of inflation (including cost-push and demand-pull) and explain the impact of inflation on economic decisions.</i>
E.5.5	<i>Explain and illustrate the impact of changes in aggregate supply and aggregate demand.</i>
E.5.6	<i>Explain the causes and effects of business cycles in a market economy.</i>
E.5.7	<i>Explain frictional, structural, cyclical, and seasonal unemployment and analyze the impact of unemployment.</i>
E.5.8	<i>Describe how individuals and organizations try to protect themselves from the impact of unexpected inflation.</i>

Economics - Money and the Role of Financial Institutions

Standard 6: Students understand the role of money and financial institutions in a market economy.

Rationale: Understanding financial institutions and the purposes they serve will help students use them more effectively and help them evaluate proposed new institutions or changes in the existing legal and institutional environment. Understanding what determines the real buying power of money and earnings will help students make better decisions in their personal and professional lives. Understanding the importance of money to society will also help them make more informed decisions about national policies related to banking, controlling the supply of money, and inflation.

E.6.1

Explain the basic functions of money.

E.6.2

Identify the composition of the money supply of the United States.

E.6.3

Explain the role financial institutions play among savers, borrowers, and investors.

E.6.4

Demonstrate how banks create money through the principle of fractional reserve banking.

E.6.5

Describe the structure and functions of the Federal Reserve System.

E.6.6

Explain how interest rates act as an incentive for savers and borrowers.



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E.6.7	<i>Compare and contrast different types of financial investments.</i>
E.6.8	<i>Demonstrate how supply and demand determine equilibrium price and quantity in the financial markets.</i>

Economics - Economic Stabilization

Standard 7: Students understand the macroeconomic role of the government in developing and implementing fiscal and monetary policies and how these policies impact the macro economy.

Rationale: The U.S. federal government's taxation and spending policies, and the Federal Reserve System's monetary policies affect the nation's overall levels of employment, output, and prices. Policy makers and the general public continue to examine and debate the overall stabilization effects of public policy actions, because the consequences are so important. Students should understand the role of conflicting objectives and the limitations on the effectiveness of economic stabilization policies in order to develop realistic expectations about what can be accomplished with taxation, spending, and monetary policies.

E.7.1	<i>Define and explain fiscal and monetary policy.</i>
E.7.2	<i>Explain the tools of fiscal and monetary policy.</i>
E.7.3	<i>Analyze how the government uses fiscal policy to promote price stability, full employment, and economic growth.</i>
E.7.4	<i>Explain how the use of fiscal policy affects budget deficits or surpluses and the national debt.</i>
E.7.5	<i>Analyze how the Federal Reserve uses monetary policy to promote price stability, full employment, and economic growth.</i>
E.7.6	<i>Compare and contrast the major macroeconomic theories such as Keynesian, Neoclassical, and Monetarist and evaluate how they influence fiscal and monetary policy.</i>

Economics - Trade	
Standard 8: Students understand why households, businesses, and governments trade goods and services and how trade affects the economies of the world.	
Rationale: Voluntary exchanges are cooperative activities in which both sides expect to gain, and both usually do. Understanding the win-win nature of voluntary exchange helps students learn that people and organizations trade with one another only when each party offers something that the other party values more than whatever he or she has to trade.	
E.8.1	<i>Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.</i>
E.8.2	<i>Explain the benefits of trade among households and countries.</i>
E.8.3	<i>Explain the difference between balance of trade and balance of payments.</i>
E.8.4	<i>Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.</i>
E.8.5	<i>Compare and contrast the arguments for and against free trade.</i>
E.8.6	<i>Explain how changes in exchange rates affect the value of imports and exports.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.

GRADES 6-8

6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8.LH.3.2: Describe how a text presents information (Examples: *sequentially, comparatively, causally*).

GRADES 9-10

9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

GRADES 11-12

11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: *how Madison defines faction in Federalist No. 10*).

11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (*WRITING*)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8

GRADES 9-10

GRADES 11-12

6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (*WRITING*)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Ethnic Studies



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Introduction

The Indiana Academic Standards for Ethnic Studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: Ethnic Studies (1516)

Ethnic Studies provides a framework to broaden students' perspectives concerning historical and contemporary lived experiences and cultural practices of ethnic and racial groups in the United States. This course may either focus on a particular ethnic or racial group or take a comparative approach across multiple groups. Course content should be presented from the perspective of the ethnic or racial group(s). The course may include an analysis of the economic, intellectual, social, and political contributions of an ethnic or racial group(s), as well as the socio-political and economic forces that create systemic challenges to accessing resources and opportunities. As a result, this course will better prepare students for an increasingly diverse, global community and participation in a democratic society.

The Indiana Department of Education (IDOE) encourages the use of multicultural curriculum materials and provides multiple resources on IDOE's website which is updated periodically. These standards are intended to be cross-curricular and may be taught as a social studies course and used in other subject areas including English/Language Arts.

The Indiana Ethnic Studies course contains four standards with distinct indicators. Teachers are encouraged to build connections between standards in lessons. The standards are not required to be taught in a specific sequence.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*



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Ethnic Studies	
Standard 1: Cultural Self-Awareness	
ES.1.1	<i>Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.</i>
ES.1.2	<i>Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.</i>
ES.1.3	<i>Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</i>

Ethnic Studies	
Standard 2: Cultural Histories within the United States Context and Abroad	
ES.2.1	<i>Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.</i>
ES.2.2	<i>Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).</i>
ES.2.3	<i>Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.</i>
ES.2.4	<i>Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.</i>



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Ethnic Studies	
Standard 3: Contemporary Lived Experiences and Cultural Practices	
ES.3.1	<i>Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.</i>
ES.3.2	<i>Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.</i>



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Ethnic Studies	
Standard 4: Historical and Contemporary Contributions	
ES.4.1	<i>Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.</i>
ES.4.2	<i>Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (*WRITING*)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8

6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

GRADES 9-10

9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GRADES 11-12

11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Geography and History of the World



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Introduction

The Indiana Academic Standards for Geography and History of the World are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: Geography and History of the World (Course 1570)

Geography and History of the World is designed to enable students to use geographical tools and skills and historic concepts and perspectives to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic text representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally, writing, or through a variety of mechanisms. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns, and interactions/relationships.

Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, make predictions, and create solutions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Geography and History of the World

Standard 1: Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

Cultural Hearths

<p>GHW.1.1</p>	<p><i>Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies</i>
<p>GHW.1.2</p>	<p><i>Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan</i>
<p>GHW.1.3</p>	<p><i>Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</i></p>
<p>GHW.1.4</p>	<p><i>Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</i></p>

Geography and History of the World

Standard 2: Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

World Religions

<p>GHW.2.1</p>	<p><i>Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</i></p> <ul style="list-style-type: none"> Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), and Sikhism (India/Pakistan)
<p>GHW.2.2</p>	<p><i>Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</i></p> <ul style="list-style-type: none"> Examples: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917), Iran and Saudi Arabia: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)
<p>GHW.2.3</p>	<p><i>Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</i></p> <ul style="list-style-type: none"> Examples: Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use; indigenous people of Australia and the Americas balance of humans and the environment.

GHW.2.4

Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.

- **Examples:** *Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; US Christianity (1970’s to present); Myanmar/Burma (Buddhism)*

Geography and History of the World

Standard 3: Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

Population Characteristics, Distribution, and Migration

<p>GHW.3.1</p>	<p><i>Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.</i></p> <ul style="list-style-type: none"> ● Examples: population pyramids, CIA World Factbook, United States Census Bureau.
<p>GHW.3.2</p>	<p><i>Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</i></p>
<p>GHW.3.3</p>	<p><i>Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</i></p>
<p>GHW.3.4</p>	<p><i>Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</i></p> <ul style="list-style-type: none"> ● Examples: Alaskan Native populations to global warming; large urban areas
<p>GHW.3.5</p>	<p><i>Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation.</i></p> <ul style="list-style-type: none"> ● Examples: Burmese migration to Ft. Wayne, Indiana and Perry Township/Greenwood, IN; Latinx migration to Indianapolis, Sikh migration to Indianapolis’ south suburbs

Geography and History of the World

Standard 4: Students examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

Exploration, Conquest, Imperialism, and Post Colonialism

GHW.4.1	<i>Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</i>
GHW.4.2	<i>Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</i>
GHW.4.3	<i>Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.</i>
GHW.4.4	<p><i>Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</i></p> <ul style="list-style-type: none"> Examples: <i>Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)</i>
GHW.4.5	<p><i>Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</i></p> <ul style="list-style-type: none"> Examples: <i>modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.</i>

Geography and History of the World

Standard 5: Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

Urban Growth

<p>GHW.5.1</p>	<p><i>Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</i></p>
<p>GHW.5.2</p>	<p><i>Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</i></p> <ul style="list-style-type: none"> Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)
<p>GHW.5.3</p>	<p><i>Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</i></p> <ul style="list-style-type: none"> Examples: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)
<p>GHW.5.4</p>	<p><i>Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</i></p>

Geography and History of the World

Standard 6: Students examine physical and human geographic factors that influenced the origins, major events, diffusion, and global consequences of new ideas in agriculture, science, culture, politics, industry, and technology.

