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# Indiana Academic Standards Social Studies: Grade 7



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## Introduction

The Indiana Academic Standards for grade 7 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## What are the Indiana Academic Standards?

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

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

## Acknowledgments

The Indiana Academic Standards 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.



## **Social Studies: Grade 7 / History, Places, and Cultures of Africa, Asia, and Southwest Pacific**

*Students in grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.*

*Indiana academic standards for grade 7 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout the standards.*

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



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## History

**Standard 1:** Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

### Early Civilizations, States, and Empires: 3500 BCE to 650 CE

7.1.1

*Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies.*

- **Examples:** River civilizations include Nile River Valley (ancient Egypt), Tigris and Euphrates rivers (Mesopotamia), Indus River (India/Pakistan), and Huang He River (ancient China).

### Spread of Cultural, Economic, Social, and Political Ideas: 500 BCE to 1600 CE

7.1.2

*Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.*

- **Examples:** Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.

7.1.3

*Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture.*

7.1.4

*Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.*



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7.1.5	<i>Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.</i>
7.1.6	<i>Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific and analyze the impact slavery had on different civilizations.</i>
7.1.7	<i>Trace the rise, spread and influence of the Mongols.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> Yuan dynasty, Marco Polo, Black Death, feudalism.</li></ul>
<b>Major Civilizations, States, and Empires through 1650 CE</b>	
7.1.8	<i>Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming).</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - “China”, Terracotta Army, Great Wall; Han - Silk Road starts, paper &amp; compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks &amp; porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts</li></ul>
7.1.9	<i>Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> feudalism, shogunate court life, samurai culture</li></ul>
<b>Exploration, Conquest, and Post-Colonial States: 1500 CE to Present</b>	



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7.1.10	<p>Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.</p> <ul style="list-style-type: none"><li>● <b>Examples:</b> voyages of the Ming dynasty, and Ibn Battuta</li></ul>
7.1.11	<p>Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.</p>
7.1.12	<p>Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.</p>
7.1.13	<p>Identify and explain the significance of historical events in the Middle East since the end of World War II.</p> <ul style="list-style-type: none"><li>● <b>Examples:</b> The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present), Arab Spring (2011- present)</li></ul>
7.1.14	<p>Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.</p>
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>	
7.1.15	<p>Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.</p>



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<b>7.1.16</b>	<i>Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</i>
<b>7.1.17</b>	<i>Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.</i>
<b>7.1.18</b>	<i>Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.</i>
<b>7.1.19</b>	<i>Using primary and secondary sources, analyze issues confronting the eastern hemisphere.</i>



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## Civics and Government

**Standard 2:** Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens.

### Foundations of Government

7.2.1

*Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.*

- **Examples:** Australia, India, and South Africa

7.2.2

*Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.*

- **Examples:** Japan, North Korea, India, South Africa, and China

### Functions of Government

7.2.3

*Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.*

7.2.4

*Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.*

- **Examples:** United Nations, World Bank, International Monetary Fund (IMF), Organization of Petroleum Exporting Countries (OPEC)

### Roles of Citizens





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7.2.5

*Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia, and the Southwest Pacific.*

- **Examples:** *Japan, North Korea, India, South Africa, China*



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## Geography

**Standard 3:** Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

### World in Spatial Terms

7.3.1

*Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.*

7.3.2

*Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).*

### Places and Regions

7.3.3

*Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific.*

- **Examples:** language, religion, recreation, clothing, diet, fine arts, family structure, and traditions

7.3.4

*Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.*

7.3.5

*Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.*

### Physical Systems



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7.3.6	<i>Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.</i>
7.3.7	<i>Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</i>
7.3.8	<i>Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia and the Southwest Pacific.</i>
<b>Human Systems</b>	
7.3.9	<i>Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific and analyze the causes for these patterns.</i> <ul style="list-style-type: none"><li>● <b>Examples:</b> life expectancy, income, literacy rate, industry, education, natural resources, and climate</li></ul>
7.3.10	<i>Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</i>
<b>Environment and Society</b>	
7.3.11	<i>Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.</i>



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## Economics

**Standard 4:** Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific with an emphasis on scarcity, incentive, opportunity cost, and specialization.

7.4.1	<p><i>Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and Southwest Pacific.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</i></li></ul>
7.4.2	<p><i>Illustrate how international trade requires a system for exchanging currency between and among countries.</i></p>
7.4.3	<p><i>Trace the development and change over time of the economic systems (traditional, command, market, and mixed) for various cultures, societies, or nations in Africa, Asia and the Southwest Pacific and analyze why these changes occurred over time.</i></p>
7.4.4	<p><i>Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</i></p>
7.4.5	<p><i>Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.</i></p>
7.4.6	<p><i>Identify ways that societies deal with helpful and harmful externalities in Africa, Asia or Southwest Pacific.</i></p> <ul style="list-style-type: none"><li>● <b>Examples:</b> <i>government support of public education and governments taxing or regulating pollution</i></li></ul>



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

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

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

*market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices.*

*mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems.*

*gross domestic product (GDP): the value of all final goods and services produced in a country in a year*

*human capital: the skills and expertise people acquire from education, training, and experience.*

*externality: the impact of an activity (positive or negative) on the well-being of a third party.*



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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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## Key Ideas and Textual Support (*Reading*)

**LH.2:** 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>
<p><b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>	<p><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.</p>



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

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

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



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

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

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p><b>6-8.LH.4.1:</b> Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p><b>9-10.LH.4.1:</b> Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.</p>	<p><b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.</p>
<p><b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p><b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p><b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.</p>	<p><b>11-12.LH.4.3:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>



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## WRITING GENRES (*WRITING*)

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

### GRADES 6-8

**6-8.LH.5.1:** Write arguments focused on discipline-specific content.

**6-8.LH.5.2:** Write informative texts, including analyses of historical events.

### GRADES 9-10

**9-10.LH.5.1:** Write arguments focused on discipline-specific content.

**9-10.LH.5.2:** Write informative texts, including analyses of historical events.

### GRADES 11-12

**11-12.LH.5.1:** Write arguments focused on discipline-specific content.

**11-12.LH.5.2:** Write informative texts, including analyses of historical events.



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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

**6-8.LH.6.1:** 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.

**6-8.LH.6.2:** Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### GRADES 9-10

**9-10.LH.6.1:** 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.

**9-10.LH.6.2:** 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.

### GRADES 11-12

**11-12.LH.6.1:** 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.

**11-12.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



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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 selectivity 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 selectivity 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>