



Indiana Content Standards for Educators

SOCIAL STUDIES—MIDDLE SCHOOL SOCIAL STUDIES

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

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Middle School Social Studies Educator Standards

Standard 1: World History

Social studies teachers have a broad and comprehensive understanding of major events and developments in world history.

Standard 2: U.S. and Indiana History

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

Standard 3: Geography

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

Standard 4: Government and Citizenship

Social studies teachers have a broad and comprehensive understanding of political science terms and concepts, the foundations of government, federal, state, and local government in the United States, the U.S. political and legal systems, U.S. citizenship, and forms of government and international relations.

Standard 5: Economics

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

Standard 6: Social Studies Research Skills

Social studies have a broad and comprehensive understanding of social studies research skills.

Standard 7: Social Studies Instruction and Assessment

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

The Indiana Educator Standards for Middle School Social Studies describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. Links to relevant portions of the Indiana Academic Standards can be found below.

[Core Standards](#)

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[United States History](#)

[World History and Civilization](#)

[Geography and History of the World](#)

Middle School Social Studies Educator Standards

Standard 1: Historical Concepts and World History

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

- 1.1** historical concepts, terms, sources, and perspectives
- 1.2** the beginnings of human society and the emergence of agricultural societies around the world
- 1.3** the origins, structures, and development of early civilizations in Eurasia and North Africa; the classical Mediterranean world; and major empires and civilizations of Asia, Africa, and Americas to 500 CE
- 1.4** principal beliefs, sacred texts, and historical development of Judaism, Confucianism, Daoism, Hinduism, Buddhism, Christianity, Islam, and indigenous religious traditions
- 1.5** the rise of the Byzantine Empire, the expansion of Islam, the spread of feudalism in Europe, and the Mongol conquests
- 1.6** continuity and change in Asian, Middle Eastern, and African civilizations, 1300-1800 CE
- 1.7** the causes and consequences of European exploration, conquest, and colonization during the first global age, 1450-1750 CE
- 1.8** the critical ideas and transformative effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment
- 1.9** the causes and consequences of the American and French revolutions and the Latin American wars for independence
- 1.10** the Industrial Revolution and its technological, economic, social, and political influence on the development of the modern world
- 1.11** the rise of nationalism and the emergence, expansion, and consequences of European imperialism
- 1.12** the origins and consequences of World War I; the causes and major developments of the Russian Revolution; major political, economic, social, and cultural developments of the interwar period; and the causes and effects of World War II
- 1.13** major events and developments of the post-World War II period related to the Cold War, the creation of the United Nations, decolonization in Asia and Africa, important regional conflicts, changing international power relations, and economic globalization

Middle School Social Studies Educator Standards

Standard 2: U.S. and Indiana History

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

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

Standard 3: Geography

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

- 3.1** geographic terms, concepts, themes, and elements
- 3.2** major physical features of the world and the natural processes that shape the Earth's surface and create patterns and relationships
- 3.3** human characteristics of the world and the patterns and relationships they create
- 3.4** physical and human characteristics of, and relationships between, world regions and places
- 3.5** interactions and relationships between humans and the environment
- 3.6** ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future

Middle School Social Studies Educator Standards

Standard 4: Government and Citizenship

Social studies teachers have a broad and comprehensive understanding of political science terms and concepts, the foundations of government, federal, state, and local government in the United States, the U.S. political and legal systems, U.S. citizenship, and forms of government and international relations, including:

- 4.1** political science terms and concepts
- 4.2** the political ideals, core values, and fundamental principles of U.S. government
- 4.3** the organization, powers, and functions of the U.S. federal government
- 4.4** the structure, responsibilities, and operation of state and local government in Indiana
- 4.5** the U.S. political system and the electoral process at the national, state, and local levels
- 4.6** the central role of law in U.S. government and society and the operation of the U.S. legal system
- 4.7** the rights and responsibilities of U.S. citizenship
- 4.8** the purposes of government and the distinguishing characteristics of historical and contemporary forms of government
- 4.9** international relations and the formation of U.S. foreign policy

