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DEPARTMENT OF EDUCATION

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# Indiana Academic Standards Social Studies: Grade 8



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## **Introduction**

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

## **What are the Indiana Academic Standards?**

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

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

## **Acknowledgments**

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



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

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

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

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

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

**History**

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

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

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

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

8.1.16	<i>Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson’s actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson’s Indian policy.</i>
8.1.17	<i>Explain relationships and conflict between settlers and Native Americans on the frontier.</i>
8.1.18	<i>Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</i>
8.1.19	<i>Analyze the causes and effects of the Mexican War (1846-1848).</i>
8.1.20	<i>Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</i>
8.1.21	<i>Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</i>
8.1.22	<i>Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.</i>
8.1.23	<i>Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.</i>
<b>Historical Knowledge - The Civil War and Reconstruction Period: 1850 to 1877</b>	
8.1.24	<i>Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states’ rights and slavery had in developing America’s sectional conflict.</i>



8.1.25	<i>Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</i>
8.1.26	<i>Compare and contrast the three plans for Reconstruction and evaluate the merits of each.</i>
8.1.27	<i>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</i>
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, Issues Analysis and Decision-Making</b>	
8.1.28	<i>Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.</i>
8.1.29	<i>Differentiate between facts and historical interpretations of events, recognizing that the historian’s narrative reflects his or her judgment about the significance of particular facts.</i>
8.1.30	<i>Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</i>
8.1.31	<i>Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.</i>

**Civics and Government**

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

**Foundations of Government**

**8.2.1**

*Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.*

**8.2.2**

*Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.*

**8.2.3**

*Examine ways that the national government affects the everyday lives of people of the United States.*

**Functions of Government**

**8.2.4**

*Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.*

**8.2.5**

*Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.*

**Roles of Citizens**

**8.2.6**

*Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.*



<b>8.2.7</b>	<i>Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</i>
<b>8.2.8</b>	<i>Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.</i>
<b>8.2.9</b>	<i>Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</i>
<b>8.2.10</b>	<i>Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as First and Second Amendment rights, the right to privacy, and the rights of the individual.</i>

**Geography**

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

**World in Spatial Terms**

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

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

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

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

**Economics**

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

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



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



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*Terminology is listed in the order it appears in standards.*

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

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

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

*mixed economy: an economic system combining private and public enterprise*





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# Indiana Academic Standards History/Social Studies Literacy



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

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

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

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

<b>Learning Outcome for Literacy in History/Social Studies Learning</b>		
<b>LH.1:</b> 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>
<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.	<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.	<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.
<b>6-8.LH.1.2:</b> Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	<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.	<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.

<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.



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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.

<b>Structural Elements and Organization (<i>Reading</i>)</b>		
<b>LH.3:</b> 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>
<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.	<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.	<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> ).
<b>6-8.LH.3.2:</b> Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i> ).	<b>9-10.LH.3.2:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<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.





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

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

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

**Synthesis and Connection of Ideas (*Reading*)**

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

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p><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.</p>	<p><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.</p>	<p><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.</p>
<p><b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p><b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p><b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.</p>	<p><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.</p>

<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>