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Indiana Department of Education

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# Indiana Academic Standards And Resource Guide

# United States History

## 1877 to the Present

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.

# UNITED STATES HISTORY (1877 to Present)

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.

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

- DOE Code 1542 (US HIST)
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

**Please Note:** Examples have been moved to a more enhanced and robust Teacher Resource Guide which is located at the end of this standards document in Appendix A. This guide will better assist teachers in understanding what is meant by the standards.

## CONTENT STANDARDS

**Standard 1 — Early National Development: 1775 to 1877**
Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

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

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

**Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s**
Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**Standard 5 — The United States and World War II: 1939 to 1945**
Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

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

**Standard 7 — The United States in Troubled Times: 1960 to 1980**
Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

**Standard 8 — The Contemporary United States: 1980 to the Present**
Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

**Standard 9 — Historical Thinking**
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.

## Standard 1: Early National Development: 1775 to 1877

Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.

**USH.1.1** Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)
http://www.ourdocuments.gov/content.php?flash=true&page=milestone

**USH.1.2** Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. (Economics, Government)

**USH.1.3** Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)

**USH. 1.4** 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. (Government, Economics)

## Standard 2: Development of the Industrial United States: 1870 to 1900

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

**USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)

**USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)

**USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)

**USH.2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)

**USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

**USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)

**USH.2.7** Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

**USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)

**USH.2.9** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

## Standard 3: Emergence of the Modern United States: 1897 to 1920

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

**USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)

**USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)

**USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)

**USH.3.4** 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).

**USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)

**USH.3.6** Analyze the reasons why the United States became involved in World War I. (Government, Economics)

**USH.3.7** Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

**USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

**USH.3.9** Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

## Standard 4: Modern United States Prosperity and Depression: Post WW I - 1939

Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

**USH.4.1** Understand the significance of the pro-business policies of President's Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)

**USH.4.2** Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

**USH.4.3** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

**USH.4.4** Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)

**USH.4.5** Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)

**USH.4.6** Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)

**USH.4.7** Analyze the impact the Great Depression had on America's standard of living (Economics, Government)

**USH.4.8** Identify and explain the significance of New Deal relief programs. (Government)

**USH.4.9** Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.

## Standard 5: The United States and World War II: 1939 to 1945

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.

**USH.5.1** Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. (Government, Economics, Geography)

**USH.5.2** Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo. (Government; Individuals, Society and Culture)

**USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)

**USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)

**USH.5.5** Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

**USH.5.6** Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)

**USH.5.7** 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. (Government)

**USH.5.8** Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

**USH.5.9** Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

## Standard 6: Postwar United States: 1945 to 1960

Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

**USH.6.1** Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)

**USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)

**USH.6.3** Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education* Supreme Court case. *(Government)*

**USH.6.4** Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

## Standard 7: The United States in Troubled Times: 1960 to 1980

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

**USH.7.1** Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)

**USH.7.2** 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. (Individuals, Society and Culture)

**USH.7.3** Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

**USH.7.4** Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

**USH.7.5** Identify and analyze the significance of key decisions of the Warren Court. (Government)

**USH.7.6** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)

**USH.7.7** Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

**USH.7.8** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

**USH.7.9** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

**USH.7.10** Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

**USH.7.11** Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon.* *(Government)*

## Standard 8: The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.

**USH.8.1** Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

**USH.8.2** Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.

**USH.8.3** Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.

**USH.8.4** Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)

**USH.8.5** Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)

**USH.8.6** Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

**USH.8.7** 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).

**USH.8.8** Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

**USH.8.9** Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

## Standard 9: Historical Thinking

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.

**USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

**USH.9.2** 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.

**USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

**USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

**USH.9.5** Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

# 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**<br>**Read and comprehend history/social studies texts independently and proficiently,**<br>**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)<br>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., *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. |

| LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)<br>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., *how Madison defines faction in Federalist No. 10*). |
| **6-8.LH.3.2:** Describe how a text presents information (e.g., *sequentially, comparatively, causally*). | **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: I**dentify aspects of a text that reveal an author's perspective or purpose (e.g., *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. |

| LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)<br>**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., *charts, graphs, photographs, videos, or maps*) with other information in print and digital texts. | **9-10.LH.4.1:** Integrate quantitative or technical analysis (e.g., *charts, research data*) 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., *visually, quantitatively, as well as in words*) 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)<br>**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)<br>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)<br>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., *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 (e.g., *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 once source and following a standard format for citation (e.g., *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. |