



Indiana Department of Education

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# Indiana Academic Standards Geography and History of the World



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## Introduction

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

## What are the Indiana Academic Standards?

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

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

## Acknowledgments

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



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## **Social Studies: Geography and History of the World (Course 1570)**

*Geography and History of the World is designed to enable students to use geographical tools and skills and historic concepts and perspectives to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.*

*Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic text representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally, writing, or through a variety of mechanisms. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns, and interactions/relationships.*

*Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, make predictions, and create solutions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> Century.*

*At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.*

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



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## Geography and History of the World

**Standard 1:** Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

### Cultural Hearths

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| <b>GHW.1.1</b> | <p><i>Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies</li></ul>                   |
| <b>GHW.1.2</b> | <p><i>Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan</li></ul> |
| <b>GHW.1.3</b> | <p><i>Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</i></p>  |
| <b>GHW.1.4</b> | <p><i>Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</i></p>  |



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## Geography and History of the World

**Standard 2:** Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

### World Religions

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|-----------------------|---|
| <p><b>GHW.2.1</b></p> | <p><i>Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), and Sikhism (South Asia)</li> </ul>   |
| <p><b>GHW.2.2</b></p> | <p><i>Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917), Iran and Saudi Arabia: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)</li> </ul>  |
| <p><b>GHW.2.3</b></p> | <p><i>Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use; indigenous people of Australia and the Americas balance of humans and the environment.</li> </ul> |



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### GHW.2.4

*Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.*

- **Examples:** *Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; US Christianity (1970’s to present); Myanmar/Burma (Buddhism)*



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## Geography and History of the World

**Standard 3:** Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

### Population Characteristics, Distribution, and Migration

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| <b>GHW.3.1</b> | <p><i>Map and analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> population pyramids, CIA World Factbook, United States Census Bureau.</li></ul> |
| <b>GHW.3.2</b> | <p><i>Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</i></p>   |
| <b>GHW.3.3</b> | <p><i>Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</i></p>   |
| <b>GHW.3.4</b> | <p><i>Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> Alaskan Native populations to global warming; large urban areas</li></ul>                   |
| <b>GHW.3.5</b> | <p><i>Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation.</i></p>  |



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- **Examples:** *Burmese migration to Ft. Wayne, Indiana and Perry Township/Greenwood, IN; Latinx migration to Indianapolis, Sikh migration to Indianapolis' south suburbs*





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## Geography and History of the World

**Standard 4:** Students examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

### Exploration, Conquest, Imperialism, and Post Colonialism

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| <p><b>GHW.4.1</b></p> | <p><i>Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</i></p>   |
| <p><b>GHW.4.2</b></p> | <p><i>Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</i></p>  |
| <p><b>GHW.4.3</b></p> | <p><i>Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.</i></p>   |
| <p><b>GHW.4.4</b></p> | <p><i>Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)</i></li> </ul> |



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### GHW.4.5

*Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.*

- **Examples:** *modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.*



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## Geography and History of the World

**Standard 5:** Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

### Urban Growth

**GHW.5.1**

*Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.*

**GHW.5.2**

*Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.*

- **Examples:** Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)

**GHW.5.3**

*Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.*

- **Examples:** Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)



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**GHW.5.4**

*Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.*



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## Geography and History of the World

**Standard 6:** Students examine physical and human geographic factors that influenced the origins, major events, diffusion, and global consequences of new ideas in agriculture, science, culture, politics, industry, and technology.

### Innovations and Revolutions

**GHW.6.1**

*Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other regions of the world.*

**GHW.6.2**

*Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.*

- **Examples:** Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology).

**GHW.6.3**

*Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.*

- **Examples:** Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present); east Asian anime and video gaming competitions.



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| <b>GHW.6.4</b> | <p><i>Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence</i></li></ul> |
| <b>GHW.6.5</b> | <p><i>Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments.</i></p>   |
| <b>GHW.6.6</b> | <p><i>Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed and developing countries in the contemporary world.</i></p>   |



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## Geography and History of the World

**Standard 7:** Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.

### Conflict and Cooperation

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| <p><b>GHW.7.1</b></p> | <p><i>Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea. (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)</li> </ul>  |
| <p><b>GHW.7.2</b></p> | <p><i>Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)</li> </ul> |
| <p><b>GHW.7.3</b></p> | <p><i>Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</i></p>   |



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|                | <ul style="list-style-type: none"><li>● <b>Examples:</b> Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), Gandhi's (India) non-violent approach to independence and Algerian violent movement for independence from France (1950s) or to the Bolshevik's (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000's)</li></ul>  |
| <b>GHW.7.4</b> | <p>Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p> <ul style="list-style-type: none"><li>● <b>Examples:</b> League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)</li></ul> |





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## Geography and History of the World

