

GRADE LEVEL: 9-12

SUBJECT: INDIANA STUDIES

DATE: 2018-2019

MONTH/GRADING PERIOD: Q1

MASTER 4/30/19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORY					
Before 1800's	IS.1.1: Compare and contrast two or more Native American Groups in Indiana from 1700-1850.	<ul style="list-style-type: none"> Compare two or more Native American Groups in Indiana from 1700-1850. Contrast two or more Native American Groups in Indiana from 1700-1850. 	<ul style="list-style-type: none"> Ch. 1 Essential Questions 	<ul style="list-style-type: none"> Miami Potawatomi Delaware Shawnee 	CRITICAL
	IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.	<ul style="list-style-type: none"> Explain how the lives of American Indians changed with the development of Indiana. 	<ul style="list-style-type: none"> Ch. 1 Essential Questions 	<ul style="list-style-type: none"> Fallen Timbers Quiatanon Vincennes Treaty of Greenville 	CRITICAL
Territorial and Early Statehood	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	<ul style="list-style-type: none"> Summarize major themes in early Indiana History such as federalism, sectionalism, nationalism, and state's rights. Summarize and how they connect to key documents from the Founding Era from the national level 	<ul style="list-style-type: none"> Ch. 2 Essential Questions Land Ordinance of 1785 Activity / Quiz Northwest Ordinance Activity / Quiz Sectionalism Activity / Quiz 	<ul style="list-style-type: none"> Northwest Territory Township Public Schools Sectionalism States' Rights 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	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.	<ul style="list-style-type: none"> • Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. 	<ul style="list-style-type: none"> • Ch. 2 Essential Questions 	<ul style="list-style-type: none"> • Proclamation of 1763 • Revolutionary War • Vincennes • Ft. Sackville 	CRITICAL
Abolition and the Civil War (1851 - 1865)	IS.1.5: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.	<ul style="list-style-type: none"> • Identity controversies pertaining to slavery, abolitionism, and social reform movements • Tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements 	<ul style="list-style-type: none"> • Ch. 2 Essential Questions • Sectionalism Activity / Quiz • Ch. 4 Essential Questions • Guided Reading Activity 4.4 	<ul style="list-style-type: none"> • States' Rights • Abolitionism • Underground Railroad 	CRITICAL
	IS.1.6: Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time.	<ul style="list-style-type: none"> • Describe causes and lasting effects of the Civil War and Reconstruction • Describe the political controversies surrounding this time. 	<ul style="list-style-type: none"> • Ch. 4 Essential Questions • Major Battles of the Civil War Activity / Quiz • Reconstruction Jeopardy Activity 	<ul style="list-style-type: none"> • Confederate • Union • Emancipation • Blockade • Reconstruction • Scalawags • Grandfather Clause 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	IS.1.7: Analyze how the Civil War affected men, women, and children on the home front. Explain how those on the home front helped the war effort.	<ul style="list-style-type: none"> Analyze how the Civil War affected men, women, and children on the home front. Explain how those on the home front helped the war effort. 	<ul style="list-style-type: none"> Guided Reading Activity 4.3 Guided Reading Activity 4.4 	<ul style="list-style-type: none"> PTSD Monument Circle 	CRITICAL
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.	<ul style="list-style-type: none"> Describe the economic developments that transformed Indiana into a major industrial power Describe the factors necessary for industrialization. 	<ul style="list-style-type: none"> Guided Reading Activity 5.1 Guided Reading Activity 5.2 	<ul style="list-style-type: none"> Railroad Interurban 	CRITICAL
	IS.1.9: Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana.	<ul style="list-style-type: none"> Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout Indiana. 	<ul style="list-style-type: none"> Guided Reading Activity 5.3 Guided Reading Activity 5.4 	<ul style="list-style-type: none"> Seed drill Chilled-iron plow Mechanical Reaper 	CRITICAL
	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.	<ul style="list-style-type: none"> Describe the growth of unions and the labor movement Evaluate various approaches and methods used by different labor leaders and organizations 	<ul style="list-style-type: none"> Guided Reading Activity 5.4 Immigration Activity / Quiz 	<ul style="list-style-type: none"> Labor unions American Railway Union 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	VOCAB	ASSESSMENT	PRIORITY
	<p>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.</p>	<ul style="list-style-type: none"> • 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. 			IMPORTANT
	<p>IS.1.32: Analyze multiple, unexpected and complex causes and effects of events in the past.</p>	<ul style="list-style-type: none"> • Analyze multiple, unexpected and complex causes and effects of events in the past. 			IMPORTANT
CIVICS AND GOVERNMENT					
	<p>IS.2.1: Explain the major purposes of Indiana’s Constitution as stated in the Preamble.</p>	<ul style="list-style-type: none"> • Explain the major purposes of Indiana’s Constitution as stated in the Preamble. 			IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> • 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. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>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.</p>	<ul style="list-style-type: none"> • Identify 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. • 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. 			<p>IMPORTANT</p>
