



*Working Together for Student Success*

# **Indiana Content Standards for Educators**

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## **SOCIAL STUDIES—HISTORICAL PERSPECTIVES**

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History 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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## Social Studies—Historical Perspectives Educator Standards

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### **Standard 1: Historical Concepts and Perspectives**

History teachers have a broad and comprehensive understanding of historical concepts, terms, sources, and perspectives.

### **Standard 2: Historical Sources and Research Skills**

History teachers have a broad and comprehensive understanding of historical sources and research skills.

### **Standard 3: Historical Analysis and Interpretation**

History teachers have a broad and comprehensive understanding of how to analyze, interpret, and present historical information.

### **Standard 4: World History**

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

### **Standard 5: U.S. History**

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

### **Standard 6: Indiana History**

History teachers have a broad and comprehensive understanding of major events and developments in Indiana history.

### **Standard 7: History Instruction and Assessment**

History teachers have a broad and comprehensive understanding of content-specific instruction and assessment in history.

## Social Studies—Historical Perspectives Educator Standards

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### Standard 1: Historical Concepts and Perspectives

**History teachers have a broad and comprehensive understanding of historical concepts, terms, sources, and perspectives, including:**

- 1.1** basic historical terms and concepts
- 1.2** time, sequence, and chronological thinking, and patterns of succession and duration in history
- 1.3** continuity and change across historical eras
- 1.4** multiple causation of historical events and causal relationships between historical events and developments
- 1.5** major historical interpretations and how they change over time
- 1.6** historical issues and events as seen from diverse regional, racial, ethnic, religious, class and gender perspectives and interests

### Standard 2: Historical Sources and Research Skills

**History teachers have a broad and comprehensive understanding of historical sources and research skills, including:**

- 2.1** basic reference sources used in historical research
- 2.2** differences between primary and secondary sources of historical information
- 2.3** strengths and limitations of various types of primary and secondary sources of historical information
- 2.4** formulation of questions for historical inquiry
- 2.5** acquisition and organization of historical information
- 2.6** use of electronic technologies and media in historical research

### Standard 3: Historical Analysis and Interpretation

**History teachers have a broad and comprehensive understanding of how to analyze, interpret, and present historical information, including:**

- 3.1** how to identify and examine the underlying factors contributing to historical events and developments
- 3.2** how to contextualize the perceptions of past events as they were experienced by people at the time
- 3.3** how to identify purpose, point of view, and central questions in historical documents, narratives, and analyses
- 3.4** how to analyze bias and underlying assumptions in historical documents
- 3.5** how to distinguish fact from opinion in historical documents, accounts, and arguments
- 3.6** how to develop historical claims and arguments, evaluate the nature and adequacy of evidence, and use textual evidence to support the analysis of primary and secondary sources
- 3.7** how to interpret, integrate, and evaluate historical information presented in diverse formats and media
- 3.8** how to evaluate various explanations for and multiple perspectives on historical events and developments
- 3.9** how to communicate historical information, analysis, and interpretation in effective written forms and critique claims and conclusions based on evidence, credibility, and reasoning

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### Standard 4: World History

**History teachers have a broad and comprehensive understanding of major events and developments in world history, including:**

- 4.1** the beginnings of human civilization and the emergence of agricultural societies around the world
- 4.2** 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 the Americas to 600 CE
- 4.3** principal beliefs, key concepts, sacred texts, and historical development of Hinduism, Judaism, Confucianism, Buddhism, Christianity, Islam, and indigenous religious traditions
- 4.4** the rise of the Byzantine Empire, the expansion of Islam, the spread of feudalism in Europe, the Crusades, the Mongol conquests, and the Ottoman Empire
- 4.5** historical development and key achievements of Asian, Middle Eastern, and African civilizations 600–1400 CE
- 4.6** causes and consequences of European exploration, conquest, and colonization during the first global age, 1400–1750 CE
- 4.7** critical ideas and transformative effects of the Renaissance, Reformation, Scientific Revolution, and Enlightenment
- 4.8** the emergence of nation-states and the development of absolute and constitutional monarchies
- 4.9** causes and consequences of the American and French revolutions and Latin American wars for independence
- 4.10** the Industrial Revolution and its technological, economic, social, and political influence on the development of the modern world
- 4.11** the rise of nationalism and the emergence, expansion, and consequences of European imperialism
- 4.12** origins and consequences of World War I; causes and major developments of the Russian Revolution; major political, economic, social, and cultural developments of the interwar period; and causes and major events of World War II
- 4.13** major events and developments of the post–World War II period related to the Cold War, creation of the United Nations, independence movements in Asia and Africa, changing international power relations, global expansion of democracy, and economic globalization
- 4.14** the impact of technological innovations and environmental changes on the peoples and nations of the world

