Indiana Academic Standards
Indiana Studies
Crosswalk

DEPARTMENT OF EDUCATION

Working Together for Student Success

2018 Standard Language	2020 Standard Language	Changes
Indiana Studies		
Standard 1: History		
IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.	IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.	No change
IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.	IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.	No change
IS.1.3: Summarize major themes in early Indiana History such as federalism, sectionalism, nationalism, and state's rights and how they connect to key documents from the Founding Era from the national level.	IS.1.3: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851)	Rewritten with similar content. Examples added.
IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.	IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples:George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the	Examples added.

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	Battle of Tippecanoe (1811)	
IS.1.5: Identity and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.	IS.1.5: Identity and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. Examples: Levi and Catharine Coffin, Quakers in Indiana, Roberts Settlement, Robert Dale Owen, Underground Railroad in Indiana, Beech Settlement, 1851 Indiana Constitution Article XIII, Jesse Bright, George Washington Julian, Fugitive Slave Laws	Examples added.
IS.1.6: Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.	IS.1.6: Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time. Examples: Governor Oliver Morton, Camp Morton, Morgan's Raid, The Battle of Corydon, Lew Wallace, Ambrose Bierce, Joshua Jones, Benjamin Harrison, Nineteenth Indiana Volunteer Infantry Regiment. Twenty-Eighth Regiment of the United States Colored Troops, Election Riot of 1876	Examples added.
IS.1.7: Analyze how the Civil War affected men, women, and children on the home front. Explain how those on the homefront helped the war effort.	IS.1.7: Analyze how the Civil War affected men, women, and children on the home front. Explain how those on the homefront helped the war effort. Examples: Civil War Arsenal, Copperhead Faction (Sons of Liberty)	Examples added.

IS.1.8: Describe the economic developments that transformed Indiana into a major industrial power and the factors necessary for industrialization.	IS.1.8: Describe the economic developments that transformed Indiana into a major industrial power and the factors necessary for industrialization. Examples: Madison and Indianapolis Railroad (M&I), New Albany and Salem Railroad (Monon), rise of the auto industry, Indiana Gas Boom, Purdue University (founded 1869)	Examples added.
IS.1.9: Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana.	IS.1.9: Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana. Examples: Madison and Indianapolis Railroad (M&I), Reuben Wells Locomotive, Miles Labs in Elkhart, Indiana James Oliver (Oliver Chilled Plow), New Albany and Salem Railroad (Monon), Tulip Trestle (Greene County Viaduct), the rise of interurbans, Elwood Haynes	Examples added.
IS.1.10: Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups.	IS.1.10: Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups. Examples: Little Syria on the Wabash, Calumet region, German immigrants, Irish immigrants, Eastern European Immigrants, Latinx Immigrants	Examples added.
IS.1.11: Describe the growth of unions and the labor movement and evaluate	IS.1.11: Describe the growth of unions and the labor movement and evaluate	Examples added.

various approaches and methods used by different labor leaders and organizations.	various approaches and methods used by different labor leaders and organizations. Examples: Eugene V. Debs, American Railway Union Streetcar Strike of 1913	
IS.1.12: Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.	IS.1.12: Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights. Examples: the Harrisons, Dependent and Disability Pension Act (for veterans), McKinley Tariff Act, African American rights, Sherman Antitrust Act, Meat Inspection Act, Harrison's interest in environmental issues	Examples added.
IS.1.13: Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana.	IS.1.13: Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana. Examples: Indiana Civil Rights Act of 1885	Examples added.
IS.1.14: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana.	IS.1.14: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana. Examples: Albert J. Beverage, Governor Thomas Marshall, Harvey Wiley	Examples added.

IS.1.15: Identify and analyze Indiana's contributions to WWI.	IS.1.15: Assess the impact of the Women's Suffrage Movement on the residents of Indiana. Examples: Albion Fellows Bacon, May Wright Sewall, Zerelda Wallace, Robert Dale Owen, Helen Gouger, 1881 Women's suffrage amendment, Amanda Way, Grace Julian Clark, Dr. Mary F. Thomas, Woman's Suffrage Association, Equal Suffrage Association (Branch 7), Madame CJ Walker	New standard added. 2020 Standard indicator IS.1.15 is a new standard. 2018 standard indicator IS.1.15 becomes 2020 IS.1.16.
	IS.1.16: Identify and analyze Indiana's contributions to WWI. Examples: Demise of German language newspapers, discrimination against German and Japanese Americans, WWI aviation depot in Speedway, effects and responses to flu pandemic, Indiana's economic contribution to the war	Formerly standard indicator IS.1.15. Examples added.
IS.1.16: Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society.	IS.1.17: Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society. Examples: Jazz on Indiana Avenue (Indianapolis), French Lick Springs and West Baden, Cole Porter, KKK, Gennett Records, John Dillinger, Hoagy Carmichael, Prohibition	Formerly standard indicator IS.1.16. Examples added.
	IS.1.18 Identify areas of social tension such as the Red Scare, Prohibition, Religious	New standard added.

	Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era as it pertains to Indiana. Examples: D.C. Stephenson and the Indiana Klu Klux Klan Steel strike in Calumet Albion Fellows Bacon	
IS.1.17: Describe technological developments during the 1920s and explain their impact on rural and urban Indiana.	IS.1.19: Describe technological developments during the 1920s and explain their impact on rural and urban Indiana. Examples: Studebaker Auto, Auburn Automobile Company, Cummins Engines, Auto Indiana, Evansville-RefrigeratorCapital of the World, Eli Lilly and Company and insulin	Formerly standard indicator IS.1.17.\n\nExamples added.
IS.1.18: Analyze the causes of the Great Depression and explain how they affected Indiana society. Explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.	IS.1.20: Analyze the causes of the Great Depression and explain how they affected Indiana society.	Formerly of the 2018 standard indicator IS.1.18.
IS.1.18: Analyze the causes of the Great Depression and explain how they affected Indiana society. Explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social	IS.1.21: Explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation. Examples: Terre Haute General Strike, Governor Paul	Formerly part of the 2018 standard indicator IS.1.18.\n\nRewritten with similar content\n\nExamples added.

welfare, and conservation.	McNutt's Little New Deal, WPA Federal Writers Project, CCC Projects, State Parks and State Forests, Thomas Hart Benton and Alan Tomkins Public Mural Projects, rise of labor unions	
IS.1.19 Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.	IS.1.22: Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. Example: Ludlow Amendment	Renumbered indicator for 2020. Examples added.
IS.1.20: Examine the causes and course of World War II, the effects of the war on Indiana's society and culture, and the consequences of the war on United States involvement in world affairs.	S.1.23: Examine the causes and course of World War II, the effects of the war on Indiana's society and culture, and the consequences of the war on United States involvement in world affairs.	Renumbered indicator for 2020.
IS.1.21: Analyze the responses in Indiana resulting from Cold War tensions	IS. 1.24: Analyze the responses in Indiana resulting from Cold War tensions. Examples: Chicago/Gary Nike Missile Defense Area ("Chicago Ring of Fire"), Ground Observer Corps, Civil Defense shelters	Renumbered indicator for 2020. Examples added.
IS.1.22: Summarize key economic and social developments and changes in post-WWII life in Indiana.	IS.1.25: Summarize key economic and social developments and changes in post-WWII life in Indiana. Examples: Eli Lilly and polio vaccine, Baby Boom, school consolidation, education reform, growth of suburbs, growth of strip malls, shopping malls, automobile production (GM, Chrysler and Ford), television production (RCA)	Renumbered indicator for 2020. Examples added.

IS.1.23: Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.	IS.1.26: Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana. Examples: 1949 School Desegregation Act, Segregation according to race was prohibited, without penalties for noncompliance; school segregation through residential zoning/red lining; Crispus Attucks High School, first undefeated basketball team in Indiana; 1947 Bill Garrett of Shelbyville is the first African American to play Big Ten college basketball as an IU Hoosier	Renumbered indicator for 2020. Examples added.
IS.1.24: Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.	IS.1.27: Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement. Examples: May 1968 - The U.S. Justice Department filed a suit in Federal Court charging the Indianapolis Public Schools with racial discrimination; 1969 Unigov in Indianapolis; busing in schools; desegregation of schools; Indiana Black Expo	Renumbered indicator for 2020. Examples added.
IS.1.25: Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers.	IS.1.28: Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers. Examples: Birch Bayh and ERA; Birch Bayh and Title IX	Renumbered indicator for 2020. Examples added.

	IS.1.29: Examine and analyze the involvement and sentiments of Hoosiers during the Vietnam War. Examples: Refugees, letters home from Vietnam (Karren Mundell)	New standard added.
IS.1.26: Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.	IS.1.30: Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.	Renumbered indicator for 2020.
IS.1.27: Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.	IS.1.31: Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today. Examples: Hulman and Company, Cook Medical, Eli Lilly, Elancom AgroSciences, Becks Hybrid	Renumbered indicator for 2020. Examples added.
IS.1.28: Discuss and explain the significance of the rise of Indiana political leaders from 1980 to present.	IS.1.32: Discuss and explain the significance of the rise of Indiana political leaders from 1980 to present. Examples: Governor Otis Bowen, Senator Richard Lugar, Governor Orr, Senator Evan Bayh, Vice President Dan Quayle, Representative Lee Hamilton, Representative Julia Carson, Governor Frank O'Bannon, Governor Mitch Daniels, Vice President Mike Pence	Renumbered indicator for 2020. Examples added.
IS.1.29: Analyze the impact of globalization on Hoosier culture and Indiana's economic policies, political policies, and international connections.	IS.1.33: Analyze the impact of globalization on Hoosier culture and Indiana's economic policies, political policies, and international connections.	Renumbered indicator for 2020. Examples added.