	<p>IS.2.4: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p>	<ul style="list-style-type: none"> • Give examples of how citizens can participate in their state government. • Explain the right and responsibility of voting. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>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</p>	<ul style="list-style-type: none"> • Use a variety of resources. • Take a position on a public issue relating to Indiana’s past or present. • Recommend a course of action on a public issue relating to Indiana’s past or present. 			
	<p>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.</p>	<ul style="list-style-type: none"> • 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. 			
GEOGRAPHY					
	<p>IS.3.1: Use latitude and longitude to identify physical and human features of Indiana understanding their locational importance relative to significant Earth features.</p>	<ul style="list-style-type: none"> • Use latitude and longitude to identify physical and human features of Indiana • Understand their locational importance relative to significant Earth features. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>IS.3.2: Map and describe the physical regions of Indiana and identify major natural resources and land use regions (such as agriculture).</p>	<ul style="list-style-type: none"> • Map and describe the physical regions of Indiana • Identify major natural resources and land use regions (such as agriculture). 			IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> • Explain how glaciers shaped Indiana’s landscape and the contribution that glaciers had in terms of geology, fertile soil, and accessible fresh water resources. 			
	<p>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.</p>	<ul style="list-style-type: none"> • Identify the challenges early settlers faced regarding the physical landscape of Indiana • Understand landscape challenges citizens face today, and will face tomorrow, in terms of economic development. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>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.</p>	<ul style="list-style-type: none"> 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. 			IMPORTANT
	<p>IS.3.7: Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups <i>has - delete</i> had, have, and will have on Indiana.</p>	<ul style="list-style-type: none"> Identify immigration and migration patterns Describe the impact diverse ethnic and cultural groups had, have, and will have on Indiana. 			IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> 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. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
ECONOMICS					
	IS.4.1: Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.	<ul style="list-style-type: none"> Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power. 			IMPORTANT
	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	<ul style="list-style-type: none"> 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 			IMPORTANT
	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.	<ul style="list-style-type: none"> Describe the growth of unions and the labor movement . Evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
INDIVIDUALS, SOCIETY, AND CULTURE					
	IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.	<ul style="list-style-type: none"> Comprehend the consequences of the relationships between Native American groups and early Indiana settlers. 			IMPORTANT
	IS.5.2: Describe the development of Hoosier culture after the pioneer era settled the land.	<ul style="list-style-type: none"> Describe the development of Hoosier culture after the pioneer era settled the land. 			IMPORTANT
	IS.5.3 Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.	<ul style="list-style-type: none"> Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana. 			IMPORTANT
	IS.5.4: Identify and examine the culture of each region of the state.	<ul style="list-style-type: none"> Identify and examine the culture of each region of the state. 			IMPORTANT
	IS.5.5: Explain how Indiana traditions and customs have changed over time (1816-2016).	<ul style="list-style-type: none"> Explain how Indiana traditions and customs have changed over time (1816-2016). 			IMPORTANT
	IS.5.9: Identify Indiana educational leaders and their contributions to state and national education reform.	<ul style="list-style-type: none"> Identify Indiana educational leaders and their contributions to state and national education reform. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	IS.5.10 Examine what it means to be a ‘Hoosier’ around various parts of the state.	<ul style="list-style-type: none"> Examine what it means to be a ‘Hoosier’ around various parts of the state. 			IMPORTANT
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> History/Social Studies Texts Write Effectively For a Variety of Discipline-Specific Tasks 	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.	<ul style="list-style-type: none"> Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
Write Routinely – Variety of Time Frames Range of Discipline-Specific Tasks, Purposes, and Audiences	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