Innovations and Revolutions

GHW.6.1	<i>Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other regions of the world.</i>
GHW.6.2	<p><i>Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</i></p> <ul style="list-style-type: none"> Examples: Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology).
GHW.6.3	<p><i>Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</i></p> <ul style="list-style-type: none"> Examples: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present); east Asian anime and video gaming competitions.
GHW.6.4	<p><i>Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world.</i></p> <ul style="list-style-type: none"> Examples: railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence



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GHW.6.5	<i>Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments.</i>
GHW.6.6	<i>Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world</i>

Geography and History of the World

Standard 7: Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.

Conflict and Cooperation

<p>GHW.7.1</p>	<p><i>Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</i></p> <ul style="list-style-type: none"> Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea. (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)
<p>GHW.7.2</p>	<p><i>Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</i></p> <ul style="list-style-type: none"> Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)
<p>GHW.7.3</p>	<p><i>Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</i></p> <ul style="list-style-type: none"> Examples: Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), Gandhi's (India) non-violent approach to independence and

	<p><i>Algerian violent movement for independence from France (1950s) or to the Bolshevik's (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000's)</i></p>
<p>GHW.7.4</p>	<p><i>Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</i></p> <ul style="list-style-type: none"> ● Examples: League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)

Geography and History of the World

Standard 8: Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges.

Trade and Commerce

GHW.8.1	<i>Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions.</i>
GHW.8.2	<p><i>Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.</i></p> <ul style="list-style-type: none"> Examples: <i>States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)</i>
GHW.8.3	<i>Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</i>

Geography and History of the World

Standard 9: Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

Human and Environmental Interactions: Resources, Hazards, and Health

GHW.9.1	<i>Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</i>
GHW.9.2	<p><i>Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</i></p> <ul style="list-style-type: none"> Examples: <i>United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation</i>
GHW.9.3	<p><i>Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</i></p> <ul style="list-style-type: none"> Examples: <i>Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia)</i>
GHW.9.4	<p><i>Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases.</i></p> <ul style="list-style-type: none"> Examples: <i>Bubonic Plague, smallpox, ebola, zika, and describe the impact of this diffusion on countries and regions.</i>

Geography and History of the World

Standard 10: Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

States, Nations, and Nation-States

<p>GHW.10.1</p>	<p><i>Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</i></p> <ul style="list-style-type: none"> ● Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines
<p>GHW.10.2</p>	<p><i>Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</i></p> <ul style="list-style-type: none"> ● Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)
<p>GHW.10.3</p>	<p><i>Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</i></p> <ul style="list-style-type: none"> ● Examples: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)
<p>GHW.10.4</p>	<p><i>Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.</i></p>

	<ul style="list-style-type: none"> Examples: <i>The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)</i>
<p>GHW.10.5</p>	<p><i>Use a variety of data, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.</i></p> <ul style="list-style-type: none"> Examples: <i>Development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); and the increase of homogeneity in Japan (1945–present)</i>
<p>GHW.10.6</p>	<p><i>Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</i></p> <ul style="list-style-type: none"> Examples: <i>Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as (Great Britain, France, Spain and Italy</i>

Geography and History of the World

Standard 11: Students examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

Sports, Recreation, and Tourism

GHW.11.1	<i>Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.</i>
GHW.11.2	<p><i>Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</i></p> <ul style="list-style-type: none"> Examples: <i>Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the 2008 Olympic movement; and United States: development of parks greenspaces in response to increased urbanization</i>
GHW.11.3	<i>Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</i>
GHW.11.4	<p><i>Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.</i></p> <ul style="list-style-type: none"> Examples: <i>Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town’s population</i>
GHW.11.5	<i>Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy)</i>
GHW.11.6	<i>Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.</i>

Geography and History of the World

Standard 12: Students examine the human causes of change to the environment on a global scale along with the impact of these changes all life.

Global Change

GHW.12.1	<i>Analyze global climate change forecasts for different parts of Earth and the implications of these changes for humans.</i>
GHW.12.2	<p><i>Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)</i>
GHW.12.3	<p><i>Evaluate the emerging trends toward reducing environmental footprints.</i></p> <ul style="list-style-type: none"> ● Examples: <i>renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water</i>



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Terminology is listed in the order it appears in standards.

agricultural revolutions, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (WRITING)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8

GRADES 9-10

GRADES 11-12

6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Global Economics



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Introduction

The Indiana Academic Standards for Global Economics are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

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Social Studies: Global Economics (4558)

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures.

***Career and Technical Student Organizations (CTSOs)** are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America, the CTSOs for this area.*

***Please Note:** Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Global Economics	
Standard 1: Students synthesize the relationship among scarcity, choice, and opportunity costs to understand that resources are limited and, as a result, individuals must choose some things and give up others.	
Basic Economic Concepts	
GE.1.1	<i>Define, identify, and explain the productive resources.</i>
GE.1.2	<i>Define scarcity and explain how opportunity costs and tradeoffs exist.</i>
GE.1.3	<i>Explain incentives and how they affect choice.</i>
GE.1.4	<i>Illustrate a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, trade-offs, unemployment, productivity, and growth.</i>
GE.1.5	<i>Critique the trade-off among economic growth, national security, efficiency, and personal freedom.</i>
GE.1.6	<i>Explain measures of a country's economic performance such as Gross Domestic Product (GDP), unemployment, and inflation.</i>

Global Economics	
Standard 2: Students critique various economic systems from around the world in order to identify strengths and weakness, and compare each.	
Global Economic Systems	
GE.2.1	<i>Describe the various economic systems such as a free market, a command economy, or a mixed economy.</i>
GE.2.2	<i>Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions.</i>
GE.2.3	<i>Evaluate the strengths and weaknesses of various economic systems.</i>
GE.2.4	<i>Explain the fundamental role, if any, of government in the various economic systems.</i>
GE.2.5	<i>Investigate the effect of taxes on economic systems.</i>
GE.2.6	<i>Describe fiscal policy and its relationship to various economic systems.</i>
GE.2.7	<i>Explain and evaluate how and why governments control influence businesses and individuals through laws and taxes.</i>

Global Economics	
Standard 3: Students analyze marketplace structures in economic systems.	
Economic Systems Structures	
GE.3.1	<i>Define labor productivity and explain the basic factors which affect productivity.</i>
GE.3.2	<i>Analyze the relationships between price, quantity, supply, demand, and equilibrium.</i>
GE.3.3	<i>Demonstrate the efficiency of an economic system's decision making through production possibility curves.</i>
GE.3.4	<i>Describe different types of competitive structures in economic systems.</i>
GE.3.5	<i>Explain the role and effect of labor unions, nonprofit organizations, and cooperatives in a given economy.</i>
GE.3.6	<i>Assess the influence of monopolies and oligopolies on marketplaces.</i>
GE.3.7	<i>Describe and evaluate how entrepreneurs form, fund and operate businesses. Explain how they decide when to enter or exit a market.</i>
GE.3.8	<i>Explain the business cycle and the factors that influence it.</i>

Global Economics

Standard 4: Students analyze the necessity for global interaction within the different economic systems.

World Trade

GE.4.1	<i>Synthesize evidence which suggests that most of the world's countries are interdependent.</i>
GE.4.2	<i>Explain how specialization promotes international trade and how international trade increases total world output.</i>
GE.4.3	<i>Explain how governments and cartels/syndicates influence world trade.</i>
GE.4.4	<i>Use the concepts of absolute advantage and comparative advantage to determine why a country may choose to produce a particular commodity rather than another.</i>
GE.4.5	<i>Discuss the components that make up the balance of payments and balance of trade among nations.</i>
GE.4.6	<i>Evaluate the effects of trade agreements among nations and barriers to trade.</i>

Global Economics	
Standard 5: Students explain the role of monetary and fiscal policies in a global economy and how it relates to individuals' daily lives, businesses, and governments.	
Money and Banking: Role of Monetary and Fiscal Policies	
GE.5.1	<i>Explain the role of the Federal Reserve in the US economy as well as the functions of its counterparts in other countries.</i>
GE.5.2	<i>Differentiate between monetary policy and fiscal policies.</i>
GE.5.3	<i>Define money and explain why it has value.</i>
GE.5.4	<i>Compare the advantages and disadvantages of the barter system, currency, and near money.</i>
GE.5.5	<i>Analyze the effects that higher or lower interest rates can have on economic growth and inflation.</i>
GE.5.6	<i>Research the structure of financial institutions and analyze the consumer and commercial products offered.</i>
GE.5.7	<i>Investigate the effect of Gross Domestic Product (GDP), unemployment, and inflation on economies.</i>
GE.5.8	<i>Analyze the history and current trends of U.S. and international commercial banking.</i>



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GE.5.9

Analyze and discuss the structure of, the purpose for, and the effects of government taxation.

Global Economics

Standard 6: Students research the role of currency and international financial institutions in a global economy.