	Examples: Immigration and changing demographics; multinational corporations (Honda, Subaru, Cummins, Rolls Royce, Lilly, Cook Industries); job loss (Otis elevator, Westinghouse, Carrier); international Sister Cities relationships	
IS.1.30: Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.	IS.1.34: Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.	Renumbered indicator for 2020.
IS.1.31: Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.	IS.1.35: Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.	Renumbered indicator for 2020.
IS.1.32: Analyze multiple, unexpected and complex causes and effects of events in the past.	IS.1.36: Analyze multiple, unexpected and complex causes and effects of events in the past.	Renumbered indicator for 2020.
IS.1.33: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	IS.1.37: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	Renumbered indicator for 2020.

IS.1.34: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.	IS.1.38: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. Example: T.C. Steele, Hoosier Group and Robert Indiana, James Whitcomb Riley, Gene Stratton Porter, Kurt Vonnegut, Booth Tarkington, Lew Wallace, Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell, John Mellencamp, Red Skelton, David Letterman, Maurine Watkins, Jane Pauley	Renumbered indicator for 2020. Examples added.
IS.1.35: Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.	IS.1.39: Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.	Renumbered indicator for 2020.

Standard 2: Civics and Government

IS.2.1: Explain the major purposes of Indiana's Constitution as stated in the Preamble.	IS. 2.1: Interpret the Preamble of Indiana's Constitution to explore the authors' vision for Indiana's government.	Rewritten with similar content.
IS.2.2: Describe individual rights, such as freedom of speech, freedom of religion, and the right to public education, which people have under Articles I and VIII of Indiana's Constitution.	IS.2.2: Describe and characterize individual rights, such as freedom of speech, freedom of religion, and the right to public education, that are protected in Indiana's Constitution, including a focus on Articles I and VIII.	Added *and characterize* Added *that are protected in Indiana's Constitution, including a focus on Articles I and VIII* Removed *which people have under Articles I and VIII of Indiana's Constitution.*
IS.2.3: Identify and explain the major functions,	IS.2.3: Analyze and compare the major functions, responsibilities, and	Removed *identify and explain* Added *analyze and compare*

responsibilities, and relationships of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.	relationships of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the 1816 and 1851 Indiana Constitutions.	Added *the 1816 and 1851*
IS.2.4: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	IS.2.4: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.	No change
IS.2.5: Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.	IS.2.5: Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.	No change
IS.2.6: Analyze the election of people from Indiana to the offices of president and vice-president, at the federal level, including their ideas about the power of the executive branch and relationship to the legislative branch.	IS.2.6: Analyze the service of people from Indiana to national offices such as the presidency, vice-presidency, judiciary, and legislature including their ideas about the relationship between the three branches of government.	Standard rewritten.
IS.2.7: Explain how census data affects the redistricting of the Indiana General Assembly.	IS.2.7: Explain how census data affects the people of Indiana the redistricting of the Indiana General Assembly and the allocation of federal dollars to state and local governments.	Added the *people of Indiana* Added *and the allocation of federal dollars to state and local governments.*
Standard 3: Geography		
IS.3.1: Use latitude and longitude to identify physical and human features of Indiana	IS.3.1: Use latitude and longitude to identify physical and human features of Indiana	No change

understanding their locational importance relative to significant Earth features (equator, prime meridian, International Date Line, Canada, Mexico).	understanding their locational importance relative to significant Earth features (equator, prime meridian, International Date Line, Canada, Mexico).	
IS.3.2 Map and describe the physical regions of Indiana and identify major natural resources and land use regions.	IS.3.2 Map and describe the physical regions of Indiana and identify major natural resources and land use regions.	No change
IS.3.3: Explain how glaciers shaped Indiana's landscape and the contribution that glaciers had in terms of geology, fertile soil and accessible fresh water resources.	IS.3.3: Explain how glaciers shaped Indiana's landscape and the contribution that glaciers had in terms of geology, fertile soil and accessible fresh water resources.	No change
IS.3.4: Identify the challenges early settlers faced regarding the physical landscape of Indiana and understand landscape challenges citizens face today, and will face tomorrow, in terms of economic development.	IS.3.4: Identify the challenges early settlers faced regarding the physical landscape of Indiana and understand landscape challenges citizens face today, and will face tomorrow, in terms of economic development.	No change
IS.3.5: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location within the country, continent, and world.	IS.3.5: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location within the country, continent, and world.	No change
IS.3.6: Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.	IS.3.6: Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.	No change

