Indiana Academic Standards

Indiana Studies

Standards Approved June 2018

Indiana Department of Education

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 for 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. 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.

INDIANA STUDIES

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas

This course at the high school level, focuses on the five content areas that make up the core of the social studies curriculum around the state of Indiana: history; government; geography; economics; and individuals, society, and culture. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

CONTENT STRANDS

Indiana Studies has standards divided into five different strands. Although the standards fall into different strands, many of the standards are interconnected to other strands. Teachers are encouraged to build connections between strands.

Strand 1 — History

Strand 2 — Civics and Government

Strand 3 — Geography

Strand 4 — Economics

Strand 5 — Individuals, Society, and Culture

Before 1800s
IS.1.1 Compare and contrast two or more Native American Groups in Indiana from 1700-1850.

IS.1.2 Explain how the lives of American Indians changed with the development of Indiana.

Territorial and Early Statehood (1800 - 1850)
IS.1.3 Summarize major themes in early Indiana History such as federalism, sectionalism, nationalism, and state's rights and how they connect to key documents from the Founding Era from the national level

IS.1.4 Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

Abolition and the Civil War (1851 - 1865)
IS.1.5 Identity and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

IS.1.6 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.

IS.1.7 Analyze how the Civil War affected men, women, and children on the homefront. Explain how those on the homefront helped the war effort.

Industrialization and Immigration in Indiana (1865 - 1900)
IS.1.8 Describe the economic developments that transformed Indiana into a major industrial power and the factors necessary for industrialization.

IS.1.9 Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana.

IS.1.10 Summarize the impact immigration had on social movements of the era including the contributions specific individuals and groups. (Strand 5)

IS.1.11 Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.

IS.1.12 Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

IS.1.13 Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case and how that impacted civil rights in Indiana.

Progressive Era Politics, Economics and Social Reform in Indiana (1888 - 1920)
IS.1.14 Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana.

IS.1.15 Identify and analyze Indiana's contributions to WWI.

Prosperity, Depression and WWII (1920 - 1945)

IS.1.16 Identify new cultural movements of the 1920s and analyze how these movements reflected and changed Indiana society. (individuals, society, and culture)

IS.1.17 Describe technological developments during the 1920s and explain their impact on rural and urban Indiana.

IS.1.18 Analyze the causes of the Great Depression and explain how they affected Indiana society. 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.

IS.1.19 Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.

IS.1.20 Examine the causes and course of World War II, the effects of the war on Indiana's society and culture, and the consequences of the war on United States involvement in world affairs.

Postwar Indiana (1945 - 1960)
IS.1.21 Analyze the responses in Indiana resulting from Cold War tensions.

IS.1.22 Summarize key economic and social developments and changes in post-WWII life in Indiana.

IS.1.23 Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.

Indiana in Troubled Times (1960 - 1980)
IS.1.24 Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.

IS.1.25 Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers.

Contemporary Indiana (1980 - 2000)
IS.1.26 Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.

IS.1.27 Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.

IS.1.28 Discuss and explain the significance of the rise of Indiana political leaders from 1980 to present.

IS.1.29 Analyze the impact of globalization on Hoosier culture and Indiana's economic and political policies and international connections.

Historical Thinking
IS.1.30 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.

IS.1.31 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.

IS.1.32 Analyze multiple, unexpected and complex causes and effects of events in the past.

IS.1.33 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

IS.1.34 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. (Strand 5)

IS.1.35 Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.

Strand 2: CIVICS AND GOVERNMENT

IS.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.

IS.2.2 Describe individual rights, such as freedom of speech, freedom of religion, and the right to public education, which people have under Articles I and VIII of Indiana's Constitution.

IS.2.3 Identify and explain the major functions, responsibilities, and relationships of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

IS.2.4 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.

IS.2.5 Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.

IS.2.6 Analyze the election of people from Indiana to the offices of president and vice-president, at the federal level, including their ideas about the power of the executive branch and relationship to the legislative branch.

IS.2.7 Explain how census data affects the redistricting of the Indiana General Assembly.

IS.3.1 Use latitude and longitude to identify physical and human features of Indiana understanding their locational importance relative to significant Earth features (equator, prime meridian, international date line, Canada, Mexico…).

IS.3.2 Map and describe the physical regions of Indiana and identify major natural resources and land use regions (such as agriculture).

IS.3.3 Explain how glaciers shaped Indiana's landscape and the contribution that glaciers had in terms of geology, fertile soil and accessible fresh water resources.

IS.3.5 Identify the challenges early settlers faced regarding the physical landscape of Indiana and understand landscape challenges citizens face today, and will face tomorrow, in terms of economic development.

IS.3.6 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location within the country, continent, and world.

IS.3.7 Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups *has had,* have, and will have on Indiana.

IS.3.8 Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present, and future.

IS.3.9 Read and interpret texts (written, graphs, maps, imagery, timelines, etc.) to answer geographic questions about Indiana in the past and present and to plan for Indiana's future.

IS.3.10 Identify geographic factors that led to the formation of state borders and understand the importance of said borders in the context of economic development relative to space and time.

IS.4.1 Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.

IS.4.2 Identify important organizations of economic growth in Indiana's history.

IS.4.3 Identify the skills needed to be economically successful in pioneer Indiana; compare those skills to the skills needed to be successful in other eras: Industrial Revolution, Modern Economy

IS.4.4 Analyze the economic and social impact of technologies on the state.

IS.4.5 Analyze how the concept of "Creative Destruction" has impacted communities throughout Indiana.

IS.4.6 Assess the economic impact of Indiana universities on the development of the state's economy.

IS.4.7 Examine the rise and decline of industrial cities in Indiana.

IS.4.8 Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900.

IS.4.9 Examine the migration of groups to Indiana for economic opportunity.

IS.4.10 Summarize the impact of industrialization and immigration on social movements in Indiana from 1870-1900, including contributions of specific individuals and groups.

IS.4.11 Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization in promoting economic growth in Indiana from 1897 to 1920.

IS.4.12 Explore Indiana's role as a wealthy tourist destination in the early 1900's.

IS.4.13 Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change and examine the solutions to these problems.

IS.4.14 Identify and explain the significance of federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s and the impact on Indiana residents.

Strand 5: INDIVIDUALS, SOCIETY, AND CULTURE

IS.5.1 Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

IS.5.2 Describe the development of Hoosier culture after the pioneer era settled the land.

IS.5.3 Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.

IS.5.4 Identify and examine the culture of each region of the state.

IS.5.5 Explain how Indiana traditions and customs have changed over time (1816-2016).

IS.5.6 Identify and examine the impact that sports have had on the state of Indiana.

IS.5.7 Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.

IS.5.8 Identify Indiana authors and artists with their contributions to society and Indiana culture.

IS.5.9 Identify Indiana educational leaders and their contributions to state and national education reform.

IS.5.10 Examine what it means to be a 'Hoosier' around various parts of the state.

IS.5.11 Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide.

IS.5.12 Identify and examine the impact of Indiana on the entertainment industry.

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., *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)
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: Identify 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)		
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)		
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., *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.