Money and Banking: Currency and Financial Institutions

GE.6.1	<i>Research exchange rates and analyze their influence on international trade.</i>
GE.6.2	<i>Explain the roles and functions of the World Bank, the International Monetary Fund (IMF), and other international banking/financial institutions.</i>
GE.6.3	<i>Compare and analyze the securities exchanges and their effect on the world economy.</i>
GE.6.4	<i>Analyze the influence of phenomenon such as trade policies, politics, disasters, and cultural factors on the value of currency.</i>
GE.6.5	<i>Explain how the value of money and the exchange rate influence the standards of living and may promote or discourage tourism.</i>

Global Economics

Standard 7: Students analyze career options in a global economy.

Making Career Choices

GE.7.1	<i>Synthesize data from the US and other economies to predict the types of trade that will be profitable. Use evidence to identify career choices that will be in demand and the potential income associated with them.</i>
GE.7.2	<i>Identify and assess personal interests, abilities, life goals, and possible career choices.</i>
GE.7.3	<i>Synthesize data from current economic trends in order to predict the effects they will have on standards of living in Indiana as well as the types of careers that will be in demand.</i>
GE.7.4	<i>Evaluate the impact of sociological, economic, and technological changes on future careers.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (*WRITING*)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Indiana Academic Standards Indiana Studies



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Social Studies: Indiana Studies (1518)

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

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Indiana Studies	
Standard 1: History	
Pre 1800's	
IS.1.1	<i>Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.</i>
IS.1.2	<i>Explain how the lives of American Indians changed with the development of Indiana.</i>
Territorial and Early Statehood: 1800 to 1850	
IS.1.3	<p><i>Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851)</i>
IS.1.4	<p><i>Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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, the Battle of Tippecanoe (1811)</i>
Abolition and the Civil War: 1851 to 1865	
IS.1.5	<i>Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.</i>

	<ul style="list-style-type: none"> Examples: <i>Levi and Catharine Coffin, Quakers in Indiana, Roberts Settlement, Robert Dale Owen, Underground Railroad in Indiana, Beech Settlement, 1851 Indiana Constitution Article XIII, Jesse Bright, George Washington Julian, Fugitive Slave Laws</i>
IS.1.6	<p><i>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.</i></p> <ul style="list-style-type: none"> Examples: <i>Governor Oliver Morton, Camp Morton, Morgan’s Raid, The Battle of Corydon, Lew Wallace, Ambrose Bierce, Joshua Jones, Benjamin Harrison, Nineteenth Indiana Volunteer Infantry Regiment. Twenty-Eighth Regiment of the United States Colored Troops, Election Riot of 1876</i>
IS.1.7	<p><i>Analyze how the Civil War affected men, women, and children on the home front. Explain how those on the homefront helped the war effort.</i></p> <ul style="list-style-type: none"> Examples: <i>Civil War Arsenal, Copperhead Faction (Sons of Liberty)</i>
Industrialization and Immigration in Indiana: 1865 to 1900	
IS.1.8	<p><i>Describe the economic developments that transformed Indiana into a major industrial power and the factors necessary for industrialization.</i></p> <ul style="list-style-type: none"> Examples: <i>Madison and Indianapolis Railroad (M&I), New Albany and Salem Railroad (Monon), rise of the auto industry, Indiana Gas Boom, Purdue University (founded 1869)</i>
IS.1.9	<p><i>Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana.</i></p> <ul style="list-style-type: none"> Examples: <i>Madison and Indianapolis Railroad (M&I), Reuben Wells Locomotive, Miles Labs in Elkhart, Indiana James Oliver (Oliver Chilled Plow), New Albany and Salem Railroad (Monon), Tulip Trestle (Greene County Viaduct), the rise of interurbans, Elwood Haynes</i>
IS.1.10	<p><i>Summarize the impact immigration had on social movements of the era including the contributions specific individuals and groups.</i></p>

	<ul style="list-style-type: none"> Examples: Little Syria on the Wabash, Calumet region, German immigrants, Irish immigrants, Eastern European Immigrants, Latinx Immigrants
IS.1.11	<p>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.</p> <ul style="list-style-type: none"> Examples: Eugene V. Debs, American Railway Union Streetcar Strike of 1913
IS.1.12	<p>Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.</p> <ul style="list-style-type: none"> Examples: the Harrisons, Dependent and Disability Pension Act (for veterans), McKinley Tariff Act, African American rights, Sherman Antitrust Act, Meat Inspection Act, Harrison's interest in environmental issues
IS.1.13	<p>Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana.</p> <ul style="list-style-type: none"> Examples: Indiana Civil Rights Act of 1885
Progressive Era Politics, Economics, and Social Reform in Indiana: 1888 to 1920	
IS.1.14	<p>Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana.</p> <ul style="list-style-type: none"> Examples: Albert J. Beverage, Governor Thomas Marshall, Harvey Wiley
IS.1.15	<p>Assess the impact of the Women's Suffrage Movement on the residents of Indiana.</p> <ul style="list-style-type: none"> Examples: Albion Fellows Bacon, May Wright Sewall, Zerelda Wallace, Robert Dale Owen, Helen Gouger, 1881 Women's suffrage amendment, Amanda Way, Grace Julian Clark, Dr. Mary F. Thomas, Woman's Suffrage Association, Equal Suffrage Association (Branch 7), Madame CJ Walker
IS.1.16	<p>Identify and analyze Indiana's contributions to WWI.</p>

	<ul style="list-style-type: none"> Examples: Demise of German language newspapers, discrimination against German and Japanese Americans, WWI aviation depot in Speedway, effects and responses to flu pandemic, Indiana's economic contribution to the war
Prosperity, Depression, and World War II	
IS.1.17	<p>Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society.</p> <ul style="list-style-type: none"> Examples: Jazz on Indiana Avenue (Indianapolis), French Lick Springs and West Baden, Cole Porter, KKK, Gennett Records, John Dillinger, Hoagy Carmichael, Prohibition
IS.1.18	<p>Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era as it pertains to Indiana.</p> <ul style="list-style-type: none"> Examples: D.C. Stephenson and the Indiana Klu Klux Klan Steel strike in Calumet Albion Fellows Bacon
IS.1.19	<p>Describe technological developments during the 1920s and explain their impact on rural and urban Indiana.</p> <ul style="list-style-type: none"> Examples: Studebaker Auto, Auburn Automobile Company, Cummins Engines, Auto Indiana, Evansville-RefrigeratorCapital of the World, Eli Lilly and Company and insulin
IS.1.20	<p>Analyze the causes of the Great Depression and explain how they affected Indiana society.</p>
IS.1.21	<p>Explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.</p> <ul style="list-style-type: none"> Examples: Terre Haute General Strike, Governor Paul McNutt's Little New Deal, WPA Federal Writers Project, CCC Projects, State Parks and State Forests, Thomas Hart Benton and Alan Tomkins Public Mural Projects, rise of labor unions
IS.1.22	<p>Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.</p> <ul style="list-style-type: none"> Examples: Ludlow Amendment

IS.1.23	<i>Examine the causes and course of World War II, the effects of the war on Indiana’s society and culture, and the consequences of the war on United States involvement in world affairs.</i>
Post-War Indiana: 1945 to 1960	
IS.1.24	<p><i>Analyze the responses in Indiana resulting from Cold War tensions.</i></p> <ul style="list-style-type: none"> ● Examples: Chicago/Gary Nike Missile Defense Area (“Chicago Ring of Fire”), Ground Observer Corps, Civil Defense shelters
IS.1.25	<p><i>Summarize key economic and social developments and changes in post-WWII life in Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: Eli Lilly and polio vaccine, Baby Boom, school consolidation, education reform, growth of suburbs, growth of strip malls, shopping malls, automobile production (GM, Chrysler and Ford), television production (RCA)
IS.1.26	<p><i>Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: 1949 School Desegregation Act, Segregation according to race was prohibited, without penalties for noncompliance; school segregation through residential zoning/red lining; Crispus Attucks High School, first undefeated basketball team in Indiana; 1947 Bill Garrett of Shelbyville is the first African American to play Big Ten college basketball as an IU Hoosier
IS.1.27	<p><i>Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.</i></p> <ul style="list-style-type: none"> ● Examples: May 1968 - The U.S. Justice Department filed a suit in Federal Court charging the Indianapolis Public Schools with racial discrimination; 1969 Unigov in Indianapolis; busing in schools; desegregation of schools; Indiana Black Expo
IS.1.28	<p><i>Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers.</i></p> <ul style="list-style-type: none"> ● Examples: Birch Bayh and ERA; Birch Bayh and Title IX