GRADE LEVEL: 9-12

SUBJECT: INDIANA STUDIES

DATE: 2018-2019

MONTH/GRADING PERIOD: Q2

MASTER 4/30/19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
HISTORY					
Industrialization and Immigration in Indiana (1865 - 1900)	IS.1.10: Summarize the impact immigration had on social movements of the era including the contributions specific individuals and groups. (Strand 5)	<ul style="list-style-type: none"> Summarize the impact immigration had on social movements of the era including the contributions specific individuals and groups. 	<ul style="list-style-type: none"> Guided Reading Activity 6.1 Immigration Completion Activity Immigration Quiz 	<ul style="list-style-type: none"> Immigrant Melting pot Old immigration New immigration Ethnic group 	CRITICAL
	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.	<ul style="list-style-type: none"> Describe the growth of unions and the labor movement. Evaluate various approaches and methods used by different labor leaders and organizations 	<ul style="list-style-type: none"> Guided Reading Activity 5.4 Guided Reading Activity 6.3 Labor Unions Activity Labor Unions Quiz 	<ul style="list-style-type: none"> Labor Unions United Auto Workers Strike 	CRITICAL
	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.	<ul style="list-style-type: none"> Describe the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights. Asses the contribution of Indiana's only president, 	<ul style="list-style-type: none"> Guided Reading Activity 7.1 Guided Reading Activity 7.2 	<ul style="list-style-type: none"> Progressive Era Reform Sherman Anti-Trust Act Meat Inspection Act McKinley Tariff Act 	CRITICAL

		Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.		<ul style="list-style-type: none"> • Dependent and Disability Pension Act 	
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	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.	<ul style="list-style-type: none"> • Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. • Analyze how that impacted civil rights in Indiana. 	<ul style="list-style-type: none"> • Lesson Quiz 6.2 	<ul style="list-style-type: none"> • Discrimination • “Sunset Towns” • Lynching • Segregation • NAACP 	CRITICAL
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.	<ul style="list-style-type: none"> • Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform in Indiana. 	<ul style="list-style-type: none"> • Lesson Quiz 7.1 • Lesson Quiz 7.2 • Lesson Quiz 7.3 	<ul style="list-style-type: none"> • Populist Party • Progressive • “Bull Moose” Party 	CRITICAL
	IS.1.15: Identify and analyze Indiana's contributions to WWI.	<ul style="list-style-type: none"> • Identify Indiana's contributions to WWI. • Analyze Indiana's contributions to WWI. 	<ul style="list-style-type: none"> • Guided Reading Activity – Ch. 8 Intro • WWI Activity • WWI Quiz 	<ul style="list-style-type: none"> • Huns • Liberty Bonds • Americanism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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)	<ul style="list-style-type: none"> • Identify new cultural movements of the 1920s. • Analyze how these movements reflected and changed Indiana society. 	<ul style="list-style-type: none"> • Lesson Quiz 8.1 • Lesson Quiz 8.3 • Guided Reading Activity 8.4 	<ul style="list-style-type: none"> • Ku Klux Klan • Bootlegging • Flappers • Ragtime • Jazz 	CRITICAL
	IS.1.17: Describe technological developments during the 1920s and explain their impact on rural and urban Indiana.	<ul style="list-style-type: none"> • Describe technological developments during the 1920s. • Explain their impact on rural and urban Indiana. 	<ul style="list-style-type: none"> • Guided Reading Activity 5.2 • Guided Reading Activity 5.3 	<ul style="list-style-type: none"> • Manufacturing • Interurban • Seed drill • Mechanical reaper 	CRITICAL
	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.	<ul style="list-style-type: none"> • Analyze the causes of the Great Depression. • 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. 	<ul style="list-style-type: none"> • Guided Reading Activity – Ch. 9 Intro • Lesson Quiz 9.1 • Lesson Quiz 9.2 	<ul style="list-style-type: none"> • Great Depression • New Deal • Little New Deal • Civilian Conservation Corps 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	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.	<ul style="list-style-type: none"> Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation. 	<ul style="list-style-type: none"> Lesson Quiz 9.3 	<ul style="list-style-type: none"> Isolationism 	CRITICAL
	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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lesson Quiz 9.3 Causes of WWII Activity Causes of WWII Quiz Major Battles of WWII Activity Major Battles of WWII Quiz 	<ul style="list-style-type: none"> Home Front Rationing Victory Gardens 	CRITICAL
Postwar Indiana (1945 - 1960)	IS.1.21: Analyze the responses in Indiana resulting from Cold War tensions.	<ul style="list-style-type: none"> Analyze the responses in Indiana resulting from Cold War tensions. 	<ul style="list-style-type: none"> Guided Reading Activity – Ch. 10 Intro 	<ul style="list-style-type: none"> Baby Boomers Prosperity Globalization Cold War 	CRITICAL
	IS.1.22: Summarize key economic and social developments and changes in post-WWII life in Indiana.	<ul style="list-style-type: none"> Summarize key economic and social developments and changes in post-WWII life in Indiana. 	<ul style="list-style-type: none"> Lesson Quiz 10.1 Lesson Quiz 10.2 Lesson Quiz 10.3 	<ul style="list-style-type: none"> Consolidation Agribusiness Hybrid 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENTS	VOCAB	PRIORITY
	<p>IS.1.23: Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.</p>	<ul style="list-style-type: none"> • Summarize the various actions which characterized the early struggle for civil rights and racial equality in Indiana. • Assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana. 	<ul style="list-style-type: none"> • Lesson Quiz 11.1 • Lesson Quiz 11.2 	<ul style="list-style-type: none"> • Civil Rights Act of 1885 • NAACP • Jim Crow Laws • Desegregation • Busing 	CRITICAL
<p>Indiana in Troubled Times (1960 - 1980)</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lesson Quiz 11.1 • Lesson Quiz 11.2 	<ul style="list-style-type: none"> • NAACP • Desegregation 	CRITICAL
	<p>IS.1.25: Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers.</p>	<ul style="list-style-type: none"> • Analyze the significance of state programs, policies, and legal rulings designed to improve the lives of Hoosiers. 	<ul style="list-style-type: none"> • Lesson Quiz 11.1 • Lesson Quiz 11.2 • Lesson Quiz 11.3 • Lesson Quiz 11.4 • Ch. 11 Test 	<ul style="list-style-type: none"> • Redistricting • ERA 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lesson Quiz 10.3 • Lesson Quiz 11.4 • Guided Reading Worksheet – Conclusion section of text 		CRITICAL
	IS.1.27: Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.	<ul style="list-style-type: none"> • Describe developing trends in science and technology. • Explain how they impact the lives of Hoosiers today. 	<ul style="list-style-type: none"> • Ch. 10 & 11 		IMPORTANT
	IS.1.28: Discuss and explain the significance of the rise of Indiana political leaders from 1980 to present.	<ul style="list-style-type: none"> • Discuss the significance of the rise of Indiana political leaders from 1980 to present. • Explain the significance of the rise of Indiana political leaders from 1980 to present. 	<ul style="list-style-type: none"> • Ch. 11 		IMPORTANT