Standard 5: Economics

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

- 5.1** economics, terms, concepts, and systems
- 5.2** the characteristics and operation of market economies
- 5.3** the institutions and operation of the national economy
- 5.4** ways in which government influences economic development and attempts to correct market failures
- 5.5** the components, institutions, and operation of the international economy
- 5.6** principles and practices related to consumer economics and personal finance

Middle School Social Studies Educator Standards

Standard 6: Social Studies Research Skills

Social studies teachers have a broad and comprehensive understanding of social studies research skills, including:

- 6.1** methods and procedures used in social studies research
- 6.2** basic reference sources used in social studies research
- 6.3** uses and limitation of various types of primary sources of social studies information
- 6.4** the acquisition of social studies information and the use of electronic technologies in social studies research
- 6.5** how to identify purpose, point of view, and central questions in social studies documents
- 6.6** how to analyze underlying assumptions and bias and adequacy of evidence in social studies documents
- 6.8** how to distinguish fact from expression of opinion in social studies documents, accounts, and arguments
- 6.9** how to interpret social studies issues and information presented in various graphic formats
- 6.10** how to communicate social studies information, analysis, and interpretation in effective written forms

Standard 7: Social Studies Instruction and Assessment

Social studies teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history, including:

- 7.1** the Indiana Academic Standards and Core Standards for Social Studies
- 7.2** the Common Core State Standards: Literacy in History/Social Studies, the NCSS National Standards for Social Studies Teachers, and the ISTE National Educational Technology Standards
- 7.3** instructional strategies and resources for promoting student understanding of social concepts and skills related to social studies
- 7.4** strategies and skills for planning and designing social studies instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5** instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 7.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 7.7** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about social studies
- 7.8** strategies and skills for effectively assessing student understanding and mastery of essential social studies concepts and skills

Selected Bibliography of Standards and Sources Related to Middle School Social Studies

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2007). *Indiana academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml>
2. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
3. National Council for the Social Studies. (2002). *National standards for social studies teachers. (Vol. 1)*. Silver Spring, MD: National Council for the Social Studies. <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
4. National Center for History in the Schools. (1996). *National standards for history basic education*. <http://nchs.ucla.edu/standards/>
5. National Assessment Governing Board. (2006). *US history framework for the 2006 national assessment of educational progress*. http://www.nagb.org/publications/frameworks/history_06.pdf
6. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Middle School Social Studies

7. Burke, E. III, Christian, D., & Dunn, R. E. (2009). *World history: The big eras*. National Center for History in the Schools.
8. Johnston, D. S. (2005). World history makeover: World history syllabi. *World History Connected*, 2(2).
9. Stern, S. M. (2003). *Effective state standards for U.S. history: A 2003 report card*. Thomas B. Fordham Institute. http://www.edexcellence.net/doc/History_Standards2003.pdf
10. Yarema, A. E. (2002). A decade of debate: Improving content and interest in history education. *The History Teacher*, 35(3).
11. Kendall, J. S., Schoch-Roberts, L., & Young-Reynolds, S. (2000). *A distillation of subject-matter content for the subject areas of geography and history*. Mid-continent Research for Education and Learning. http://www.mcrel.org/PDF/Standards/5007TG_Distillation_Geog_Hist.pdf