IS.1.29	<p><i>Examine and analyze the involvement and sentiments of Hoosiers during the Vietnam War.</i></p> <ul style="list-style-type: none"> ● Examples: Refugees, letters home from Vietnam (Karren Mundell)
Contemporary Indiana: 1980 to 2000	
IS.1.30	<p><i>Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.</i></p>
IS.1.31	<p><i>Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.</i></p> <ul style="list-style-type: none"> ● Examples: Hulman and Company, Cook Medical, Eli Lilly, Elancom AgroSciences, Becks Hybrid
IS.1.32	<p><i>Discuss and explain the significance of the rise of Indiana political leaders from 1980 to present.</i></p> <ul style="list-style-type: none"> ● Examples: Governor Otis Bowen, Senator Richard Lugar, Governor Orr, Senator Evan Bayh, Vice President Dan Quayle, Representative Lee Hamilton, Representative Julia Carson, Governor Frank O'Bannon, Governor Mitch Daniels, Vice President Mike Pence
IS.1.33	<p><i>Analyze the impact of globalization on Hoosier culture and Indiana's economic policies, political policies, and international connections.</i></p> <ul style="list-style-type: none"> ● Examples: Immigration and changing demographics; multinational corporations (Honda, Subaru, Cummins, Rolls Royce, Lilly, Cook Industries); job loss (Otis elevator, Westinghouse, Carrier); international Sister Cities relationships
Historical Thinking	
IS.1.34	<p><i>Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.</i></p>
IS.1.35	<p><i>Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.</i></p>

IS.1.36	<i>Analyze multiple, unexpected and complex causes and effects of events in the past.</i>
IS.1.37	<i>Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</i>
IS.1.38	<i>Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</i> <ul style="list-style-type: none">● Examples: T.C. Steele, Hoosier Group and Robert Indiana, James Whitcomb Riley, Gene Stratton Porter, Kurt Vonnegut, Booth Tarkington, Lew Wallace, Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, John Mellencamp, Red Skelton, David Letterman, Maurine Watkins, Jane Pauley
IS.1.39	<i>Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.</i>

Indiana Studies	
Standard 2: Civics and Government	
IS.2.1	<i>Interpret the Preamble of Indiana’s Constitution to explore the authors’ vision for Indiana’s government.</i>
IS.2.2	<i>Describe and characterize individual rights, such as freedom of speech, freedom of religion, and the right to public education, that are protected in Indiana’s Constitution, including a focus on Articles I and VIII.</i>
IS.2.3	<i>Analyze and compare the major functions, responsibilities, and relationships of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the 1816 and 1851 Indiana Constitutions.</i>
IS.2.4	<i>Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</i>
IS.2.5	<i>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.</i>
IS.2.6	<i>Analyze the service of people from Indiana to national offices such as the presidency, vice-presidency, judiciary, and legislature including their ideas about the relationship between the three branches of government.</i>
IS.2.7	<i>Explain how census data affects the people of Indiana the redistricting of the Indiana General Assembly and the allocation of federal dollars to state and local governments.</i>

Indiana Studies	
Standard 3: Geography	
IS.3.1	<i>Use latitude and longitude to identify physical and human features of Indiana understanding their locational importance relative to significant Earth features (equator, prime meridian, International Date Line, Canada, Mexico).</i>
IS.3.2	<i>Map and describe the physical regions of Indiana and identify major natural resources and land use regions.</i>
IS.3.3	<i>Explain how glaciers shaped Indiana's landscape and the contribution that glaciers had in terms of geology, fertile soil and accessible fresh water resources.</i>
IS.3.4	<i>Identify the challenges early settlers faced regarding the physical landscape of Indiana and understand landscape challenges citizens face today, and will face tomorrow, in terms of economic development.</i>
IS.3.5	<i>Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location within the country, continent, and world.</i>
IS.3.6	<i>Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.</i>
IS.3.7	<i>Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present, and future.</i>
IS.3.8	<i>Read and interpret texts (written, graphs, maps, imagery, timelines) to answer geographic questions about Indiana in the past and present and to plan for Indiana's future.</i>
IS.3.9	<i>Identify geographic factors that led to the formation of state borders and understand the importance of said borders in the context of economic development relative to space and time.</i>



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Indiana Studies	
Standard 4: Economics	
IS.4.1	<i>Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.</i>
IS.4.2	<i>Identify important organizations of economic growth in Indiana's history.</i>
IS.4.3	<i>Identify the skills needed to be economically successful in pioneer Indiana. Compare those skills to the skills needed to be successful in other eras: Industrial Revolution, modern economy.</i>
IS.4.4	<i>Analyze the economic and social impact of technologies on the state.</i>
IS.4.5	<i>Analyze how the concept of "Creative Destruction" has impacted communities throughout Indiana.</i>
IS.4.6	<i>Assess the economic impact of Indiana universities on the development of the state's economy.</i>
IS.4.7	<i>Examine the rise and decline of industrial cities in Indiana.</i>
IS.4.8	<i>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900.</i>
IS.4.9	<i>Examine the migration of groups to Indiana for economic opportunity.</i>



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IS.4.10	<i>Summarize the impact of industrialization and immigration on social movements in Indiana from 1870-1900, including contributions of specific individuals and groups.</i>
IS.4.11	<i>Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization in promoting economic growth in Indiana from 1897 to 1920.</i>
IS.4.12	<i>Explore Indiana’s role as a wealthy tourist destination in the early 1900’s.</i>
IS.4.13	<i>Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change and examine the solutions to these problems.</i>
IS.4.14	<i>Identify and explain the significance of federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s and the impact on Indiana residents.</i>



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Standard 5: Individuals, Society, and Culture	
IS.5.1	<i>Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.</i>
IS.5.2	<i>Describe the development of Hoosier culture after the pioneer era settled the land.</i>
IS.5.3	<i>Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.</i>
IS.5.4	<i>Identify and examine the culture of each region of the state.</i>
IS.5.5	<i>Explain how Indiana traditions and customs have changed over time (1816-2016).</i>
IS.5.6	<i>Identify and examine the impact that sports have had on the state of Indiana.</i>
IS.5.7	<i>Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.</i>
IS.5.8	<i>Identify Indiana authors and artists with their contributions to society and Indiana culture.</i>
IS.5.9	<i>Identify Indiana educational leaders and their contributions to state and national education reform.</i>



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IS.5.10	<i>Examine what it means to be a 'Hoosier' around various parts of the state.</i>
IS.5.11	<i>Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide.</i>
IS.5.12	<i>Identify and examine the impact of Indiana on the entertainment industry.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (WRITING)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (*WRITING*)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
<p>6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

THE RESEARCH PROCESS (*WRITING*)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Psychology



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Introduction

The Indiana Academic Standards for Psychology are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: Psychology (1532)

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function; including sensation, perception, motivation and emotion. Development looks at all the changes throughout one's life: physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Psychology	
Standard 1: Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.	
History and Scientific Method	
P.1.1	<i>Define psychology as a discipline and identify its goals as a science.</i>
P.1.2	<i>Explain how scientific methodology has been used in psychological research in the past and present.</i>
P.1.3	<i>Compare and contrast descriptive and experimental research methods and decide when to use each method.</i>
P.1.4	<i>Create hypotheses pertaining to the interaction between independent and dependent variables and articulate the difference between experimental and control groups.</i>
P.1.5	<i>Distinguish between scientific and nonscientific research.</i>
P.1.6	<i>Describe the key concepts of the ethical guidelines as applied by the American Psychological Association regarding the use of human and non-human animal subjects. Explain the role of human subjects review boards.</i>
P.1.7	<i>Describe the differences between quantitative and qualitative research strategies. Differentiate between correlation and causation.</i>
P.1.8	<i>Define correlation coefficients and explain their appropriate interpretation.</i>

P.1.9	<i>Analyze human behavior from modern day perspectives in psychology.</i>
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Psychology	
Standard 2: Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.	
Biological Bases for Behavior	
P.2.1	<i>Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.</i>
P.2.2	<i>Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language, and other functions are regulated by each hemisphere.</i>
P.2.3	<i>Describe the structure and function of the neuron and describe the basic process of neural transmission.</i>
P.2.4	<i>Compare and contrast the methods for studying the brain.</i>
P.2.5	<i>Identify the major divisions and subdivisions of the nervous system and describe how they function.</i>
P.2.6	<i>Analyze the structure and function of the endocrine system and its effect on human behavior.</i>
P.2.7	<i>Analyze the effect of neurotransmitters on human behavior.</i>

Psychology

Standard 3: Students understand the process of how humans grow, learn, and adapt to their environment from conception to death.

