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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Social Studies: Grade 6



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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 with college and career readiness. 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**

*Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.*

- **Examples:** Greek, Roman, Mayan, Incan, and Aztec

**6.1.2**

*Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.*

- **Examples:** Judaism, Christianity, Islam, native practices in Mesoamerica and Europe

**Medieval Period: 400 AD/CE - 1500 AD/CE**

**6.1.3**

*Explain the continuation and contributions of Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire.*

- **Examples:** Influence of the spread of Christianity in Russia and Eastern Europe

**6.1.4**

*Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.*

- **Examples:** Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

**6.1.5**

*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.*

	<ul style="list-style-type: none"> <li><b>Examples:</b> 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</li> </ul>
6.1.6	<p>Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu and Teotihuacan</li> </ul>
6.1.7	<p>Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p>
6.1.8	<p>Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> 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</li> </ul>
6.1.9	<p>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.</p>
<b>Early Modern Era: 1500 CE to 1800 CE</b>	
6.1.10	<p>Examine and explain the outcomes of European colonization as it impacted the Americas including the cultural exchange between Europe and the Americas.</p>
6.1.11	<p>Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.</p>
6.1.12	<p>Describe the Reformations and their effects on European and American society.</p>

	<ul style="list-style-type: none"> <li><b>Examples:</b> 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</li> </ul>
6.1.13	<p>Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> 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</li> </ul>
6.1.14	<p>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.</p>
<b>Modern Era: 1700 AD to Present</b>	
6.1.15	<p>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.</p>
6.1.16	<p>Discuss the benefits and challenges related to the development of a highly technological society.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Atomic energy, computers and environmental change</li> </ul>
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>	
6.1.17	<p>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.</p>
6.1.18	<p>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.</p>

<p><b>6.1.19</b></p>	<p><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></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust</i></li> </ul>
<p><b>6.1.20</b></p>	<p><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></p>
<p><b>6.1.21</b></p>	<p><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></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>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)</i></li> </ul>
<p><b>6.1.22</b></p>	<p><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></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights</i></li> </ul>
<p><b>6.1.23</b></p>	<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>
<p><b>6.1.24</b></p>	<p><i>Identify individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries and explain their significance.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>liberalism, conservatism, nationalism, socialism, communism, facism, popular sovereignty</i></li> </ul>

**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.*

<b>6.2.7</b>	<p><i>Identify and describe the functions of international political organizations in the world today.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Examine the functions of the <a href="#">International Court of Justice</a>, North Atlantic Treaty Organization (NATO), and the United Nations (UN).</li></ul>
<b>Roles of Citizens</b>	
<b>6.2.8</b>	<p><i>Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico, and Canada.</li></ul>

Geography	
<b>Standard 3:</b> 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	
<b>6.3.1</b>	<i>Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.</i>
<b>6.3.2</b>	<i>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.</i>
<b>6.3.3</b>	<p><i>Name and locate the seven continents, <a href="#">the five oceans</a>, and four hemispheres on a world map and explain that geographic names vary regionally, historically, politically, and spatially.</i></p> <ul style="list-style-type: none"> <li>● <b>Note:</b> 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; <a href="#">International Hydrographic Organization</a> recognizes four.)</li> </ul>
Places and Regions	
<b>6.3.4</b>	<p><i>Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions</li> </ul>
Physical Systems	

<p><b>6.3.5</b></p>	<p><i>Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Volga River, Canadian Rockies, Sierra Madre Mountains, and Lochs in Scotland</li> </ul>
<p><b>6.3.6</b></p>	<p><i>Explain how ocean currents and winds influence climate differences for Europe and the Americas.</i></p>
<p><b>6.3.7</b></p>	<p><i>Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Gulf Stream and North Atlantic Current (NAC)</li> </ul>
<p><b>6.3.8</b></p>	<p><i>Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> rainforests, mountain ranges, rivers, woodlands, deserts</li> </ul>
<p><b>Human Systems</b></p>	
<p><b>6.3.9</b></p>	<p><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></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> rural and urban areas; immigration</li> </ul>
<p><b>6.3.10</b></p>	<p><i>Explain the ways cultural diffusion, invention, and innovation change culture.</i></p>
<p><b>6.3.11</b></p>	<p><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></p>

**Environment and Society**

**6.3.12**

*Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood, and water in Europe and the Americas.*

**6.3.13**

*Explain the impact of humans on the physical environment in Europe and the Americas.*

**6.3.14**

*Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.*

- **Examples:** Hurricanes, earthquakes, floods, and drought

<b>Economics</b>	
<b>Standard 4:</b> Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.	
<b>6.4.1</b>	<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"> <li>● <b>Examples:</b> <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></li> </ul>
<b>6.4.2</b>	<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"> <li>● <b>Examples:</b> <i>Increased production and consumption and lower prices</i></li> </ul>
<b>6.4.3</b>	<p><i>Explain why international trade requires a system for exchanging currency between various countries.</i></p>
<b>6.4.4</b>	<p><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></p>
<b>6.4.5</b>	<p><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></p>
<b>6.4.6</b>	<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"> <li>● <b>Examples:</b> <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></li> </ul>

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



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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



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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.

<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<p><b>6-8.LH.1.1:</b> 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><b>9-10.LH.1.1:</b> 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><b>11-12.LH.1.1:</b> 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><b>6-8.LH.1.2:</b> Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>9-10.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

<b>Key Ideas and Textual Support (<i>Reading</i>)</b>		
<b>LH.2:</b> Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>9-10.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>11-12.LH.2.1:</b> 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.
<b>6-8.LH.2.2:</b> 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.	<b>9-10.LH.2.2:</b> 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.	<b>11-12.LH.2.2:</b> 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.
<b>6-8.LH.2.3:</b> 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> ).	<b>9-10.LH.2.3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>11-12.LH.2.3:</b> 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.

<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<p><b>6-8.LH.3.1:</b> 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><b>9-10.LH.3.1:</b> 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><b>11-12.LH.3.1:</b> 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><b>6-8.LH.3.2:</b> Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p><b>9-10.LH.3.2:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b>11-12.LH.3.2:</b> 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.

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

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

<b>THE WRITING PROCESS (WRITING)</b>		
<b>LH.6:</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<b>6-8.LH.6.1:</b> 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.	<b>9-10.LH.6.1:</b> 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.	<b>11-12.LH.6.1:</b> 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.
<b>6-8.LH.6.2:</b> Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>9-10.LH.6.2:</b> 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.	<b>11-12.LH.6.2:</b> 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><b>6-8.LH.7.2:</b> 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><b>9-10.LH.7.2:</b> 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><b>11-12.LH.7.2:</b> 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><b>6-8.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>9-10.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>11-12.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>