

**Houghton Mifflin Harcourt**  
*American History* ©2018

correlated to the

**Indiana Academic Standards for Social Studies (2020)**  
**United States History (1877 to Present)**

| Standard   | Descriptor  | Citations  |
|--|---|--|
| <b>United States History</b>   |   |  |
| <b>Standard 1: Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction (1775-1877).</b> |   |  |
| <b>Early National Development: 1775 to 1877</b>  |   |  |
| <b>USH.1.1</b>   | Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.<br><a href="http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone">http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone</a> | <b>SE/TE:</b> 121–125, 168–193, 226–227<br><b>TE Only:</b> 114, 143b, 327  |
| <b>USH.1.2</b>   | Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights.   | <b>SE/TE:</b> 147, 155, 157–159, 161–165, 195, 236–238, 240, 242–247, 257–259, 273<br><b>TE Only:</b> 159d, 247b   |
| <b>USH.1.3</b>   | Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.   | <b>SE/TE:</b> 157, 167, 246–247, 269, 305–306, 309–312, 314–321, 323–328, 342–355, 357–360, 362–368, 369–370, 382–384<br><b>TE Only:</b> 312d, 341b, 409 |
| <b>USH.1.4</b>   | Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.   | <b>SE/TE:</b> 366–368, 382–384, 399, 401–411, 416–424, 426–431, 432–440, 442–451<br><b>TE Only:</b> 415b, 431d   |
| <b>Standard 2: Students examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.</b>                  |   |  |
| <b>Development of the Industrial United States: 1870 to 1900</b>   |   |  |
| <b>USH.2.1</b>   | Explain the causes and consequences of the Industrial Revolution.   | <b>SE/TE:</b> 233–240, 264–265, 267–271, 323, 330–337<br><b>TE Only:</b> 515d  |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>   | <b>Descriptor</b>  | <b>Citations</b>   |
|---|--|--|
| <b>USH.2.2</b>  | Explain the urban and rural responses to the challenges of the Gilded Age.   | <b>SE/TE:</b> 482–483, 484–489, 516–523, 541–543, 545–548                                |
| <b>USH.2.3</b>  | Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese.   | <b>SE/TE:</b> 297–299, 317, 466–473, 477–479, 503, 530, 538<br><b>TE Only:</b> 464d, 476 |
| <b>USH.2.4</b>  | Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.  | <b>SE/TE:</b> 278–279, 456–464<br><b>TE Only:</b> 276                                    |
| <b>USH.2.5</b>  | Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.   | <b>SE/TE:</b> 297–299, 311–312, 336, 533, 543, 568–569, 574–575, 579–580                 |
| <b>USH.2.6</b>  | Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.  | <b>SE/TE:</b> 334–336, 516–523, 568  |
| <b>USH.2.7</b>  | Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.   | <b>SE/TE:</b> 549<br><b>TE Only:</b> 549b  |
| <b>USH.2.8</b>  | Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).   | <b>SE/TE:</b> 506–507, 514, 549, 574, 599–600  |
| <b>USH.2.9</b>  | Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years. | <b>SE/TE:</b> 584–585, 589–590, 1057, 1066–1067  |
| <b>Standard 3: Students examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.</b> |  |  |
| <b>Emergence of the Modern United States: 1897 to 1920</b>  |  |  |
| <b>USH.3.1</b>  | Explain the debates surrounding American’s entrance into global imperialism.   | <b>SE/TE:</b> 620–625, 627–632, 634–640<br><b>TE Only:</b> 619b                          |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b> | <b>Descriptor</b>   | <b>Citations</b>  |
|-----------------|---|---|
| <b>USH.3.2</b>  | Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.   | <b>SE/TE:</b> 569–576, 577–581, 598–603, 613–615  |
| <b>USH.3.3</b>  | Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.  | <b>SE/TE:</b> 598–603, 605–608, 610–615   |
| <b>USH.3.4</b>  | Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).   | <b>SE/TE:</b> 686–687<br><b>TE Only:</b> 595d, 681  |
| <b>USH.3.5</b>  | Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women’s suffrage, labor movements, and socialist movement. | <b>SE/TE:</b> 570–574, 579–581, 582, 585–586, 594–595, 596, 602–603, 741–747<br><b>TE Only:</b> 576d, 600, 608d, 609, 612–613, 739d                                   |
| <b>USH.3.6</b>  | Analyze the reasons why the United States became involved in World War I.   | <b>SE/TE:</b> 660–664<br><b>Digital Resources:</b><br>Primary Source Database: Four Minute Speech<br>Primary Source Database: Request for a Declaration of War        |