Development

P.3.1	<i>Explain the role of prenatal and postnatal development on human development.</i>
P.3.2	<i>Explain the physical, motor, and perceptual development of infants.</i>
P.3.3	<i>Understand the physical, motor, and cognitive development of children.</i>
P.3.4	<i>Describe the physical, cognitive, and moral changes that occur during adolescence. Apply Kohlberg's stages of moral development.</i>
P.3.5	<i>Understand the major physical, cognitive, and social issues that accompany adulthood and aging.</i>
P.3.6	<i>Explain how nature and nurture influence human development.</i>
P.3.7	<i>Describe the theories of various developmental psychologists including Piaget and Freud.</i>

Psychology	
Standard 4: Students understand how organisms adapt to their environment through learning, information processing, and memory development.	
Cognition	
P.4.1	<i>Explain the process of learning, including principles of operant, classical, and observational.</i>
P.4.2	<i>Differentiate between learning, reflexes, and fixed-action patterns</i>
P.4.3	<i>Explain the concept of learned helplessness.</i>
P.4.4	<i>Describe the processes of memory, including encoding, storage, and retrieval.</i>
P.4.5	<i>Differentiate between the three different stages of memory, including sensory, short-term, and long-term.</i>
P.4.6	<i>Identify the factors that interfere with memory.</i>
P.4.7	<i>Evaluate various strategies that can be used to improve memory.</i>
P.4.8	<i>Compare and contrast between explicit and implicit memory.</i>

P.4.9	<i>Discuss the obstacles and strategies involved in problem solving.</i>
P.4.10	<i>Identify key psychologists in the fields of learning and cognition, including Pavlov and Skinner, and explain the impact of their contributions.</i>
P.4.11	<i>Describe language development in humans.</i>

Psychology	
Standard 5: Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions. Students also identify the different types and functions of assessment instruments.	
Personality, Assessment, and Stress	
P.5.1	<i>Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.</i>
P.5.2	<i>Distinguish between objective and projective techniques of personality assessment and give examples of each.</i>
P.5.3	<i>Distinguish between stress and distress.</i>
P.5.4	<i>Identify environmental factors that lead to stress.</i>
P.5.5	<i>Explain Hans Seyle's General Adaptation Syndrome (GAS).</i>
P.5.6	<i>Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.</i>

Psychology	
Standard 6: Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.	
Abnormal Psychology	
P.6.1	<i>Describe the characteristics of abnormal behavior.</i>
P.6.2	<i>Explain how both cultural and historical influences have affected the definition of abnormal behavior.</i>
P.6.3	<i>Identify and describe the theories of abnormality.</i>
P.6.4	<i>Discuss major categories of abnormal behavior and distinguish which disorders classify with these categories: DSM-IV and DSM-V.</i>
P.6.5	<i>Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders including a shift in emphasis from confinement to pharmaceuticals.</i>

Psychology	
Standard 7: Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.	
Socio-Cultural Dimensions of Behavior	
P.7.1	<i>Understand and identify social norms and how they differ across cultures.</i>
P.7.2	<i>Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.</i>
P.7.3	<i>Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance, including Asch, Milgram, and Zimbardo.</i>
P.7.4	<i>Explain the concepts of groupthink and group polarization.</i>
P.7.5	<i>Discuss the various types of conflict and the processes involved in conflict resolution.</i>
P.7.6	<i>Explain how stereotypes, prejudice, and discrimination influence behavior.</i>

Psychology

Standard 8: Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Psychological Thinking

P.8.1	<i>Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.</i>
P.8.2	<i>Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.</i>
P.8.3	<i>Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (WRITING)

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8

6-8.LH.5.1: Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 9-10

9-10.LH.5.1: Write arguments focused on discipline-specific content.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

GRADES 11-12

11-12.LH.5.1: Write arguments focused on discipline-specific content.

11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (*WRITING*)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8

6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

GRADES 9-10

9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GRADES 11-12

11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards Sociology



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Introduction

The Indiana Academic Standards for Sociology are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Sociology (1534)

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Sociology	
Standard 1: Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.	
Foundations of Sociology as a Social Science	
S.1.1	<i>Define sociology and trace its development as a distinct discipline.</i>
S.1.2	<i>Identify key figures in the development of the discipline of sociology.</i>
S.1.3	<i>Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, and political science.</i>
S.1.4	<i>Explain the major theoretical perspectives (paradigms) common to sociology including structural functional, symbolic interaction, and conflict theory. Identify key theorists with each. Demonstrate how each perspective sheds light on human social behavior.</i>
S.1.5	<i>Describe how observations test hypotheses which become theories through replication with the use of the scientific method.</i>
S.1.6	<i>Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, controlled experiments, observation, participant observation, and case study. Explain the strengths and weaknesses of each.</i>
S.1.7	<i>Distinguish fact from opinion in data sources.</i>
S.1.8	<i>Develop a research design applying appropriate methodology and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.</i>



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S.1.9

Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.

Sociology	
Standard 2: Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.	
Culture	
S.2.1	<i>Define culture and identify the material and non-material components of culture.</i>
S.2.2	<i>Explain the differences between the concepts: culture and society.</i>
S.2.3	<i>Identify and apply elements of nature vs. nurture in explaining human social behavior.</i>
S.2.4	<i>Identify American cultural values; explain how the U.S. is a heterogeneous society.</i>
S.2.5	<i>Identify culture conflict, cultural similarity, cultural diversity.</i>
S.2.6	<i>Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.</i>
S.2.7	<i>Define and explore the defining characteristics of subcultures and countercultures in the United States.</i>
S.2.8	<i>Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.</i>



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S.2.9	<i>Identify both rights and responsibilities the individual has to the group.</i>
S.2.10	<i>Explain how functionalists, interactionists, and conflict theorists differ in their view of culture.</i>

Sociology	
Standard 3: Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.	
Socialization	
S.3.1	<i>Define socialization as a process that takes place from birth to death, and how it changes throughout the life cycle.</i>
S.3.2	<i>Explain how the self-concept is formed using the interactionist perspective.</i>
S.3.3	<i>Explain how symbolic communication allows for socialization and cultural transmission.</i>
S.3.4	<i>Explore the contributions of George Herbert Mead and Charles Horton Cooley to the development of theories of self-concept. Explain how psychologists such as Piaget and Freud inspired sociologists to study early childhood development.</i>
S.3.5	<i>Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).</i>
S.3.6	<i>Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).</i>
S.3.7	<i>Discuss how societies recognize rites of passage.</i>

Sociology

Standard 4: Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Social Stratification

S.4.1	<i>Define stratification as a sociologist would.</i>
S.4.2	<i>Compare the stratification models of Max Weber and Karl Marx.</i>
S.4.3	<i>Compare the stratification of different societies.</i> <ul style="list-style-type: none"> ● EXAMPLES: competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved
S.4.4	<i>Explore stratification from both functionalist and conflict perspectives.</i>
S.4.5	<i>Explain how stratification differs from simple inequality and how stratification relates to ideology.</i>
S.4.6	<i>Explore the consequences (or results) of stratification.</i>
S.4.7	<i>Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.</i>
S.4.8	<i>Distinguish between the terms role, status, and esteem.</i>
S.4.9	<i>Explain how roles and role expectations can lead to role conflict.</i>

Sociology	
Standard 5: Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.	
Sociology of Gender	
S.5.1	<i>Distinguish between biological (ascribed) status and socially assigned gender roles.</i>
S.5.2	<i>Explore how gender role socialization occurs.</i>
S.5.3	<i>Explore sexism in language.</i>
S.5.4	<i>Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.</i>
S.5.5	<i>Explore how gender roles differ in different societies and how they change over time.</i>
S.5.6	<i>Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.</i>

Sociology	
Standard 6: Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.	
Sociology of Groups	
S.6.1	<i>Sociologically define social groups and distinguish groups from crowds and aggregates.</i>
S.6.2	<i>Distinguish between primary groups and secondary groups with examples of each.</i>
S.6.3	<i>Explore reasons for group formation; distinguish instrumental from expressive needs.</i>
S.6.4	<i>Explain the functions of groups both for individual group members and for society.</i>
S.6.5	<i>Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.</i>
S.6.6	<i>Describe leadership styles (authoritarian, democratic, laissez-faire). Describe the benefits and drawbacks of each style.</i>
S.6.7	<i>Define ethnocentrism and explain how it can be beneficial or destructive to a culture.</i>
S.6.8	<i>Define different types of groups (involuntary, voluntary, coercive, reference).</i>

S.6.9 *Explore the formation of group norms.*

Sociology

Standard 7: Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Social Institutions

S.7.1 *Define social institutions as being made up of norms and values, and explain their importance to society.*

S.7.2 *Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.*

S.7.3 *Discuss the concept of political power and factors that influence political power.*

S.7.4 *Conduct research and analysis on an issue associated with social structure or social institutions.*

S.7.5 *Examine one or more important social institutions (such as marriage, family, education, health care, Judicial system, religion) and their functions for society; consider how conflict theory sees the institution.*

Sociology	
Standard 8: Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.	
Collective Behavior and Social Change	
S.8.1	<i>Describe how and why societies change over time.</i>
S.8.2	<i>Examine various social influences that can lead to immediate and long-term changes.</i>
S.8.3	<i>Describe how collective behavior can influence and change society.</i>
S.8.4	<i>Examine how technological innovations and scientific discoveries have influenced major social institutions.</i>
S.8.5	<i>Discuss how innovations in science and technology affect social interaction and culture.</i>
S.8.6	<i>Describe how the role of the mass media has changed over time and project what changes might occur in the future.</i>
S.8.7	<i>Distinguish major differences between social movements and collective behavior with examples.</i>
S.8.8	<i>Investigate the consequences of change to society.</i>



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S.8.9	<i>Trace the development of the use of a specific type of technology in the community.</i>
S.8.10	<i>Cite examples of the use of technology in social research.</i>
S.8.11	<i>Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</i>

