



Indiana Department of Education

Indiana Academic Standards Indiana Studies



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Introduction

The Indiana Academic Standards for Indiana 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: 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.

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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Standard 1: History

Pre 1800's

IS.1.1

Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.

IS.1.2

Explain how the lives of American Indians changed with the development of Indiana.

Territorial and Early Statehood: 1800 to 1850

IS.1.3

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.

- **Examples:** Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851)

IS.1.4

Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

- **Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811)



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Abolition and the Civil War: 1851 to 1865

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| <p>IS.1.5</p> | <p><i>Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.</i></p> <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> |
| <p>IS.1.6</p> | <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> |
| <p>IS.1.7</p> | <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

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| <p>IS.1.8</p> | <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> |
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| 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: <i>Little Syria on the Wabash, Calumet region, German immigrants, Irish immigrants, Eastern European Immigrants, Latinx Immigrants</i> |
| IS.1.11 | <p><i>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.</i></p> <ul style="list-style-type: none">● Examples: <i>Eugene V. Debs, American Railway Union Streetcar Strike of 1913</i> |
| IS.1.12 | <p><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></p> <ul style="list-style-type: none">● Examples: <i>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</i> |
| IS.1.13 | <p><i>Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana.</i></p> <ul style="list-style-type: none">● Examples: <i>Indiana Civil Rights Act of 1885</i> |

Progressive Era Politics, Economics, and Social Reform in Indiana: 1888 to 1920



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| <p>IS.1.14</p> | <p><i>Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana.</i></p> <ul style="list-style-type: none"> ● Examples: Albert J. Beverage, Governor Thomas Marshall, Harvey Wiley |
| <p>IS.1.15</p> | <p><i>Assess the impact of the Women’s Suffrage Movement on the residents of Indiana.</i></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 |
| <p>IS.1.16</p> | <p><i>Identify and analyze Indiana's contributions to WWI.</i></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 |
| <p>Prosperity, Depression, and World War II</p> | |
| <p>IS.1.17</p> | <p><i>Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society.</i></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 |
| <p>IS.1.18</p> | <p><i>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.</i></p> <ul style="list-style-type: none"> ● Examples: D.C. Stephenson and the Indiana Klu Klux Klan Steel strike in Calumet Albion Fellows Bacon |



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| <p>IS.1.19</p> | <p><i>Describe technological developments during the 1920s and explain their impact on rural and urban Indiana.</i></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 |
| <p>IS.1.20</p> | <p><i>Analyze the causes of the Great Depression and explain how they affected Indiana society.</i></p> |
| <p>IS.1.21</p> | <p><i>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.</i></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 |
| <p>IS.1.22</p> | <p><i>Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation.</i></p> <ul style="list-style-type: none"> ● Examples: Ludlow Amendment |
| <p>IS.1.23</p> | <p><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></p> |
| <p>Post-War Indiana: 1945 to 1960</p> | |
| <p>IS.1.24</p> | <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 |



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| <p>IS.1.25</p> | <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: <i>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)</i> |
| <p>IS.1.26</p> | <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: <i>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</i> |
| <p>IS.1.27</p> | <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: <i>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</i> |
| <p>IS.1.28</p> | <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: <i>Birch Bayh and ERA; Birch Bayh and Title IX</i> |
| <p>IS.1.29</p> | <p><i>Examine and analyze the involvement and sentiments of Hoosiers during the Vietnam War.</i></p> <ul style="list-style-type: none"> ● Examples: <i>Refugees, letters home from Vietnam (Karren Mundell)</i> |

Contemporary Indiana: 1980 to 2000



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| IS.1.30 | <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> |
| 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: <i>Hulman and Company, Cook Medical, Eli Lilly, Elancom AgroSciences, Becks Hybrid</i> |
| 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: <i>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</i> |
| 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: <i>Immigration and changing demographics; multinational corporations (Honda, Subaru, Cummins, Rolls Royce, Lilly, Cook Industries); job loss (Otis elevator, Westinghouse, Carrier); international Sister Cities relationships</i> |
| Historical Thinking | |
| IS.1.34 | <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> |
| IS.1.35 | <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> |



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| 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> |



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Standard 2: Civics and Government

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| 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> |



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Standard 3: Geography

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| 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> |



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| 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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Standard 4: Economics

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| 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> |



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| 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> |
| 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

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| 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> |



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| 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> |
| 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.*



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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 |
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| <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> |



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Key Ideas and Textual Support (*Reading*)

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 |
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| <p>6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |



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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.



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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 |
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| <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

6-8.LH.4.1: Integrate visual information (Examples: *charts, graphs, photographs, videos, or maps*) with other information in print and digital texts.

GRADES 9-10

9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: *charts, research data*) with qualitative analysis in print or digital text.

GRADES 11-12

11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: *visually, quantitatively, as well as in words*) in order to address a question or solve a problem.



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| <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 (<i>WRITING</i>) | | |
|---|--|---|
| 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> |



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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.



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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> |



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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.



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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: *APA* or *Chicago*).

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: *APA* or *Chicago*).

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: *APA* or *Chicago*).

6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.