Sources on Student Learning and Pedagogical Methodology

12. Sipress, J. M., & Voelker, J. D. (2009). From learning history to doing history: Beyond the coverage model. In R. A. R. Gurung, N. L. Chick, & A. Haynie (Eds.), *Exploring signature pedagogies: An approach to teaching disciplinary habits of mind*. Sterling, VA: Stylus Publishing.
13. Drake, F. D., & Nelson, L. R. (2008). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
14. Burenheide, B. (2007). I can do this: Revelations on teaching with historical thinking. *The History Teacher*, 41(1).
15. National Research Council. (2005). *How students learn: History in the classroom*. Washington, DC: National Academies Press.
16. Drake, F. D., & Brown, S. D. (2003). A systematic approach to improve students' historical thinking. *The History Teacher*, 36(4).
17. American Historical Association. (n.d.). *Benchmarks for professional development in teaching history as a discipline*. <http://www.historians.org/teaching/policy/benchmarks.htm>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Middle School Social Studies	Indiana Academic Standards for Social Studies	Indiana Core Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	National Center for History in the Schools National Standards for History	ISTE National Educational Technology Standards
<p><u>Standard 1: Historical Concepts and Perspectives</u></p> <p>History teachers have a broad and comprehensive understanding of historical concepts, terms, sources, and perspectives.</p>	<p>6.1.19-6.1.21; 7.1.21; 8.1.28; USH.1.1-1.4; USH.9.1; USH.9.3-9.4; WH.1.1-1.2; WH.2.1; WH.9.1; WH.9.3-9.4; GHW.10.1</p>	<p>CS6-1; CS8-1; USHCS-11</p>		<p>IA2; IB1</p>	<p>HistThinking1A-1G; HistThinking2E; HistThinking3B; HistThinking3E; HistThinking3G-3H</p>	
<p><u>Standard 2: Historical Sources and Research Skills</u></p> <p>History teachers have a broad and comprehensive understanding of historical sources and research skills.</p>	<p>5.1.21; 6.1.23; 7.1.23; 8.1.30-8.1.31; USH.9.2; USH.9.5-9.6; WH.9.2; WH.9.5-9.6; GHW.1.2; GHW.5.1; GHW.10.5</p>	<p>CS5-1; CS8-1; USHCS-11</p>	<p>Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>IA2; IB1</p>	<p>HistThinking2F; HistThinking3A</p>	

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<p><u>Standard 3: Historical Analysis and Interpretation</u></p> <p>History teachers have a broad and comprehensive understanding of how to analyze and interpret the past.</p>	5.1.17-5.1.20; 6.1.18; 6.1.22- 6.1.23; 7.1.19-7.1.22; 8.1.28-8.1.29; 8.1.31; USH.1.1; USH.7.2; USH.9.1; USH.9.4; GHW.1.1; GHW.2.1; GHW.3.1; GHW.4.2; GHW.5.2; GHW.6.2-6.3; GHW.7.4; GHW.8.1-8.2	CS5-1; CS6-1; CS7-1	Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10	IA2; IA8; IA9; IB1	HistThinking1E; HistThinking2B-2C; HistThinking2E-2F; HistThinking3B; HistThinking3D; HistThinking3G; HistThinking4C-4D	

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<p><u>Standard 4: World History</u></p> <p>History teachers have a broad and comprehensive understanding of major events and developments in world history.</p>	<p>6.1.1-6.1.4; 6.1.6-6.1.17; 7.1.1-7.1.6; 7.1.8-7.1.18; USH.5.1; USH.5.3-5.4; WH.1.1; WH.1.3; WH.2.2-WH.2.13; WH.3.1-WH.3.16; WH.4.1-WH.4.7; WH.4.9-4.13; WH.5.1-5.4; WH.6.1-6.7; WH.7.1-7.3; WH.8.1-8.11; GHW.1.3-1.4; GHW.2.2-2.4; GHW.3.2-3.4; GHW.4.1; GHW.4.3-4.5; GHW.5.5; GHW.6.1; GHW.6.3-6.6; GHW.7.1-7.4; GHW.8.3; GHW.9.2-9.4; GHW.10.1-10.4; GHW.10.6</p>	<p>CS6-1; CS7-1</p>		<p>IA2; IA8; IA9; IB</p>	<p>USHera1 1B-1C; USHera1 2A-2B; USHERa9 1C; USHera9 2A; WHERa1 1A-1B; WHERa1 2A-2B; WHERa2 1A-2B; WHERa2 2A-2B; WHERa2 3A-3D; WHERa2 4; WHERa3 1A-1D; WHERa3 2A-2D; WHERa3 3A-3D; WHERa3 4; WHERa3 5; WHERa4 1A-1D; WHERa4 2A-2C; WHERa4 4A-4B; WHERa4 5A; WHERa4 6A-6B; WHERa4 7; WHERa5 1A-1D; WHERa5 2A-C; WHERa5 3A-3B; WHERa5 4A-4B; WHERa5 5A-5C; WHERa5 7; WHERa6 1A-1C; WHERa6 2A-2E; WHERa6 3A-3C; WHERa6 4A-4C; WHERa6 5A-5C; WHERa6 6; WHERa7 1A-1B; WHERa7 2A-2C; WHERa7 3A-3E; WHERa7 4A-4D; WHERa7 5A-5E; WHERa7 6; WHERa8 1A-1B; WHERa8 2A-2C; WHERa8 3A-3E; WHERa8 4A-4B; WHERa8 5; WHERa9 1A-1B; WHERa9 2A-2F; WHERa9 3</p>	

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<p><u>Standard 5: U.S. History</u> History teachers have a broad and comprehensive understanding of major events and developments in U.S. history.</p>	5.1.1-5.1.16; 8.1.1-8.1.27; USH.1.3-1.4; USH.2.1-2.7; USH.3.1-3.7; USH.3.9; USH.4.1-4.8; USH.5.1-5.6; USH.6.1-6.4; USH.7.1; USH.7.3-7.8; USH.8.1-8.6	CS5-1; CS8-1; USHCS-1-10		IA2; IA8; IA9; IB1	USHEra1 1A; USHEra1 1D; USHEra1 2B; USHEra2 1A-1B; USHEra2 2A-2C; USHEra2 3A-3C; USHEra3 1A-1C; USHEra3 2A-2C; USHEra3 3A-3D; USHEra4 1A-1C; USHEra4 2A-2E; USHEra4 3A-3B; USHEra4 4A-4D; USHEra5 1; USHEra5 2A-2B; USHEra5 3A-3C; USHEra6 1A-1D; USHEra6 2A-2C; USHEra6 3A-3C; USHEra6 4A-4B; USHEra7 1A-1C; USHEra7 2C; USHEra7 3A-3D; USHEra8 1A-1B; USHEra8 2A-2C; USHEra8 3A-3C; USHEra9 1A-1C; USHEra9 2A-2C; USHEra9 3A-3B; USHEra9 4A-4C; USHEra10 1A-1C; USHEra10 2A-2E	

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<p><u>Standard 6: Indiana History</u></p> <p>History teachers have a broad and comprehensive understanding of major events and developments in Indiana history.</p>	<p>5.1.1-5.1.4; 5.1.6; 5.1.13; 8.1.1-8.1.2; 8.1.10; 8.1.13; 8.1.16; 8.1.19; 8.1.20-8.1.21, 8.1.25; USH.2.1-2.4; USH.3.6-3.7; USH.4.2-4.4; USH.4.7; USH.5.6; USH.6.4; USH.8.1; USH.8.5</p>	<p>USHCS-1; USHCS-4-6; USHCS-10</p>		<p>IA2; IA8; IB1</p>	<p>USHEra3 2B-2C; USHEra4 1B; USHEra4 2A; USHEra4 2E; USHEra4 4B; USHEra5 2B; USHEra5 3C; USHEra6 1A-1B; USHEra6 2A; USHEra6 2C; USHEra6 3C; USHEra7 1A; USHEra7 2C; USHEra7 3A; USHEra7 3C; USHEra8 1B; USHEra8 3C; USHEra9 1A-1B; USHEra10 2A-2D</p>	
<p><u>Standard 7: History Instruction and Assessment</u></p> <p>History teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history.</p>			<p>Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>II1-II7</p>		<p>1a-1d; 2a-2d; 3a-3d; 4a-4d</p>