Sociology	
Standard 9: Students analyze a range of social problems in today’s world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.	
Social Problems	
S.9.1	<i>Identify characteristics of a social problem as opposed to an individual problem.</i>
S.9.2	<i>Describe how social problems have changed over time.</i>
S.9.3	<i>Explain how patterns of behavior are found with certain social problems.</i>
S.9.4	<i>Discuss the implications of social problems for society.</i>
S.9.5	<i>Examine how individuals and groups respond to social problems.</i>
S.9.6	<i>Evaluate possible solutions to social problems and the potential consequences.</i>
S.9.7	<i>Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.</i>
S.9.8	<i>Design and carry out school- and community-based projects to address a local aspect of a social problem.</i>

Sociology

Standard 10: Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

Individual and Community

S.10.1	<i>Describe traditions, roles and expectations necessary for a community to continue.</i>
S.10.2	<i>Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.</i>
S.10.3	<i>Discuss theories that attempt to explain collective behavior.</i>
S.10.4	<i>Define a social issue to be analyzed.</i>
S.10.5	<i>Examine factors that could lead to the breakdown and disruption of an existing community.</i>
S.10.6	<i>Discuss the impact of leaders of different social movements.</i>
S.10.7	<i>Define propaganda and discuss the methods of propaganda used to influence social behavior.</i>
S.10.8	<i>Discuss both the benefits and social costs of collective behavior in society.</i>
S.10.9	<i>Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.</i>



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S.10.10

Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Sociology	
Standard 11: Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.	
Deviance and Social Control	
S.11.1	<i>Define deviance and analyze deviance from a functionalist, a conflict, and an interactionist perspective.</i>
S.11.2	<i>Identify formal and informal, as well as positive and negative forms of social control employed in our society.</i>
S.11.3	<i>Explore the functions deviance serves as identified by Emile Durkheim.</i>
S.11.4	<i>Explore explanations of deviance such as Merton’s Strain Theory, Sutherland’s Differential Association Theory, and Hirschi’s Control Theory.</i>
S.11.5	<i>Identify deviant subcultures.</i>
S.11.6	<i>Examine labeling theory from a symbolic interactionist perspective.</i>
S.11.7	<i>Examine deviance from a conflict perspective.</i>
S.11.8	<i>Identify types of crime and its consequences.</i>



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S.11.9	<i>Identify the consequences of the medicalization of deviance.</i>
S.11.10	<i>Explore theoretical foundations of punishment including retributive, rehabilitative, and deterrent.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (<i>WRITING</i>)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8

GRADES 9-10

GRADES 11-12

6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards United States Government



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Introduction

The Indiana Academic Standards for Grade 4 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: United States Government (1540)

United States Government standards provide a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

United States Government

Standard 1: Students identify, define, compare, and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

The Nature of Politics and Government

USG.1.1	<i>Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.</i>
USG.1.2	<i>Define the terms and explain the relationship between politics, government, and public policy.</i>
USG.1.3	<i>Interpret and analyze the purposes and functions of government found in the Preamble of the United States Constitution.</i>
USG.1.4	<i>Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, including anarchy.</i>
USG.1.5	<i>Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.</i>
USG.1.6	<i>Compare and contrast unitary, confederate, and federal systems of government.</i>
USG.1.7	<i>Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals.</i>



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USG.1.8	<i>Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.</i>
USG.1.9	<i>Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.</i>

United States Government

Standard 2: Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

Foundations of Government in the United States

USG.2.1	<i>Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).</i>
USG.2.2	<i>Understand the concept of compromise and evaluate its application during the Constitutional Convention.</i>
USG.2.3	<i>Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</i>
USG.2.4	<i>Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.</i>
USG.2.5	<i>Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.</i>
USG.2.6	<i>Explain how a shared American civic identity is based on commitment to foundational ideas in Founding Era documents and how it has changed through subsequent periods of United States history to present day.</i>
USG.2.7	<i>Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).</i>



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USG.2.8

Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.

United States Government

Standard 3: Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relation to their constitutional government.

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

USG.3.1	<i>Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.</i>
USG.3.2	<i>Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana.</i>
USG.3.3	<i>Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.</i>
USG.3.4	<i>Explain the relationship between limited government and a market economy.</i>
USG.3.5	<i>Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”</i>
USG.3.6	<i>Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.</i>
USG.3.7	<i>Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.</i>
USG.3.8	<i>Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups, and businesses.</i>



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USG.3.9	<i>Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.</i>
USG.3.10	<i>Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.</i>
USG.3.11	<i>Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary.</i>
USG.3.12	<i>Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.</i>
USG.3.13	<i>Explain the electoral process in terms of election laws and election systems on the national, state, and local level.</i>
USG.3.14	<i>Analyze the election of Benjamin Harrison, Indiana's only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.</i>
USG.3.15	<i>Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.</i>
USG.3.16	<i>Explain and evaluate the original purpose and role of the Electoral College and its relevance today.</i>
USG.3.17	<i>Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.</i>
USG.3.18	<i>Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.</i>
USG.3.19	<i>Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998), and <i>Bush v. Gore</i> (2000).</i>



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USG.3.20	<i>Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Alden v. Maine</i> (1999), <i>Furman v. Georgia</i> (1972), and <i>Lopez v. United States</i> (1995), and the denial of certiorari for the <i>Terri Schiavo</i> case (2005).</i>
USG.3.21	<i>Describe the influence of the media and technology on public opinion and public policy.</i>

United States Government

Standard 4: Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

The Relationship of the United States to Other Nation in World Affairs

USG.4.1	<i>Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.</i>
USG.4.2	<i>Describe how different governments interact in world affairs.</i>
USG.4.3	<i>Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts as they affect the United States or United States foreign policy.</i>
USG.4.4	<i>Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.</i>
USG.4.5	<i>Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.</i>
USG.4.6	<i>Identify and describe strategies available to the United States government to achieve foreign policy objectives.</i>
USG.4.7	<i>Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy.</i>
USG.4.8	<i>Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.</i>



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USG.4.9

Discuss specific foreign policy issues that impact local community and state interests.

United States Government

Standard 5: Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Roles of Citizens in the United States

USG.5.1	<i>Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.</i>
USG.5.2	<i>Analyze the roles and responsibilities of citizens in Indiana and the United States.</i>
USG.5.3	<i>Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes.</i>
USG.5.4	<i>Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.</i>
USG.5.5	<i>Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.</i>
USG.5.6	<i>Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.</i>
USG.5.7	<i>Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.</i>
USG.5.8	<i>Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.</i>



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USG.5.9

Use information from a variety of resources to describe and discuss current American political issues.

Terminology is listed in the order it appears in standards.

certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (<i>WRITING</i>)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards United States History (1877 to Present)



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Introduction

The Indiana Academic Standards for United States History (1877-Present) are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: United States History (1542)

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

United States History

Standard 1: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction (1775-1877).

Early National Development: 1775 to 1877

USH.1.1	<i>Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone</i>
USH.1.2	<i>Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.</i>
USH.1.3	<i>Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.</i>
USH.1.4	<i>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</i>

United States History

Standard 2: Students examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

Development of the Industrial United States: 1870 to 1900

USH.2.1	<i>Explain the causes and consequences of the Industrial Revolution.</i>
USH.2.2	<i>Explain the urban and rural responses to the challenges of the Gilded Age.</i>
USH.2.3	<i>Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese.</i>
USH.2.4	<i>Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.</i>
USH.2.5	<i>Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.</i>
USH.2.6	<i>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.</i>
USH.2.7	<i>Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.</i>
USH.2.8	<i>Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).</i>



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USH.2.9

Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.

United States History

Standard 3: Students examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

Emergence of the Modern United States: 1897 to 1920

USH.3.1	<i>Explain the debates surrounding American's entrance into global imperialism.</i>
USH.3.2	<i>Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.</i>
USH.3.3	<i>Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.</i>
USH.3.4	<i>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).</i>
USH.3.5	<i>Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movement.</i>
USH.3.6	<i>Analyze the reasons why the United States became involved in World War I.</i>
USH.3.7	<i>Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.</i>



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USH.3.8	<i>Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.</i>
USH.3.9	<i>Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.</i>

United States History

Standard 4: Students examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.

