



# Indiana Content Standards for Educators

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## MIDDLE SCHOOL SOCIAL STUDIES

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Middle school social studies teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

# Middle School Social Studies Educator Standards

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## **Standard 1: World History**

Middle school social studies teachers have a broad and comprehensive understanding of historical concepts and major events and developments in world history.

## **Standard 2: U.S. and Indiana History**

Middle school social studies teachers have a broad and comprehensive understanding of major events and developments in U.S. and Indiana history.

## **Standard 3: Geography**

Middle school social studies teachers have a broad and comprehensive understanding of geographic concepts and systems, places and regions, human-environment interactions, and the uses of geography.

## **Standard 4: Government and Citizenship**

Middle school social studies teachers have a broad and comprehensive understanding of political science terms and concepts; the foundations of government around the world; federal, state, and local government, and international political organizations in the United States; the U.S. election process; and U.S. citizenship and participation.

## **Standard 5: Economics**

Middle school social studies teachers have a broad and comprehensive understanding of economics concepts and systems, the national and international economies, and consumer economics.

## **Standard 6: Social Studies Literacy and Research Skills**

Middle school social studies teachers have a broad and comprehensive understanding of social studies research skills.

## **Standard 7: Social Studies Instruction and Assessment**

Middle school social studies teachers have a broad and comprehensive understanding of content-specific instruction and assessment in social studies.

## Middle School Social Studies Educator Standards

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### Standard 1: World History

**Middle school social studies teachers have a broad and comprehensive understanding of historical concepts and major events and developments in world history, including:**

- 1.1** historical terms, concepts, sources, and perspectives
- 1.2** the beginnings of human civilization and the emergence of agricultural societies around the world
- 1.3** origins, structures, and development of early civilizations in Eurasia and North Africa; the classical Mediterranean world; and major empires and civilizations of Asia, Africa, and the Americas to 600 CE
- 1.4** principal beliefs, key concepts, sacred texts, and historical development of Hinduism, Judaism, Confucianism, Buddhism, Christianity, Islam, and indigenous religious traditions
- 1.5** the rise of the Byzantine Empire, the expansion of Islam, the spread of feudalism in Europe, the Crusades, and the Mongol conquests
- 1.6** historical development and key achievements of Asian, Middle Eastern, and African civilizations, 600–1400 CE
- 1.7** causes and consequences of European exploration, conquest, and colonization during the first global age, 1400–1750 CE
- 1.8** critical ideas and transformative effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment
- 1.9** the emergence of nation-states and the development of absolute and constitutional monarchies
- 1.10** causes and consequences of the American and French Revolutions and the Latin American wars for independence
- 1.11** historical development and key achievements of Asian, Middle Eastern, and African civilizations, 1400–1900
- 1.12** the Industrial Revolution and its technological, economic, social, and political influence on the development of the modern world
- 1.13** the rise of nationalism and the emergence, expansion, and consequences of European imperialism
- 1.14** origins and consequences of World War I; the causes and major developments of the Russian Revolution; major political, economic, social, and cultural developments of the interwar period; and the causes and major events of World War II
- 1.15** major events and developments of the post–World War II period related to the Cold War, creation of the United Nations, decolonization in Asia and Africa, changing international power relations, the global expansion of democracy, and economic globalization
- 1.16** the impact of technological innovations and environmental changes on the peoples and nations of the world

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### Standard 2: U.S. and Indiana History

**Middle school social studies teachers have a broad and comprehensive understanding of major events and developments in U.S. and Indiana history, including:**

- 2.1** characteristics of Native American cultures prior to European settlement and the interaction, cooperation, and conflict between Native Americans and Europeans
- 2.2** motives for European settlement and colonization of the Americas; the political, economic, social, and cultural institutions established in Great Britain's North American colonies; and similarities and differences between the colonies
- 2.3** causes, major events, and consequences of the American Revolution; the creation of national and state governments; and the rise of political parties
- 2.4** Jacksonian democracy and the evolution of the U.S. political system
- 2.5** the concept of Manifest Destiny and westward expansion and its impact on Native American peoples
- 2.6** early industrialization, the growth of slavery, and efforts to reform U.S. society
- 2.7** origins, major events, and consequences of the Civil War and Reconstruction
- 2.8** immigration, urbanization, and industrialization: the transformation of U.S. society
- 2.9** the emergence of the United States as a world power, including U.S. participation in the Spanish-American War and World War I
- 2.10** prosperity, depression, recovery, and war from 1920 to 1945
- 2.11** the Cold War and the evolving U.S. role in the world after World War II
- 2.12** political, social, economic, cultural, and technological developments in the United States during the second half of the twentieth century, and their effects on U.S. society and individual Americans
- 2.13** the United States in a global age