| <b>USH.3.7</b>  | Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.   | <b>SE/TE:</b> 689–691<br><b>Digital Resources:</b><br>Primary Source Database: The Fourteen Points<br>Primary Source Database: Fourteen Points Speech                 |
| <b>USH.3.8</b>  | Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.  | <b>SE/TE:</b> 691–694<br><b>Digital Resources:</b><br>Primary Source Database: Why a League of Nations is Necessary<br>Primary Source Database: On the Terms of Peace |
| <b>USH.3.9</b>  | Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.   | <b>SE/TE:</b> 529–535, 537–538, 579–580, 587, 681–683   |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard   | Descriptor  | Citations   |
|--|---|---|
| <b>Standard 4: Students examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.</b>  |   |   |
| <b>Modern United States in Prosperity and Depression: 1920's and 1930's</b>  |   |   |
| <b>USH.4.1</b>   | Explain the significance of protectionist business policies in the 1920 and the effect they had on the economy.   | <b>SE/TE:</b> 701–703   |
| <b>USH.4.2</b>   | Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.  | <b>SE/TE:</b> 726–730, 732–734, 736–739, 743–747<br><b>TE Only:</b> 731 |
| <b>USH.4.3</b>   | Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition. | <b>SE/TE:</b> 711–716, 719, 721–724<br><b>TE Only:</b> 710              |
| <b>USH.4.4</b>   | Identify technological developments during the 1920s and explain their impact on rural and urban Americans.   | <b>SE/TE:</b> 700, 704–707, 733, 736, 749MC1–749MC2                     |
| <b>USH.4.5</b>   | Analyze the causes of the Great Depression and its social and cultural impacts.   | <b>SE/TE:</b> 753–757, 760, 762–768, 770–775                            |
| <b>USH.4.6</b>   | Identify and describe the contributions of political and social reformers during the Great Depression Era.  | <b>SE/TE:</b> 783, 785–786, 788, 793–796                                |
| <b>USH.4.7</b>   | Assess the economic impact of the Great Depression on all Americans.  | <b>SE/TE:</b> 757–759, 762–763, 771                                     |
| <b>USH.4.8</b>   | Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.                                    | <b>SE/TE:</b> 780–788, 795, 802<br><b>TE Only:</b> 805d, 808–809        |
| <b>USH.4.9</b>   | Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.   | <b>SE/TE:</b> 790–796, 803–805, 813–817<br><b>TE Only:</b> 799          |
| <b>Standard 5: Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.</b> |   |   |
| <b>The United States and World War II: 1939 to 1945</b>  |   |   |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>   | <b>Descriptor</b>  | <b>Citations</b>  |
|---|--|---|
| <b>USH.5.1</b>  | Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation.  | <b>SE/TE:</b> 839, 847–850<br><br><b>Digital Resources:</b><br>Primary Source Database: Are We Being Led Into War?    |
| <b>USH.5.2</b>  | Compare and contrast President Franklin D. Roosevelt’s worldview with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. | <b>SE/TE:</b> 826–828   |
| <b>USH.5.3</b>  | Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.  | <b>SE/TE:</b> 825–836, 847–856<br><br><b>Digital Resources:</b><br>Primary Source Database: On the Declaration of War |
| <b>USH.5.4</b>  | Identify key leaders and events from World War II and explain the significance of each.  | <b>SE/TE:</b> 826–828, 830–831, 833–836, 852–856, 877–885, 887–894, 895–901   |
| <b>USH.5.5</b>  | Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes.  | <b>SE/TE:</b> 837–845, 896, 904–905   |
| <b>USH.5.6</b>  | Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.  | <b>SE/TE:</b> 859–860, 867–871, 905–907<br><b>TE Only:</b> 865  |
| <b>USH.5.7</b>  | Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.                          | <b>SE/TE:</b> 861–862, 864, 978   |
| <b>USH.5.8</b>  | Explain the role of World War II as a catalyst for social change.  | <b>SE/TE:</b> 905–907, 977<br><b>TE Only:</b> 894d  |
| <b>USH.5.9</b>  | Explain the origins of the Cold War.   | <b>SE/TE:</b> 913–916   |
| <b>Standard 6: Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.</b> |  |   |
| <b>Post War United States: 1945 to 1960</b>   |  |   |