Modern United States in Prosperity and Depression: 1920's and 1930's

USH.4.1	<i>Explain the significance of protectionist business policies in the 1920 and the effect they had on the economy.</i>
USH.4.2	<i>Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.</i>
USH.4.3	<i>Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.</i>
USH.4.4	<i>Identify technological developments during the 1920s and explain their impact on rural and urban Americans.</i>
USH.4.5	<i>Analyze the causes of the Great Depression and its social and cultural impacts.</i>
USH.4.6	<i>Identify and describe the contributions of political and social reformers during the Great Depression Era.</i>
USH.4.7	<i>Assess the economic impact of the Great Depression on all Americans.</i>
USH.4.8	<i>Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.</i>

USH.4.9	<i>Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.</i>
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United States History

Standard 5: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

The United States and World War II: 1939 to 1945

USH.5.1	<i>Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.</i>
USH.5.2	<i>Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.</i>
USH.5.3	<i>Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.</i>
USH.5.4	<i>Identify key leaders and events from World War II and explain the significance of each.</i>
USH.5.5	<i>Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.</i>
USH.5.6	<i>Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.</i>



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USH.5.7	<i>Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.</i>
USH.5.8	<i>Explain the role of World War II as a catalyst for social change.</i>
USH.5.9	<i>Explain the origins of the Cold War.</i>

United States History

Standard 6: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

Post War United States: 1945 to 1960

USH.6.1	<i>Analyze the principal of containment, including the Domino Theory (Cold War).</i>
USH.6.2	<i>Explain the origins of the Civil Rights Movement in the North and South (1945-1960).</i>
USH.6.3	<i>Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).</i>
USH.6.4	<i>Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.</i>

United States History

Standard 7: Students examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

United States in Troubled Times: 1960 to 1980

USH.7.1	<i>Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.</i>
USH.7.2	<i>Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.</i>
USH.7.3	<i>Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.</i>
USH.7.4	<i>Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.</i>
USH.7.5	<i>Identify and analyze the significance of key decisions of the Warren Court.</i>
USH.7.6	<i>Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.</i>
USH.7.7	<i>Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.</i>
USH.7.8	<i>Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.</i>



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USH.7.9	<i>Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.</i>
USH.7.10	<i>Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.</i>
USH.7.11	<i>Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”</i>

United States History

Standard 8: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11.

Pax Americana: 1980 to 2001

USH.8.1	<i>Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.</i>
USH.8.2	<i>Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.</i>
USH.8.3	<i>Discuss the origins of the New Right, including the Moral Majority, in the 1980's.</i>
USH.8.4	<i>Explain the assumptions of supply-side economics or "Reaganomics" and the impact of these policies on ordinary citizens.</i>
USH.8.5	<i>Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.</i>
USH.8.6	<i>Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.</i>
USH.8.7	<i>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000), and Bush v. Gore (2000).</i>
USH.8.8	<i>Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.</i>



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USH.8.9	<i>Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North African Free Trade Agreement (NAFTA).</i>
USH.8.10	<i>Explain the causes and consequences of deindustrialization in the United States after 1970.</i>

United States History

Standard 9: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11.

Post 9/11 United States

USH.9.1	<i>Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.</i>
USH.9.2	<i>Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.</i>
USH.9.3	<i>Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations</i>
USH.9.4	<i>Reflect on the role of media and social media in the democratic process.</i>
USH.9.5	<i>Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.</i>
USH.9.6	<i>Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.</i>

United States History

Standard 10: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.

Historical Thinking

USH.10.1	<i>Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.</i>
USH.10.2	<i>Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.</i>
USH.10.3	<i>Analyze multiple, unexpected, and complex causes and effects of events in the past.</i>
USH.10.4	<i>Assess competing historical interpretations of a particular historical moment, historical event, or historical change.</i>
USH.10.5	<i>Develop arguments, defended with historical evidence, which explain historical change.</i>



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Indiana Academic Standards History/Social Studies Literacy



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These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (WRITING)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (<i>WRITING</i>)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (WRITING)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards World Geography



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Introduction

The Indiana Academic Standards for World Geography are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: World Geography (1546)

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and, Environment and Society.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

World Geography

Standard 1: Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth's surface.

World in Spatial Terms

WG.1.1	<i>Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.</i>
WG.1.2	<i>Evaluate the source of particular maps to determine possible biases.</i>
WG.1.3	<i>Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions.</i>
WG.1.4	<p><i>Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Assess the role played by maps in the exploration of polar regions.</i>
WG.1.5	<i>Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions to conclusions.</i>

World Geography

Standard 2: Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth’s complexity, and how culture and experience influence people’s perception of places and regions.

Places and Regions

WG.2.1	<p><i>Give examples of how and why places and regions change or do not change over time.</i></p> <ul style="list-style-type: none"> ● <i>Examples: Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas</i>
WG.2.2	<p><i>Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior.</i></p> <ul style="list-style-type: none"> ● Examples: <i>The migration from urban cores to suburbs and the subsequent revitalization of these urban cores. Use local examples of your town/city to understand the revitalization of urban center.</i>
WG.2.3	<p><i>Explain how the concept of “region” is used as a way of categorizing, interpreting, and ordering complex information about Earth.</i></p>
WG.2.4	<p><i>Give examples of how people create regions to understand Earth’s complexity.</i></p>

World Geography	
Standard 3: Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.	
Physical Systems	
WG.3.1	<i>Define Earth's physical systems: atmosphere, lithosphere, biosphere, and hydrosphere. Categorize the elements of the natural environment as belonging to one of the four systems.</i>
WG.3.2	<i>Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.</i>
WG.3.3	<i>Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.</i> <ul style="list-style-type: none"> • Examples: Rainforests, savannahs, tundra
WG.3.4	<i>Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur.</i> <ul style="list-style-type: none"> • Examples: Plate tectonics, mountain building, erosion, deposition
WG.3.5	<i>Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.</i>

World Geography

Standard 4: Students acquire a framework for thinking geographically about human activities that shape Earth’s surface. They examine the characteristics, distribution and migration of human populations on Earth’s surface; investigate the characteristics, distribution and complexity of Earth’s cultural mosaics; analyze the patterns and networks of economic interdependence on Earth’s surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Human Systems: Characteristics, Distribution, and Migration of Human Populations

WG.4.1	<i>Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country.</i>
WG.4.2	<i>Develop maps of human migration and settlement patterns at different times in history and compare them to the present.</i>
WG.4.3	<i>Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.</i>
WG.4.4	<p><i>Evaluate the impact of human migration on physical and human systems. (economic, government, environment, individuals, society, and culture)</i></p> <ul style="list-style-type: none"> ● Examples: <i>Latino migration into the United States and Arab migration into Western Europe</i>
WG.4.5	<i>Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.</i>
Human Systems: Characteristics, Distribution, and Complexity of Cultural Mosaics	
WG.4.6	<p><i>Map the distribution patterns of the world’s major religions and identify cultural features associated with each.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Buddhist and Hindu temples, Sikh Gurdwaras, Christian cathedrals and chapels, Islamic mosques, and Jewish synagogues</i>

WG.4.7	<p>Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca in various parts of the world.</p> <ul style="list-style-type: none"> Examples: English, Chinese, Spanish, French, and Arabic languages; English as the language of business
WG.4.8	<p>Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence and divergence.</p>
Human Systems: Economic Interdependence (Globalization)	
WG.4.9	<p>Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.</p>
WG.4.10	<p>Describe and locate on maps the worldwide occurrence of the three major economic systems (traditional, planned and market) and describe the characteristics of each.</p>
WG.4.11	<p>Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.</p>
WG.4.12	<p>Explain the meaning of the word infrastructure and analyze its relationship to a country's level of development.</p>
WG.4.13	<p>Identify contemporary spatial patterns in the movement of goods and services throughout the world.</p>
WG.4.14	<p>Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions.</p> <ul style="list-style-type: none"> Examples: Use a flow chart and maps to show the movement of oil from producers to consumers.
Human Systems: Human Settlement	
WG.4.15	<p>Describe and explain the worldwide trend toward urbanization and be able to graph the trend.</p>

<p>WG.4.16</p>	<p><i>Explain and provide examples for how the internal structures of cities vary in different regions of the world.</i></p> <ul style="list-style-type: none"> ● Examples: <i>In France, the poor live in suburbs; in the United States, the poor live in the inner city; South Sudan.</i>
<p>WG.4.17</p>	<p><i>Analyze the changing functions of cities over time.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Uses of cities as transportation centers, centers of commerce, and centers of administration and government</i>
<p>Human Systems: Cooperation and Conflict</p>	
<p>WG.4.18</p>	<p><i>Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Growing economic and political power in Brazil, India, and China; growth of the reach of fundamentalist religious movements; cyber-spying</i>
<p>WG.4.19</p>	<p><i>Identify and report on the impact of international political, economic, and social networks and organizations of global power and influence of places, countries, and regions (Facebook, Doctors without Borders, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN)</i></p>

World Geography	
Standard 5: Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.	
Environment and Society	
WG.5.1	<p><i>Identify and describe the effect of human interaction on the world’s environment.</i></p> <ul style="list-style-type: none"> ● Examples: Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction
WG.5.2	<p><i>Identify solutions to problems caused by environmental changes brought on by human activity.</i></p>
WG.5.3	<p><i>Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.</i></p> <ul style="list-style-type: none"> ● Examples: Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires
WG.5.4	<p><i>Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.</i></p>
WG.5.5	<p><i>Describe how and why the ability of people to use Earth’s resources to feed themselves has changed over time.</i></p> <ul style="list-style-type: none"> ● Examples: Advances in technology such as irrigation, hybridization, and crop rotation
WG.5.6	<p><i>Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.</i></p> <ul style="list-style-type: none"> ● Examples: Nonrenewable resources such as the distribution of fossil fuels, natural gas and oil; renewable sources such as timberland, water and fish; and the relationship to scarcity

WG.5.7	<i>Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources.</i>
WG.5.8	<i>Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.</i>

Terminology listed in order it appears in standards.

lingua franca - a language that combines simple words from multiple languages so that people who need to understand one another, in order to conduct trade and facilitate business, are able to communicate with one another.

cultural convergence - The tendency for cultures to become more alike as they increasingly share technology and organizational structures in a modern world united by improved transportation and communication.