## Social Studies—Historical Perspectives Educator Standards

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### Standard 5: U.S. History

**History teachers have a broad and comprehensive understanding of major events and developments in U.S. history, including:**

- 5.1** characteristics of Native American cultures prior to European settlement and the interaction, cooperation, and conflict between Native Americans and Europeans
- 5.2** motives for European exploration, settlement, and colonization of the Americas; the political, economic, religious, and social institutions established in Great Britain’s North American colonies; and similarities and differences between the colonies
- 5.3** influence of physical and cultural characteristics on national origins, growth, and development
- 5.4** causes, major events, and consequences of the American Revolution, including contributions of women and minorities; the creation of national and state governments; and the rise of political parties
- 5.5** Jacksonian democracy and the evolution of the U.S. political and economic system
- 5.6** the concept of Manifest Destiny and westward expansion and its impact on Native American peoples
- 5.7** early industrialization, the growth of slavery, and efforts to reform U.S. society
- 5.8** origins, major events, and consequences of the Civil War and Reconstruction
- 5.9** development of the West and the effects of settlement on the land and peoples who lived there
- 5.10** effects of and responses to industrialization, urbanization, and immigration on both coasts
- 5.11** the emergence of the United States as a world power, including U.S. participation in the Spanish-American War and World War I
- 5.12** prosperity, depression, recovery, and war from 1920 to 1945
- 5.13** the Cold War and the evolving role of the United States in the world
- 5.14** social movements and political, economic, and technological developments from 1945 to 1990
- 5.15** major events in contemporary U.S. history, including the growth of the Internet, economic globalization, foreign and domestic terrorism, political division, and environmental challenges

## Social Studies—Historical Perspectives Educator Standards

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### Standard 6: Indiana History

**History teachers have a broad and comprehensive understanding of major events and developments in Indiana history, including:**

- 6.1** Native American cultures of the Midwest, the impact of European settlement on Native Americans in Indiana, and the role of Native Americans in the development of Indiana
- 6.2** early explorers, major political and economic developments in Indiana prior to statehood, and the development of Hoosier culture
- 6.3** causes and effects of historic and contemporary patterns of immigration and settlement in Indiana
- 6.4** slavery, abolitionism, and social reform in Indiana and the role of Indiana in national affairs during the Civil War and Reconstruction
- 6.5** industrial and agricultural growth in Indiana during the late nineteenth and early twentieth centuries and the effect on rural and urban communities
- 6.6** effects of World War I and World War II on Indiana and major economic, political, social, cultural, and technological developments of the interwar era
- 6.7** experiences, challenges, and contributions of major cultural and ethnic groups in Indiana
- 6.8** important social, cultural, political, and economic developments and changes in Indiana since World War II

## Social Studies—Historical Perspectives Educator Standards

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### Standard 7: History Instruction and Assessment

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

- 7.1** Indiana Academic Standards for United States History, World History and Civilization, Geography and History of the World, Indiana Studies, and Content Area Literacy: History/Social Studies
- 7.2** NCSS National Curriculum Standards for Social Studies and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- 7.3** instructional strategies and resources that engage learners with disciplinary concepts, facts, and tools related to history, and require learners to create disciplinary forms of representation that convey historical knowledge and civic competency
- 7.4** strategies and skills for planning and designing historical instruction that engages learners in disciplinary inquiry, including the use of techniques and approaches that support individualized learning, meet the needs of diverse learners, and demonstrate alignment with state-required content standards
- 7.5** instructional strategies that draw on knowledge of learners' sociocultural assets, learning demands, and individual identities to promote student learning and foster the development of critical-thinking, problem-solving, and performance skills in history, and engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society
- 7.6** instructional strategies that facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools to engage in disciplinary inquiry and create disciplinary forms of representation
- 7.7** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the history classroom
- 7.8** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about history and to foster civic competence
- 7.9** strategies and skills for designing and implementing authentic assessments of student understanding and mastery of essential historical concepts and skills, and using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation