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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.*



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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>



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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>
S.1.9	<i>Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.</i>



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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>



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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>
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>



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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>



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S.3.7

Discuss how societies recognize rites of passage.

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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

Define stratification as a sociologist would.

S.4.2

Compare the stratification models of Max Weber and Karl Marx.

S.4.3

Compare the stratification of different societies.

- **EXAMPLES:** *competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved*

S.4.4

Explore stratification from both functionalist and conflict perspectives.



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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>



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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>



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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>



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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	<i>Explore the formation of group norms.</i>



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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	<i>Define social institutions as being made up of norms and values, and explain their importance to society.</i>
S.7.2	<i>Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.</i>
S.7.3	<i>Discuss the concept of political power and factors that influence political power.</i>
S.7.4	<i>Conduct research and analysis on an issue associated with social structure or social institutions.</i>
S.7.5	<i>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.</i>



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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>



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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>
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>



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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>



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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>

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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>



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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>
S.10.10	<i>Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.</i>



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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>



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S.11.7	<i>Examine deviance from a conflict perspective.</i>
S.11.8	<i>Identify types of crime and its consequences.</i>
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.*



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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
<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 (<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.



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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
<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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<p>6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).</p>	<p>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.</p>	<p>11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
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Synthesis and Connection of Ideas (<i>Reading</i>)		
<p>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</p>		
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>



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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>)		
<p>LH.5: Write for different purposes and to specific audiences or people.</p>		
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.