IS.3.7: Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present, and future.	IS.3.7: Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present, and future.	No change
IS.3.8: Read and interpret texts (written, graphs, maps, imagery, timelines) to answer geographic questions about Indiana in the past and present and to plan for Indiana's future.	IS.3.8: Read and interpret texts (written, graphs, maps, imagery, timelines) to answer geographic questions about Indiana in the past and present and to plan for Indiana's future.	No change
IS.3.9: Identify geographic factors that led to the formation of state borders and understand the importance of said borders in the context of economic development relative to space and time.	IS.3.9: Identify geographic factors that led to the formation of state borders and understand the importance of said borders in the context of economic development relative to space and time.	No change
Standard 4: Economics		
IS.4.1: Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.	IS.4.1: Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.	No change
IS.4.2: Identify important organizations of economic growth in Indiana's history.	IS.4.2: Identify important organizations of economic growth in Indiana's history.	No change
IS.4.3: Identify the skills needed to be economically successful in pioneer Indiana. Compare those skills to the skills needed to be successful in other eras: Industrial Revolution, modern economy.	IS.4.3: Identify the skills needed to be economically successful in pioneer Indiana. Compare those skills to the skills needed to be successful in other eras: Industrial Revolution, modern economy.	No change
IS.4.4: Analyze the economic	IS.4.4: Analyze the economic	No change

and social impact of technologies on the state.	and social impact of technologies on the state.	
IS.4.5: Analyze how the concept of "Creative Destruction" has impacted communities throughout Indiana.	IS.4.5: Analyze how the concept of "Creative Destruction" has impacted communities throughout Indiana.	No change
IS.4.6: Assess the economic impact of Indiana universities on the development of the state's economy.	IS.4.6: Assess the economic impact of Indiana universities on the development of the state's economy.	No change
IS.4.7: Examine the rise and decline of industrial cities in Indiana.	IS.4.7: Examine the rise and decline of industrial cities in Indiana.	No change
IS.4.8: Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900.	IS.4.8: Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900.	No change
IS.4.9: Examine the migration of groups to Indiana for economic opportunity.	IS.4.9: Examine the migration of groups to Indiana for economic opportunity.	No change
IS.4.10: Summarize the impact of industrialization and immigration on social movements in Indiana from 1870-1900, including contributions of specific individuals and groups.	IS.4.10: Summarize the impact of industrialization and immigration on social movements in Indiana from 1870-1900, including contributions of specific individuals and groups.	No change
IS.4.11: Explain the impact of "New" Immigration and the Great Migration on industrialization and	IS.4.11: Explain the impact of "New" Immigration and the Great Migration on industrialization and	No change

urbanization in promoting economic growth in Indiana from 1897 to 1920.	urbanization in promoting economic growth in Indiana from 1897 to 1920.	
IS.4.12: Explore Indiana's role as a wealthy tourist destination in the early 1900's.	IS.4.12: Explore Indiana's role as a wealthy tourist destination in the early 1900's.	No change
IS.4.13: Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change and examine the solutions to these problems.	IS.4.13: Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change and examine the solutions to these problems.	No change
IS.4.14: Identify and explain the significance of federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s and the impact on Indiana residents.	IS.4.14: Identify and explain the significance of federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s and the impact on Indiana residents.	No change
Standard 5: Individuals, Society, and Culture		
IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.	IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.	No change
IS.5.2: Describe the development of Hoosier culture after the pioneer era settled the land.	IS.5.2: Describe the development of Hoosier culture after the pioneer era settled the land.	No change
IS.5.3: Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.	IS.5.3: Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.	No change
IS.5.4: Identify and examine	IS.5.4: Identify and examine	No change

the culture of each region of the state.	the culture of each region of the state.	
IS.5.5: Explain how Indiana traditions and customs have changed over time (1816-2016).	IS.5.5: Explain how Indiana traditions and customs have changed over time (1816-2016).	No change
IS.5.6: Identify and examine the impact that sports have had on the state of Indiana.	IS.5.6: Identify and examine the impact that sports have had on the state of Indiana.	No change
IS.5.7: Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.	IS.5.7: Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.	No change
IS.5.8: Identify Indiana authors and artists with their contributions to society and Indiana culture.	IS.5.8: Identify Indiana authors and artists with their contributions to society and Indiana culture.	No change
IS.5.9: Identify Indiana educational leaders and their contributions to state and national education reform.	IS.5.9: Identify Indiana educational leaders and their contributions to state and national education reform.	No change
IS.5.10: Examine what it means to be a 'Hoosier' around various parts of the state.	IS.5.10: Examine what it means to be a 'Hoosier' around various parts of the state.	No change
IS.5.11: Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide.	IS.5.11: Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide.	No change
IS.5.12: Identify and examine the impact of Indiana on the entertainment industry.	IS.5.12: Identify and examine the impact of Indiana on the entertainment industry.	No change