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.	11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES (<i>WRITING</i>)		
LH.5: Write for different purposes and to specific audiences or people.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.

THE WRITING PROCESS (WRITING)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

THE RESEARCH PROCESS (*WRITING*)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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Indiana Academic Standards World History and Civilization



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Introduction

The Indiana Academic Standards for World History and Civilization are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: World History and Civilization (1548)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

World History and Civilizations

Standard 1: Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia, and East Asia from 8000 to 600 CE.

Ancient Cultures and Civilizations: 8000 BCE to 600 BCE

WH.1.1	<i>Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.</i>
WH.1.2	<i>Identify the key components that make up a civilization and the key differences between civilizations and how people organize themselves outside of civilizations.</i>
WH.1.3	<i>Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China.</i>
WH.1.4	<i>Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou.</i>

World History and Civilizations

Standard 2: Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from 1000 to 600 CE.

Classical Civilization: 1000 BCE to 600 CE

WH.2.1	<i>Review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.</i>
WH.2.2	<i>Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.</i>
WH.2.3	<i>Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars.</i>
WH.2.4	<i>Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.</i>
WH.2.5	<i>Analyze the development of Roman Republican government and society.</i>
WH.2.6	<i>Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.</i>
WH.2.7	<i>Examine the spread of Christianity and Christianity's impact on the Roman Empire.</i>
WH.2.8	<i>Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.</i>



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WH.2.9	<i>Examine the significant achievements of the Greeks and Romans and their impact on the modern world.</i>
WH.2.10	<i>Examine the origins and major achievements of civilizations in India such as the Mauryan and Gupta empires.</i>
WH.2.11	<i>Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia.</i>
WH.2.12	<i>Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations</i>
WH.2.13	<i>Trace the developments and achievements of the Qin and Han Dynasties.</i>

World History and Civilizations

Standard 3: Students trace the development and interactions of major civilizations and empires in different regions of the world from 600 to 1300 CE.

Major Civilizations and Cultural Interactions: 600 to 1300 CE

WH.3.1	<i>Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.</i>
WH.3.2	<i>Explain the origin, rise, and achievements of the Byzantine Empire.</i>
WH.3.3	<i>Explain the division (Great Schism of 1054) that resulted in the division of Christianity into the Eastern (Orthodox) and Western (Roman Catholic) branches of Christianity.</i>
WH.3.4	<i>Examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa.</i>
WH.3.5	<i>Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.</i>
WH.3.6	<i>Explain the role of Christianity as a unifying force in medieval Europe.</i>
WH.3.7	<i>Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.</i>
WH.3.8	<i>Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe.</i>

WH.3.9	<i>Explain the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.</i>
WH.3.10	<i>Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.</i>
WH.3.11	<i>Examine the key achievements of civilizations in Africa prior to European contact.</i>
WH.3.12	<i>Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.</i>
WH.3.13	<i>Explain and describe the major achievements of the Tang and Song Dynasties.</i>
WH.3.14	<i>Describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire.</i>
WH.3.15	<i>Examine the development of feudalism in Japan and its impact on Japanese society and government.</i>

World History and Civilizations

Standard 4: Students explore the rise of Europe and its consequences for worldwide exploration and colonization from 1300 to 1750 CE.

The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE

WH.4.1	<i>Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.</i>
WH.4.2	<i>Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.</i>
WH.4.3	<i>Discuss the emergence of nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.</i>
WH.4.4	<i>Explain the causes of the worldwide voyages of exploration.</i>
WH.4.5	<i>Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.</i>
WH.4.6	<i>Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.</i>
WH.4.7	<i>Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their response to Western interaction.</i>
WH.4.8	<i>Trace the development and impact of absolute monarchies in Europe.</i>



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WH.4.9

Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.

World History and Civilizations

Standard 5: Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions from 1500 to 1900 CE.

Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE

WH.5.1	<i>Explain the key developments of the Scientific Revolution and its impact on the world.</i>
WH.5.2	<i>Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.</i>
WH.5.3	<i>Examine the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon.</i>
WH.5.4	<i>Explain the influences of colonization of Latin American independence movements in the 19th century including their outcomes.</i>
WH.5.5	<i>Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia.</i>
WH.5.6	<i>Explain the causes and conditions of the Industrial Revolution.</i>
WH.5.7	<i>Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.</i>
WH.5.8	<i>Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania.</i>

WH.5.9

Compare and contrast the responses of China and Japan to challenges by Western imperial powers.

World History and Civilizations

Standard 6: Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.

An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present

WH.6.1

Identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states.

WH.6.2

Trace major events and global consequences of World War I.

WH.6.3

Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.

WH.6.4

Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.

WH.6.5

Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.

WH.6.6

Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials.

WH.6.7

Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.

WH.6.8	<i>Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.</i>
WH.6.9	<i>Explain the origins of the modern State of Israel and the ongoing conflict with Palestine and the Arab World.</i>
WH.6.10	<i>Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.</i>
WH.6.11	<i>Describe and analyze the global expansion of democracy and globalization in the late 20th century.</i>
WH.6.12	<i>Investigate current global issues such as terrorism, genocide, and environmental issues.</i>

World History and Civilizations

Standard 7: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Historical Thinking

WH.7.1	<i>Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</i>
WH.7.2	<i>Locate and analyze primary sources and secondary sources related to an event or issue of the past.</i>
WH.7.3	<i>Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</i>
WH.7.4	<i>Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</i>
WH.7.5	<i>Use technology and historical data in the process of conducting and presenting historical research.</i>
WH.7.6	<i>Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization (<i>Reading</i>)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).

9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

11-12.LH.3.3: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas (<i>Reading</i>)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
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GRADES 9-10

9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADES 11-12

11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA or Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>



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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Kindergarten Social Studies



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Introduction

The Indiana Academic Standards for kindergarten social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Kindergarten / Living and Learning Together

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings and learn to describe a sequence of events in a day. They also become familiar with geographic relationships, such as location (here, there, over, under), direction, (up, down), size (big, little), and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology and electronic and print media, as a means of gathering, organizing, analyzing information, and answering questions. Students should have the opportunity to learn through peer interaction and participation in large and small groups, as well as through individual learning activities.

Indiana academic standards for kindergarten social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History	
Standard 1: Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.	
Historical Knowledge	
K.1.1	<p><i>Compare children and families of today with those from the past.</i></p> <ul style="list-style-type: none"> ● Examples: Compare clothing, houses, and other objects.
K.1.2	<p><i>Identify ways by which people, heritage, and events are commemorated and recognized.</i></p> <ul style="list-style-type: none"> ● Examples: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, and birthdays.
Chronological Thinking	
K.1.3	<p><i>Identify events and place events in a sequence.</i></p> <ul style="list-style-type: none"> ● Examples: Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order.
K.1.4	<p><i>Explain that calendars are used to represent the days of the week and months of the year.</i></p> <ul style="list-style-type: none"> ● Examples: Use a calendar to identify days of the week using school activities and birthdays.

Civics and Government

Standard 2: Students learn that they are citizens of their school, community, and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

Foundations of Government

K.2.1	<p><i>Give examples of people who are community helpers and leaders and describe how they help us.</i></p> <ul style="list-style-type: none"> • Examples: Parents, teachers, school principal, bus drivers, and policemen
K.2.2	<p><i>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.</i></p>

Functions of Government

K.2.3	<p><i>Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.</i></p>
K.2.4	<p><i>Give examples of how to be a responsible family member and member of a group.</i></p> <ul style="list-style-type: none"> • Examples: Respecting the property and rights of others, being honest and truthful, and respecting authority

Geography	
Standard 3: Students understand that maps and globes are different representations of the Earth’s surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.	
World in Spatial Terms	
K.3.1	<p><i>Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.</i></p> <ul style="list-style-type: none"> Examples: Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks.
K.3.2	<p><i>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.</i></p>
Places and Regions	
K.3.3	<p><i>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.</i></p> <ul style="list-style-type: none"> Examples: Cafeteria, library, office, restrooms, gym, and the fire station
K.3.4	<p><i>Identify and describe the address and location of the school; understand the importance of an address.</i></p>
Physical Systems	
K.3.5	<p><i>Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.</i></p> <ul style="list-style-type: none"> 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.



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Human Systems	
K.3.6	<p><i>Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</i></p> <ul style="list-style-type: none">• 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.
Environment and Society	
K.3.7	<p><i>Recommend ways that people can improve their environment at home, in school, and in the neighborhood.</i></p>

Economics

Standard 4: Students explain that people do different jobs and work to meet basic economic wants.

K.4.1	<i>Explain that people work to earn money to buy the things they want.</i>
K.4.2	<i>Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.</i> <ul style="list-style-type: none">● Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.
K.4.3	<i>Explain why people in a community choose different jobs.</i> <ul style="list-style-type: none">● Examples: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.
K.4.4	<i>Give examples of work activities that people do at home.</i>