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### Standard 3: Geography

**Middle school social studies teachers have a broad and comprehensive understanding of geographic concepts and systems, places and regions, human-environment interactions, and the uses of geography, including:**

- 3.1** geographic terms, concepts, themes, and elements
- 3.2** absolute and relative location of countries and capital cities and the use of locational technology such as Global Positioning System (GPS) and Geographic Information Systems (GIS)
- 3.3** major physical characteristics of world regions and places and the natural processes that shape physical features
- 3.4** factors that influence different climates and biomes, and the limitations that they place on people
- 3.5** characteristics and patterns of population distribution in world regions and countries
- 3.6** changes in culture arising from migration, cultural diffusion, invention, and innovation
- 3.7** distribution and importance of natural resources
- 3.8** interactions and relationships between humans and the environment
- 3.9** ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future

### Standard 4: Government and Citizenship

**Middle school social studies teachers have a broad and comprehensive understanding of political science terms and concepts; the foundations of government around the world; federal, state, and local government, and international political organizations in the United States; the U.S. election process; and U.S. citizenship and participation, including:**

- 4.1** political science terms and concepts
- 4.2** purposes of government and the distinguishing characteristics of historical and contemporary forms of government
- 4.3** fundamental values, essential ideas, and foundational documents of U.S. constitutional government
- 4.4** the structure, functions, and powers of the U.S. federal government
- 4.5** the structure, functions, and powers of state and local government in Indiana
- 4.6** the operation of governments of other countries and functions of international political organizations
- 4.7** the U.S. election process at the national, state, and local levels
- 4.8** rights and responsibilities of U.S. citizenship and citizens' participation in the political process in the United States and in other times and places

## Middle School Social Studies Educator Standards

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### Standard 5: Economics

**Middle school social studies teachers have a broad and comprehensive understanding of economics concepts and systems, the national and international economies, and consumer economics, including:**

- 5.1** economics terms, concepts, and systems
- 5.2** characteristics and operation of market economies
- 5.3** institutions and operation of the national economy
- 5.4** ways in which governments influence economic development and attempt to correct market failures
- 5.5** effects of technological developments and inventions on productivity and standard of living
- 5.6** international trade and economic interdependence
- 5.7** consumer economics and personal finance

### Standard 6: Social Studies Literacy and Research Skills

**Middle school social studies teachers have a broad and comprehensive understanding of social studies research skills, including:**

- 6.1** methods and procedures used in social studies research
- 6.2** basic reference sources used in social studies research
- 6.3** uses and limitation of various types of primary and secondary sources of social studies information
- 6.4** acquisition of social studies information and the use of electronic technologies in social studies research
- 6.5** how to identify purpose, point of view, and central questions in social studies documents
- 6.6** how to analyze underlying assumptions and bias and evaluate the nature and adequacy of evidence in social studies documents and narratives
- 6.7** how to distinguish fact from opinion in social studies documents, accounts, and arguments
- 6.8** how to interpret social studies issues and information presented in diverse formats and media, and develop evidence-based claims and reasoned arguments on social studies topics
- 6.9** how to recognize and consider multiple perspectives and interests informing social studies sources and accounts
- 6.10** how to communicate social studies information, analysis, and interpretation in effective written forms and critique claims and conclusions based on evidence, credibility, and reasoning

## Middle School Social Studies Educator Standards

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### Standard 7: Social Studies Instruction and Assessment

**Middle school social studies teachers have a broad and comprehensive understanding of content-specific instruction and assessment in social studies, including:**

- 7.1** Indiana Academic Standards for Social Studies Grades 5–9, United States History, World History and Civilization, Geography and History of the World, Indiana Studies, and Content Area Literacy: History/Social Studies
- 7.2** NCSS National Curriculum Standards for Social Studies and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- 7.3** instructional strategies and resources that engage learners with disciplinary concepts, facts, and tools related to social studies, and require learners to create disciplinary forms of representation that convey historical knowledge and civic competency
- 7.4** strategies and skills for planning and designing social studies instruction that engages learners in disciplinary inquiry, including the use of techniques and approaches that support individualized learning, meet the needs of diverse learners, and demonstrate alignment with state-required content standards
- 7.5** instructional strategies that draw on knowledge of learners' sociocultural assets, learning demands, and individual identities to promote student learning and foster the development of critical-thinking, problem-solving, and performance skills in social studies, and engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society
- 7.6** instructional strategies that facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools to engage in disciplinary inquiry and create disciplinary forms of representation
- 7.7** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 7.8** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about social studies and to foster civic competence
- 7.9** strategies and skills for designing and implementing authentic assessments of student understanding and mastery of essential social studies concepts and skills, and using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation