

A series of five dark blue silhouettes of people are shown walking up a green, curved hill that rises from left to right. The silhouettes represent a child, a young person, an adult, and a graduate.

**Indiana
Department of Education**

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Indiana Superintendent of Public Instruction

Indiana Academic Standards

Sociology

Standards Approved March 2014

Indiana Department of Education

College and Career Readiness

What are standards?

Standards outline *what students need to know, understand, and be able to do.*

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level.

Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

SOCIOLOGY

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- DOE Code: 1534 (SOCIOLOGY)
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

At the high school level, Indiana's academic standards for social studies provide standards for specific high school courses that focus on one of 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 subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Foundations of Sociology as a Social Science

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

Standard 2 — Culture

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Standard 3 – Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

Standard 4 — Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Standard 5 – Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

Standard 6 — Sociology of Groups

Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

Standard 7 — Social Institutions

Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Standard 8 — Social Change

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

Standard 9 — Social Problems

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

Standard 10 — Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

Standard 11 – Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

Standard 1: Foundations of Sociology as a Social Science

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- S 1.1** Define sociology and trace its development as a distinct discipline
- S 1.2** Identify key figures in the development of the discipline of sociology
- S 1.3** Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, political science
- S.1.4** Explain the major theoretical perspectives (paradigms) common to sociology including structural functional; symbolic interaction; and conflict theory. Identify key theorists with each. Recognize how each perspective sheds light on human social behavior
- S 1.5** Describe how observations become generalizations which become theories through replication with the use of the scientific method
- S.1.6** Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, case study. Explain the strengths and weaknesses of each
- S.1.7** Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

- S 1.8 Develop a research design applying appropriate methodology, and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.
- S.1.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.

Standard 2: Culture

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- S 2.1 Define culture as a human survival strategy; Identify the, material and non-material components of culture.
- S.2.2 Explain the differences between the concepts: culture and society.
- S 2.3 Identify and apply elements of nature vs. nurture in explaining human social behavior.
- S 2.4 Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.5 Identify culture conflict, cultural similarity, cultural diversity.
- S.2.6 Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between *folkways* and *mores*.
- S 2.7 Define and explore the defining characteristics of subcultures in the United States
- S.2.8 Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- S.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- S.2.10 Identify both rights and responsibilities the individual has to the group.
- S.2.11 Explain how functionalists, interactionists, and conflict theorists differ in their view culture.

Standard 3: Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

- S.3.1 Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle
- S.3.2 Explain how the self concept is formed (from the interactionist perspective)
- S.3.3 Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission
- S.3.4 Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self concept
- S.3.5 Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment)
- S.3.6 Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions – re-socialization, and others)
- S.3.7 Discuss how societies recognize rites of passage.

Standard 4: Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- S.4.1 Define *stratification* (as sociologists define it).
- S.4.2 Examine Weber's multi-dimensional model of stratification and compare with Marx's one dimensional model.
- S.4.3 Identify how different types of societies compare regarding stratification. (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status)
- S.4.4 Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.
- S.4.5 Explain how stratification differs from simple inequality and how stratification relates to ideology.
- S.4.6 Explore some of the consequences (or results) of stratification.
- S.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.
- S.4.8 Distinguish between the terms *role*, *status*, and *esteem*.
- S.4.9 Explain how roles and role expectations can lead to role conflict.

Standard 5: Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

- S.5.1 Distinguish between biological (ascribed) status and socially assigned gender roles
- S.5.2 Explore how gender role socialization occurs
- S.5.3 Explore sexism in language
- S.5.4 Describe the functional explanation of gender role socialization and contrast it with the conflict explanation
- S.5.5 Explore how gender roles differ in different societies and how they change over time
- S.5.6 Examine gender roles from the functionalist, the interactionist, and the conflict perspectives

Standard 6: Sociology of Groups

Students explore the nature and functions of groups, both primary and secondary. Factors influencing group formation will be examined; students also explore the impact of social groups on individual and group behavior.

- S.6.1 Sociologically define *social group* and distinguish groups from crowds, aggregates, etc.
- S.6.2 Distinguish between *primary groups* and *secondary groups* with examples of each
- S.6.3 Explore reasons for group formation; distinguish *instrumental* from *expressive* needs
- S.6.4 Outline and illustrate the functions of groups both for individual group members and for society
- S.6.5 Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society
- S.6.6 Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style
- S.6.7 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- S.6.8 Define different types of groups (involuntary, voluntary, coercive, reference)
- S.6.9 Explore the formation of group norms
- S.6.10 Demonstrate democratic approaches to managing disagreements and solving conflicts.