	IS.1.29: Analyze the impact of globalization on Hoosier culture and Indiana’s economic and political policies and international connections.	<ul style="list-style-type: none"> Analyze the impact of globalization on Hoosier culture and Indiana’s economic and political policies and international connections. 	<ul style="list-style-type: none"> Ch. 10 & 11 		IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Historical research completed throughout the semester in all units of study. 		IMPORTANT
	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.	<ul style="list-style-type: none"> Locate primary sources and secondary sources related to an event or issue of the past. Analyze primary sources and secondary sources related to an event or issue of the past. 	<ul style="list-style-type: none"> Primary and secondary sources located and analyzed throughout the semester in all units of study. 		IMPORTANT

		<ul style="list-style-type: none"> Discover possible limitations in various kinds of historical evidence and differing secondary opinions. 			
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENTS	VOCAB	PRIORITY
	IS.1.32: Analyze multiple, unexpected and complex causes and effects of events in the past.	<ul style="list-style-type: none"> Analyze multiple, unexpected and complex causes and effects of events in the past. 	<ul style="list-style-type: none"> Analysis completed throughout the semester in all units of study. 		IMPORTANT
	IS.1.33: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	<ul style="list-style-type: none"> Formulate a position or course of action on an issue by examining the underlying factors contributing to that issue. Present a position or course of action on that issue. 	<ul style="list-style-type: none"> Positions formulated and presented throughout the semester in all units of study. 		IMPORTANT
	IS.1.34: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape. (Strand 5)	<ul style="list-style-type: none"> Research the contributions of important Indiana artists and writers to the state's cultural landscape. Describe the contributions of important Indiana artists and writers to the state's cultural landscape. 	<ul style="list-style-type: none"> Research implemented throughout the semester in all units of study. 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	IS.1.35: Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.	<ul style="list-style-type: none"> • Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections. 	<ul style="list-style-type: none"> • Research implemented throughout the semester in all units of study. 		IMPORTANT
CIVICS AND GOVERNMENT					
	IS.2.7: Explain how census data affects the redistricting of the Indiana General Assembly.	<ul style="list-style-type: none"> • Explain how census data affects the redistricting of the Indiana General Assembly 	<ul style="list-style-type: none"> • Lesson 11.4 		IMPORTANT
GEOGRAPHY					
	IS.3.7: Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups had, have, and will have on Indiana.	<ul style="list-style-type: none"> • Identify immigration and migration patterns • Describe the impact diverse ethnic and cultural groups have had on Indiana. 	<ul style="list-style-type: none"> • Patterns identified and described throughout the semester in all units of study. 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>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.</p>	<ul style="list-style-type: none"> • Examine Indiana’s relationships with states, countries, and world regions. • Understand the significance of these relationships to Indiana’s past, present, and future. 	<ul style="list-style-type: none"> • Relationships examined throughout the semester in all units of study. 		IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Reading and interpretation of texts occurs throughout the semester in all units of study. 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENTS	VOCAB	PRIORITY
ECONOMICS					
	IS.4.2: Identify important organizations of economic growth in Indiana’s history.	<ul style="list-style-type: none"> Identify important organizations of economic growth in Indiana’s history. 	<ul style="list-style-type: none"> Organizations identified throughout the semester in all units of study. 		IMPORTANT
	IS.4.4: Analyze the economic and social impact of technologies on the state	<ul style="list-style-type: none"> Analyze the economic and social impact of technologies on the state 	<ul style="list-style-type: none"> Analysis completed throughout the semester in all units of study. 		IMPORTANT
	IS.4.5: Analyze how the concept of “Creative Destruction” has impacted communities throughout Indiana.	<ul style="list-style-type: none"> Analyze how the concept of “Creative Destruction” has impacted communities throughout Indiana. 	<ul style="list-style-type: none"> Lesson Quiz 10.4 	<ul style="list-style-type: none"> Creative Destruction RCA 	IMPORTANT
	IS.4.6: Assess the economic impact of Indiana universities on the development of the state’s economy.	<ul style="list-style-type: none"> Assess the economic impact of Indiana universities on the development of the state’s economy. 			IMPORTANT
	IS.4.7: Examine the rise and decline of industrial cities in Indiana.	<ul style="list-style-type: none"> Examine the rise and decline of industrial cities in Indiana. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>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.</p>	<ul style="list-style-type: none"> Describe the growth of unions and the labor movement. Evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900. 			IMPORTANT
	<p>IS.4.9: Examine the migration of groups to Indiana for economic opportunity.</p>	<ul style="list-style-type: none"> Examine the migration of groups to Indiana for economic opportunity. 			IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> Summarize the impact of industrialization and immigration on social movements in Indiana from 1870-1900, including contributions of specific individuals and groups. 			IMPORTANT
	<p>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.</p>	<ul style="list-style-type: none"> Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization in promoting economic growth in Indiana from 1897 to 1920. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	IS.4.12: Explore Indiana's role as a wealthy tourist destination in the early 1900's.	<ul style="list-style-type: none"> • Explore Indiana's role as a wealthy tourist destination in the early 1900's. 			IMPORTANT
	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.	<ul style="list-style-type: none"> • Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change. • Examine the solutions to these problems. 			IMPORTANT
	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.	<ul style="list-style-type: none"> • Identify the significance of federal programs, policies, and legal rulings designed to improve the lives of Americans during the 1960s. • Explain the impact on Indiana residents. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
INDIVIDUALS, SOCIETY, AND CULTURE					
	IS.5.3: Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana.	<ul style="list-style-type: none"> • Examine the actions and policies of U.S. presidents, congressmen, and senators from Indiana. 			IMPORTANT
	IS.5.4: Identify and examine the culture of each region of the state.	<ul style="list-style-type: none"> • Identify the culture of each region of the state. • Examine the culture of each region of the state. 			IMPORTANT
	IS.5.5: Explain how Indiana traditions and customs have changed over time (1816-2016).	<ul style="list-style-type: none"> • Explain how Indiana traditions and customs have changed over time (1816-2016). 			IMPORTANT
	IS.5.6: Identify and examine the impact that sports have had on the state of Indiana.	<ul style="list-style-type: none"> • Identify the impact that sports have had on the state of Indiana • Examine the impact that sports have had on the state of Indiana 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	IS.5.7: Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.	<ul style="list-style-type: none"> • Examine the minority educational experience in Indiana. • Compare it to that of traditionally white schools up until desegregation. 			IMPORTANT
	IS.5.8: Identify Indiana authors and artists with their contributions to society and Indiana culture.	<ul style="list-style-type: none"> • Identify Indiana authors and artists with their contributions to society and Indiana culture. 			IMPORTANT
	IS.5.11: Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide.	<ul style="list-style-type: none"> • Identify Indiana's various state parks, national parks, historical sites, and their influence worldwide. 			IMPORTANT
	IS.5.12: Identify and examine the impact of Indiana on the entertainment industry.	<ul style="list-style-type: none"> • Identify the impact of Indiana on the entertainment industry • Examine the impact of Indiana on the entertainment industry. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	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.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
Write Routinely – Variety of Time Frames Range of Discipline-Specific Tasks, Purposes, and Audiences	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

