



Indiana Department of Education

Indiana Academic Standards United States History (1877 to Present)



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Introduction

The Indiana Academic Standards for United States History (1877-Present) 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: United States History (1542)

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

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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Standard 1: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction (1775-1877).

Early National Development: 1775 to 1877

USH.1.1	<i>Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone</i>
USH.1.2	<i>Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.</i>
USH.1.3	<i>Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.</i>
USH.1.4	<i>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</i>



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Standard 2: Students examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

Development of the Industrial United States: 1870 to 1900

USH.2.1	<i>Explain the causes and consequences of the Industrial Revolution.</i>
USH.2.2	<i>Explain the urban and rural responses to the challenges of the Gilded Age.</i>
USH.2.3	<i>Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese.</i>
USH.2.4	<i>Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.</i>
USH.2.5	<i>Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.</i>
USH.2.6	<i>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.</i>



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USH.2.7	<i>Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.</i>
USH.2.8	<i>Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).</i>
USH.2.9	<i>Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.</i>



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Standard 3: Students examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

Emergence of the Modern United States: 1897 to 1920

USH.3.1	<i>Explain the debates surrounding America's entrance into global imperialism.</i>
USH.3.2	<i>Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.</i>
USH.3.3	<i>Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.</i>
USH.3.4	<i>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).</i>
USH.3.5	<i>Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movement.</i>
USH.3.6	<i>Analyze the reasons why the United States became involved in World War I.</i>



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USH.3.7	<i>Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.</i>
USH.3.8	<i>Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.</i>
USH.3.9	<i>Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.</i>



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Standard 4: Students examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.

Modern United States in Prosperity and Depression: 1920's and 1930's

USH.4.1	<i>Explain the significance of protectionist business policies in the 1920's and the effect they had on the economy.</i>
USH.4.2	<i>Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.</i>
USH.4.3	<i>Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.</i>
USH.4.4	<i>Identify technological developments during the 1920s and explain their impact on rural and urban Americans.</i>
USH.4.5	<i>Analyze the causes of the Great Depression and its social and cultural impacts.</i>
USH.4.6	<i>Identify and describe the contributions of political and social reformers during the Great Depression Era.</i>



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USH.4.7	<i>Assess the economic impact of the Great Depression on all Americans.</i>
USH.4.8	<i>Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.</i>
USH.4.9	<i>Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.</i>



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Standard 5: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.

The United States and World War II: 1939 to 1945

USH.5.1	<i>Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.</i>
USH.5.2	<i>Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.</i>
USH.5.3	<i>Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.</i>
USH.5.4	<i>Identify key leaders and events from World War II and explain the significance of each.</i>
USH.5.5	<i>Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.</i>
USH.5.6	<i>Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.</i>



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USH.5.7	<i>Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.</i>
USH.5.8	<i>Explain the role of World War II as a catalyst for social change.</i>
USH.5.9	<i>Explain the origins of the Cold War.</i>



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Standard 6: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

Post War United States: 1945 to 1960

USH.6.1	<i>Analyze the principle of containment, including the Domino Theory (Cold War).</i>
USH.6.2	<i>Explain the origins of the Civil Rights Movement in the North and South (1945-1960).</i>
USH.6.3	<i>Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).</i>
USH.6.4	<i>Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.</i>



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Standard 7: Students examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

United States in Troubled Times: 1960 to 1980

USH.7.1	<i>Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.</i>
USH.7.2	<i>Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.</i>
USH.7.3	<i>Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.</i>
USH.7.4	<i>Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.</i>
USH.7.5	<i>Identify and analyze the significance of key decisions of the Warren Court.</i>
USH.7.6	<i>Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.</i>



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USH.7.7	<i>Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.</i>
USH.7.8	<i>Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.</i>
USH.7.9	<i>Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.</i>
USH.7.10	<i>Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.</i>
USH.7.11	<i>Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”</i>



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Standard 8: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11.

Pax Americana: 1980 to 2001

USH.8.1	<i>Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.</i>
USH.8.2	<i>Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.</i>
USH.8.3	<i>Discuss the origins of the New Right, including the Moral Majority, in the 1980's.</i>
USH.8.4	<i>Explain the assumptions of supply-side economics or "Reaganomics" and the impact of these policies on ordinary citizens.</i>
USH.8.5	<i>Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.</i>
USH.8.6	<i>Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.</i>



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USH.8.7	<i>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000), and Bush v. Gore (2000).</i>
USH.8.8	<i>Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.</i>
USH.8.9	<i>Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA).</i>
USH.8.10	<i>Explain the causes and consequences of deindustrialization in the United States after 1970.</i>



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Standard 9: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11.

Post 9/11 United States

USH.9.1	<i>Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.</i>
USH.9.2	<i>Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.</i>
USH.9.3	<i>Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations.</i>
USH.9.4	<i>Reflect on the role of media and social media in the democratic process.</i>
USH.9.5	<i>Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.</i>
USH.9.6	<i>Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.</i>



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Standard 10: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.

Historical Thinking

USH.10.1	<i>Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.</i>
USH.10.2	<i>Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.</i>
USH.10.3	<i>Analyze multiple, unexpected, and complex causes and effects of events in the past.</i>
USH.10.4	<i>Assess competing historical interpretations of a particular historical moment, historical event, or historical change.</i>
USH.10.5	<i>Develop arguments, defended with historical evidence, which explain historical change.</i>



Indiana Academic Standards History/Social Studies Literacy

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>6-8.LH.1.1: 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>9-10.LH.1.1: 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>11-12.LH.1.1: 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>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: 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 (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: 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.
6-8.LH.2.2: 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.	9-10.LH.2.2: 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.	11-12.LH.2.2: 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>6-8.LH.3.1: 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>9-10.LH.3.1: 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>11-12.LH.3.1: 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>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: 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>6-8.LH.3.3: 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>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.</p>	<p>11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
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Synthesis and Connection of Ideas (<i>Reading</i>)		
<p>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</p>		
GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p>9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.</p>	<p>11-12.LH.4.1: 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>6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p>11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p>9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.</p>	<p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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>6-8.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>11-12.LH.5.1: Write arguments focused on discipline-specific content.</p>



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

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

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	GRADES 9-10	GRADES 11-12
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>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.</p>	<p>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.</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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6-8.LH.7.2: 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: *APA* or *Chicago*).

9-10.LH.7.2: 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: *APA* or *Chicago*).

11-12.LH.7.2: 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: *APA* or *Chicago*).

6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.