**Standard 8:** Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges.

### Trade and Commerce

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| <p><b>GHW.8.1</b></p> | <p><i>Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.</i></p>  |
| <p><b>GHW.8.2</b></p> | <p><i>Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> <i>States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)</i></li> </ul> |
| <p><b>GHW.8.3</b></p> | <p><i>Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</i></p>   |



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## Geography and History of the World

**Standard 9:** Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

### Human and Environmental Interactions: Resources, Hazards, and Health

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| <b>GHW.9.1</b> | <i>Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</i>   |
| <b>GHW.9.2</b> | <p><i>Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation</i></li> </ul>   |
| <b>GHW.9.3</b> | <p><i>Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia)</i></li> </ul> |
| <b>GHW.9.4</b> | <i>Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases.</i>  |



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- **Examples:** *Bubonic Plague, smallpox, ebola, zika, and describe the impact of this diffusion on countries and regions.*



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## Geography and History of the World

**Standard 10:** Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

### States, Nations, and Nation-States

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| <p><b>GHW.10.1</b></p> | <p><i>Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines</li> </ul>  |
| <p><b>GHW.10.2</b></p> | <p><i>Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)</li> </ul> |
| <p><b>GHW.10.3</b></p> | <p><i>Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</i></p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)</li> </ul>  |



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| <b>GHW.10.4</b> | <p><i>Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)</i></li></ul>  |
| <b>GHW.10.5</b> | <p><i>Use a variety of data, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Development of France (500–1850); comparison between Europe and Africa (1700–1990); emergence of the federal state of Australia (1775–1925); and the increase of homogeneity in Japan (1945–present)</i></li></ul>   |
| <b>GHW.10.6</b> | <p><i>Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian subcontinent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as (Great Britain, France, Spain and Italy)</i></li></ul> |



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## Geography and History of the World

**Standard 11:** Students examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

### Sports, Recreation, and Tourism

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| <p><b>GHW.11.1</b></p> | <p><i>Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.</i></p>  |
| <p><b>GHW.11.2</b></p> | <p><i>Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the 2008 Olympic movement; and United States: development of parks greenspaces in response to increased urbanization</i></li> </ul> |
| <p><b>GHW.11.3</b></p> | <p><i>Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</i></p>  |
| <p><b>GHW.11.4</b></p> | <p><i>Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.</i></p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> <i>Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town’s population</i></li> </ul>   |
| <p><b>GHW.11.5</b></p> | <p><i>Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy)</i></p>  |



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**GHW.11.6**

*Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.*



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**Standard 12:** Students examine the human causes of change to the environment on a global scale along with the impact of these changes all life.

### Global Change

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| <b>GHW.12.1</b> | <i>Analyze global climate change forecasts for different parts of Earth and the implications of these changes for humans.</i>   |
| <b>GHW.12.2</b> | <i>Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)</li></ul> |
| <b>GHW.12.3</b> | <i>Evaluate the emerging trends toward reducing environmental footprints.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> renewable energy, carbon neutrality, pollution, plastics reduction, fresh accessible water</li></ul>   |





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

agricultural revolutions, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation



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# Indiana Academic Standards History/Social Studies Literacy



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

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

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

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



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## Learning Outcome for Literacy in History/Social Studies Learning

**LH.1:** Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

| GRADES 6-8   | GRADES 9-10   | GRADES 11-12   |
|--|---|--|
| <p><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>   |



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| <b>Key Ideas and Textual Support (<i>Reading</i>)</b>  |  |  |
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| <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.



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## Structural Elements and Organization (*Reading*)

**LH.3:** Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.

| GRADES 6-8   | GRADES 9-10   | GRADES 11-12   |
|--|---|--|
| <p><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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| <p><b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).</p> | <p><b>9-10.LH.3.3:</b> Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> | <p><b>11-12.LH.3.3:</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> |
|---|--|---|

## 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> |





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| <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> |



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## WRITING GENRES (*WRITING*)

**LH.5:** Write for different purposes and to specific audiences or people.

| GRADES 6-8  | GRADES 9-10  | GRADES 11-12  |
|---|--|---|
| <p><b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>           | <p><b>9-10.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>           | <p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>           |
| <p><b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.</p> | <p><b>9-10.LH.5.2:</b> Write informative texts, including analyses of historical events.</p> | <p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p> |



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## THE WRITING PROCESS (*WRITING*)

**LH.6:** Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

| GRADES 6-8   | GRADES 9-10  | GRADES 11-12  |
|--|--|---|
| <p><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.</p> | <p><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.</p> | <p><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.</p> |
| <p><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.</p>   | <p><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.</p>   | <p><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.</p>   |



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## THE RESEARCH PROCESS (*WRITING*)

**LH.7:** Build knowledge about the research process and the topic under study by conducting short or more sustained research.

### GRADES 6-8

**6-8.LH.7.1:** Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### GRADES 9-10

**9-10.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### GRADES 11-12

**11-12.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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| <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</i> or <i>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</i> or <i>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</i> or <i>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>  |