Standard 7: Social Institutions

Students identify the impact of social institutions on individual and group behavior. They understand that social institutions influence the development of the individual through the socialization process. The function of one or more social institutions will be examined.

- S.7.1** Define social institution as made up of norms and values surrounding an activity considered important to society.
- S.7.2** Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
- S.7.3** Discuss the concept of political power and factors that influence political power.
- S.7.4** Conduct research and analysis on an issue associated with social structure or social institutions.
- S.7.5** Examine in depth one or more important social institutions (such as marriage and family, education, health care, judicial, health care, religion) and its functions for society. Also consider how conflict theory sees the institution.

Standard 8: Collective Behavior and Social Change

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- S.8.1** Describe how and why societies change over time.
- S.8.2** Examine various social influences that can lead to immediate and long-term changes.
- S.8.3** Using an example, describe how collective behavior can influence and change society.
- S.8.4** Examine how technological innovations and scientific discoveries have influenced major social institutions.
- S.8.5** Discuss how innovations in science and technology affect social interaction and culture.
- S.8.6** Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- S.8.7** Distinguish major differences between social movements and collective behavior with examples.
- S.8.8** Investigate the consequences to society as a result of changes.
- S.8.9** Trace the development of the use of a specific type of technology in the community.
- S.8.10** Cite examples of the use of technology in social research.
- S.8.11** Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

Standard 9: Social Problems

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

- S.9.1** Identify characteristics of a "social" problem, as opposed to an "individual" problem.
- S.9.2** Describe how social problems have changed over time. (History)
- S.9.3** Explain how patterns of behavior are found with certain social problems.
- S.9.4** Discuss the implications of social problems for society.
- S.9.5** Examine how individual and group responses are often associated with social problems.
- S.9.6** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
- S.9.7** Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
- S.9.8** Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)

Standard 10: Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

- S.10.1** Describe traditions, roles and expectations necessary for a community to continue.
- S.10.2** Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
- S.10.3** Discuss theories that attempt to explain collective behavior.
- S.10.4** Define a social issue to be analyzed.
- S.10.5** Examine factors that could lead to the breakdown and disruption of an existing community.
- S.10.6** Discuss the impact of leaders of different social movements.
- S.10.7** Define propaganda and discuss the methods of propaganda used to influence social behavior.
- S.10.8** Discuss both the benefits and social costs of collective behavior in society.

- S.10.9 Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.
- S.10.10 Identify a community social problem and discuss appropriate actions to address the problem.
- S.10.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Standard 11: Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

- S.11.1 Define *deviance* and analyze deviance from a functionalist, a conflict, and an interactionist perspective.
- S.11.2 Identify formal and informal, as well as positive and negative forms of social control employed in our society.
- S.11.3 Explore the functions deviance serves as identified by Emile Durkheim.
- S.11.4 Explore explanations of deviance such as Merton's Strain theory, Sutherland's differential association theory, and Hirschi's control theory.
- S.11.5 Identify deviant subcultures.
- S.11.6 From a symbolic interaction analysis, examine labeling theory.
- S.11.7 Examine deviance from a conflict perspective.
- S.11.8 Identify types of crime and its consequences.
- S.11.9 Identify the consequences of the medicalization of deviance.
- S.11.10 Explore theoretical foundations of punishment. (retributive, rehabilitative, deterrent)



Indiana Academic Standards
Content Area Literacy: History/Social Studies
Approved April 2014

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: 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 should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES		
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
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.	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.	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.
6-8.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)

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.
6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	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.

LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)

Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message

GRADES 6-8	GRADES 9-10	GRADES 11-12
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.	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.	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 (e.g., <i>how Madison defines faction in Federalist No. 10</i>).
6-8.LH.3.2: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.
6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).	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.

LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)

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

LH.5: WRITING GENRES (WRITING)

Write for different purposes and to specific audiences or people

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
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.

LH.6: THE WRITING PROCESS (WRITING)

Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

GRADES 6-8	GRADES 9-10	GRADES 11-12
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.	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.	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.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.	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.

LH.7: THE RESEARCH PROCESS (WRITING)

Build knowledge about the research process and the topic under study by conducting short or more sustained research

GRADES 6-8	GRADES 9-10	GRADES 11-12
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.	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.	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.
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 (e.g., <i>APA</i> or <i>Chicago</i>).	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 (e.g., <i>APA</i> or <i>Chicago</i>).	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 (e.g., <i>APA</i> or <i>Chicago</i>).
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.

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