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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards World History and Civilization



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Introduction

The Indiana Academic Standards for World History and Civilization are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Social Studies: World History and Civilization (1548)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

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.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

World History and Civilizations

Standard 1: Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia, and East Asia from 8000 to 600 CE.

Ancient Cultures and Civilizations: 8000 BCE to 600 BCE

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| WH.1.1 | <i>Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.</i> |
| WH.1.2 | <i>Identify the key components that make up a civilization and the key differences between civilizations and how people organize themselves outside of civilizations.</i> |
| WH.1.3 | <i>Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China.</i> |
| WH.1.4 | <i>Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou.</i> |

World History and Civilizations

Standard 2: Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from 1000 to 600 CE.

Classical Civilization: 1000 BCE to 600 CE

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| WH.2.1 | <i>Review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.</i> |
| WH.2.2 | <i>Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.</i> |
| WH.2.3 | <i>Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars.</i> |
| WH.2.4 | <i>Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.</i> |
| WH.2.5 | <i>Analyze the development of Roman Republican government and society.</i> |
| WH.2.6 | <i>Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.</i> |
| WH.2.7 | <i>Examine the spread of Christianity and Christianity's impact on the Roman Empire.</i> |
| WH.2.8 | <i>Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.</i> |

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| WH.2.9 | <i>Examine the significant achievements of the Greeks and Romans and their impact on the modern world.</i> |
| WH.2.10 | <i>Examine the origins and major achievements of civilizations in India such as the Mauryan and Gupta empires.</i> |
| WH.2.11 | <i>Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia.</i> |
| WH.2.12 | <i>Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations</i> |
| WH.2.13 | <i>Trace the developments and achievements of the Qin and Han Dynasties.</i> |

World History and Civilizations

Standard 3: Students trace the development and interactions of major civilizations and empires in different regions of the world from 600 to 1300 CE.

Major Civilizations and Cultural Interactions: 600 to 1300 CE

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| WH.3.1 | <i>Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.</i> |
| WH.3.2 | <i>Explain the origin, rise, and achievements of the Byzantine Empire.</i> |
| WH.3.3 | <i>Explain the division (Great Schism of 1054) that resulted in the division of Christianity into the Eastern (Orthodox) and Western (Roman Catholic) branches of Christianity.</i> |
| WH.3.4 | <i>Examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa.</i> |
| WH.3.5 | <i>Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.</i> |
| WH.3.6 | <i>Explain the role of Christianity as a unifying force in medieval Europe.</i> |
| WH.3.7 | <i>Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.</i> |
| WH.3.8 | <i>Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism in Europe.</i> |

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| WH.3.9 | <i>Explain the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.</i> |
| WH.3.10 | <i>Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.</i> |
| WH.3.11 | <i>Examine the key achievements of civilizations in Africa prior to European contact.</i> |
| WH.3.12 | <i>Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.</i> |
| WH.3.13 | <i>Explain and describe the major achievements of the Tang and Song Dynasties.</i> |
| WH.3.14 | <i>Describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire.</i> |
| WH.3.15 | <i>Examine the development of feudalism in Japan and its impact on Japanese society and government.</i> |

World History and Civilizations

Standard 4: Students explore the rise of Europe and its consequences for worldwide exploration and colonization from 1300 to 1750 CE.

The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE

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| WH.4.1 | <i>Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.</i> |
| WH.4.2 | <i>Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.</i> |
| WH.4.3 | <i>Discuss the emergence of nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.</i> |
| WH.4.4 | <i>Explain the causes of the worldwide voyages of exploration.</i> |
| WH.4.5 | <i>Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.</i> |
| WH.4.6 | <i>Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.</i> |
| WH.4.7 | <i>Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their response to Western interaction.</i> |
| WH.4.8 | <i>Trace the development and impact of absolute monarchies in Europe.</i> |



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WH.4.9

Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.

World History and Civilizations

Standard 5: Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions from 1500 to 1900 CE.

Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE

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| WH.5.1 | <i>Explain the key developments of the Scientific Revolution and its impact on the world.</i> |
| WH.5.2 | <i>Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.</i> |
| WH.5.3 | <i>Examine the key causes, events, and consequences of the French Revolution including the rise and fall of Napoleon.</i> |
| WH.5.4 | <i>Explain the influences of colonization of Latin American independence movements in the 19th century including their outcomes.</i> |
| WH.5.5 | <i>Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia.</i> |
| WH.5.6 | <i>Explain the causes and conditions of the Industrial Revolution.</i> |
| WH.5.7 | <i>Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.</i> |
| WH.5.8 | <i>Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania.</i> |



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WH.5.9

Compare and contrast the responses of China and Japan to challenges by Western imperial powers.

World History and Civilizations

Standard 6: Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.

An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present

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| WH.6.1 | <i>Identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states.</i> |
| WH.6.2 | <i>Trace major events and global consequences of World War I.</i> |
| WH.6.3 | <i>Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.</i> |
| WH.6.4 | <i>Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.</i> |
| WH.6.5 | <i>Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.</i> |
| WH.6.6 | <i>Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators, and summarize world responses including the Nuremberg Trials.</i> |
| WH.6.7 | <i>Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.</i> |
| WH.6.8 | <i>Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.</i> |
| WH.6.9 | <i>Explain the origins of the modern State of Israel and the ongoing conflict with Palestine and the Arab World.</i> |

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| WH.6.10 | <i>Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.</i> |
| WH.6.11 | <i>Describe and analyze the global expansion of democracy and globalization in the late 20th century.</i> |
| WH.6.12 | <i>Investigate current global issues such as terrorism, genocide, and environmental issues.</i> |

World History and Civilizations

Standard 7: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Historical Thinking

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| WH.7.1 | <i>Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</i> |
| WH.7.2 | <i>Locate and analyze primary sources and secondary sources related to an event or issue of the past.</i> |
| WH.7.3 | <i>Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.</i> |
| WH.7.4 | <i>Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.</i> |
| WH.7.5 | <i>Use technology and historical data in the process of conducting and presenting historical research.</i> |
| WH.7.6 | <i>Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.</i> |



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are 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 will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: 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 |
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| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p> |

| Key Ideas and Textual Support (<i>Reading</i>) | | |
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| LH.2: 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 (Examples: *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.

| Structural Elements and Organization (<i>Reading</i>) | | |
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| LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose. | | |
| 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 (Examples: <i>how Madison defines faction in Federalist No. 10</i>). |
| 6-8.LH.3.2: Describe how a text presents information (Examples: <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. |



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6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *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.

| Synthesis and Connection of Ideas (<i>Reading</i>) | | |
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| LH.4: 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 (Examples: <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 (Examples: <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 (Examples: <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. |

| WRITING GENRES (<i>WRITING</i>) | | |
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| LH.5: 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. |

| THE WRITING PROCESS (WRITING) | | |
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| LH.6: 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. |

THE RESEARCH PROCESS (WRITING)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8

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.

GRADES 9-10

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.

GRADES 11-12

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.

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| <p>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 (Examples: <i>APA or Chicago</i>).</p> | <p>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 (Examples: <i>APA or Chicago</i>).</p> | <p>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 (Examples: <i>APA or Chicago</i>).</p> |
| <p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p> |