| <b>USH.6.1</b>  | Analyze the principal of containment, including the Domino Theory (Cold War).  | <b>SE/TE:</b> 917–920, 925, 942–943, 951–952, 1122<br><b>TE Only:</b> 923   |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>   | <b>Descriptor</b>   | <b>Citations</b>   |
|---|---|--|
| <b>USH.6.2</b>  | Explain the origins of the Civil Rights Movement in the North and South (1945-1960).  | <b>SE/TE:</b> 1057–1065<br><br><b>Digital Resources:</b><br>HMH FYI: Eyes on the Prize: America’s Civil Rights Movement, 1954–1985                     |
| <b>USH.6.3</b>  | Describe the challenges involved with the enforcement of desegregation directives in <i>Brown v. Board of Education of Topeka</i> (1954).   | <b>SE/TE:</b> 983, 1059–1061, 1067   |
| <b>USH.6.4</b>  | Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.   | <b>SE/TE:</b> 925, 932–939, 948, 977–983, 985–995, 996–997, 999–1005<br><b>TE Only:</b> 931d, 976, 1007–1009   |
| <b>Standard 7: Students examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.</b> |   |  |
| <b>United States in Troubled Times: 1960 to 1980</b>  |   |  |
| <b>USH.7.1</b>  | Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II. | <b>SE/TE:</b> 989, 1009–1011, 1058–1065, 1066–1067, 1068–1077, 1079–1085, 1086–1093, 1097–1101, 1111–1112<br><b>TE Only:</b> 1056, 1077d, 1085d, 1095d |
| <b>USH.7.2</b>  | Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.           | <b>SE/TE:</b> 1062–1065, 1080–1082, 1088–1093<br><b>TE Only:</b> 1056, 1067b, 1077d  |
| <b>USH.7.3</b>  | Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.   | <b>SE/TE:</b> 1018–1022, 1026, 1028–1035, 1046–1047, 1071–1074, 1076, 1083, 1092–1093, 1094–1095, 1097–1101<br><b>TE Only:</b> 1025b, 1095d            |
| <b>USH.7.4</b>  | Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.  | <b>SE/TE:</b> 1017–1018, 1071, 1185<br><b>TE Only:</b> 1126d, 1184   |
| <b>USH.7.5</b>  | Identify and analyze the significance of key decisions of the Warren Court.   | <b>SE/TE:</b> 1031, 1033, 1036–1037, 1066–1067, 1074, 1094–1095, 1101<br><b>TE Only:</b> 1025b   |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>   | <b>Descriptor</b>  | <b>Citations</b>   |
|---|--|--|
| <b>USH.7.6</b>  | Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.  | <b>SE/TE:</b> 1018, 1068–1077, 1079–1085, 1086–1093<br><b>TE Only:</b> 1025b, 1085d  |
| <b>USH.7.7</b>  | Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.   | <b>SE/TE:</b> 1021, 1031, 1033, 1037–1043, 1068–1077, 1079–1085, 1086–1093, 1101–1102, 1137–1141, 1146–1147<br><b>TE Only:</b> 1025b |
| <b>USH.7.8</b>  | Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.   | <b>SE/TE:</b> 951, 953–960, 962–967  |
| <b>USH.7.9</b>  | Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.  | <b>SE/TE:</b> 1041, 1132–1134, 1135–1141, 1144–1145, 1151–1155, 1157–1159<br><b>TE Only:</b> 1149                                    |
| <b>USH.7.10</b>   | Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.   | <b>SE/TE:</b> 962–963, 965–966, 1021, 1186–1188  |
| <b>USH.7.11</b>   | Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”  | <b>SE/TE:</b> 1166–1167, 1171–1177, 1179<br><b>TE Only:</b> 1177d  |
| <b>Standard 8: Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001 prior to 9/11.</b> |  |  |
| <b>Pax Americana: 1980 to 2001</b>  |  |  |
| <b>USH.8.1</b>  | Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.   | <b>SE/TE:</b> 1104–1115, 1192–1193, 1197–1204, 1221–1222, 1224–1229, 1237–1240, 1261–1262, 1264–1265                                 |
| <b>USH.8.2</b>  | Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy. | <b>SE/TE:</b> 1203, 1226–1227, 1237–1238, 1253–1259, 1306–1308, 1323–1324  |
| <b>USH.8.3</b>  | Discuss the origins of the New Right, including the Moral Majority, in the 1980’s.   | <b>SE/TE:</b> 1102, 1192–1193  |

**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>  | <b>Descriptor</b>   | <b>Citations</b>   |
|--|---|--|
| <b>USH.8.4</b>   | Explain the assumptions of supply-side economics or "Reaganomics" and the impact of these policies on ordinary citizens.  | <b>SE/TE:</b> 1197–1199<br><b>TE Only:</b> 1196d<br><br><b>Digital Resources:</b><br>Primary Source Database: On the Program for Economic Recovery |
| <b>USH.8.5</b>   | Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.   | <b>SE/TE:</b> 967–971, 1211–1214<br><b>TE Only:</b> 1220   |
| <b>USH.8.6</b>   | Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.   | <b>SE/TE:</b> 1209–1211<br><b>TE Only:</b> 1207, 1220  |
| <b>USH.8.7</b>   | Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Westside Community School District v. Mergens</i> (1990), <i>Reno v. American Civil Liberties Union</i> (1997), <i>Mitchell v. Helms</i> (2000), and <i>Bush v. Gore</i> (2000). | <b>SE/TE:</b> 1231<br><br><b>Digital Resources:</b><br>HMH FYI: 10 Supreme Court Cases Every Teen Should Know                                      |
| <b>USH.8.8</b>   | Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.   | <b>SE/TE:</b> 1230, 1232–1237, 1273–1274<br><b>TE Only:</b> 1240c  |
| <b>USH.8.9</b>   | Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North African Free Trade Agreement (NAFTA).   | <b>SE/TE:</b> 1227–1228, 1320–1325<br><b>TE Only:</b> 1226   |
| <b>USH.8.10</b>  | Explain the causes and consequences of deindustrialization in the United States after 1970.   | <b>SE/TE:</b> 1205, 1225–1227  |
| <b>Standard 9: Students examine the political, economic, social, and cultural development of the United States during the period after 9/11.</b> |   |  |
| <b>Post 9/11 United States</b>   |   |  |
| <b>USH.9.1</b>   | Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.   | <b>SE/TE:</b> 1235–1237, 1286<br><br><b>Digital Resources:</b><br>Primary Source Database: President George W. Bush's First Inaugural Address      |
| <b>USH.9.2</b>   | Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.  | <b>SE/TE:</b> 1238, 1264, 1300   |



**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| <b>Standard</b>  | <b>Descriptor</b>  | <b>Citations</b>   |
|--|--|--|
| <b>USH.9.3</b>   | Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations.  | <b>SE/TE:</b> 1298<br><br><b>Digital Resources:</b><br>Interactive Supreme Court Case Studies: Marriage Equality   |
| <b>USH.9.4</b>   | Reflect on the role of media and social media in the democratic process.   | <b>SE/TE:</b> 1250, 1298<br><b>TE Only:</b> 1282   |
| <b>USH.9.5</b>   | Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.   | <b>SE/TE:</b> 1107, 1115, 1266, 1274–1275<br><b>TE Only:</b> 1009  |
| <b>USH.9.6</b>   | Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.   | Opportunities to address this standard may be found on the following pages:<br><b>SE/TE:</b> 1235–1237, 1248–1249, 1251, 1283, 1289  |
| <b>Standard 10: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.</b> |  |  |
| <b>Historical Thinking</b>   |  |  |
| <b>USH.10.1</b>  | Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.   | <b>SE/TE:</b> 252, 370, 449, 651<br><b>TE Only:</b> 256, 272, 306, 388b, 983, 1045   |
| <b>USH.10.2</b>  | 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. | <b>SE/TE:</b> 370, 449, 651<br><b>TE Only:</b> 132, 141, 282, 285b, 320, 364, 368, 405, 471, 517, 542, 545, 602, 676, 853, 871, 962, 1127, 1169, 1201, 121   |
| <b>USH.10.3</b>  | Analyze multiple, unexpected, and complex causes and effects of events in the past.  | <b>SE/TE:</b> 225, 253, 651, 722, 760<br><b>TE Only:</b> 23, 26, 35b, 44, 209–210, 237, 261, 287, 330, 352, 357, 409, 443, 445–447, 458, 593, 600, 621, 716, 718b, 721, 753, 849, 977, 983, 1044, 1088, 1097, 1133 |
| <b>USH.10.4</b>  | Assess competing historical interpretations of a particular historical moment, historical event, or historical change.   | <b>SE/TE:</b> 34, 252, 370, 449, 532, 651, 692<br><b>TE Only:</b> 89, 299b, 364, 983, 1169   |
| <b>USH.10.5</b>  | Develop arguments, defended with historical evidence, which explain historical change.   | <b>SE/TE:</b> 651, 692<br><b>TE Only:</b> 64, 89, 184, 371, 445, 593, 600  |
| <b>Grades 9–10: Learning Outcome for Literacy in History/Social Studies Learning</b>   |  |  |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard   | Descriptor   | Citations  |
|--|--|--|
| <b>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.</b> |  |  |
| <b>9-10.LH.1.1</b>   | 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. | <b>SE/TE:</b> 34, 250, 268, 277, 291, 308, 315, 327, 351, 393, 423, 440, 443, 461, 472, 517, 532, 541, 572, 585, 593, 623, 631, 663, 682, 689, 737–738, 745, 783, 798, 844, 920, 963, 1007, 1029, 1073, 1089, 1117, 1136<br><b>TE Only:</b> 5, 107, 146, 169, 282, 347, 362, 724, 791, 1080  |
| <b>9-10.LH.1.2</b>   | Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.   | <b>SE/TE:</b> 34, 45, 103, 141, 195, 229, 273, 301, 339, 413, 453, 492, 565, 617, 651, 697, 777, 798, 821, 851, 909, 1013, 1095, 1117, 1161, 1218, 1269, 1329<br><b>TE Only:</b> 4, 6, 9, 14–15, 19, 27, 28d, 30, 35, 35b, 35d, 36, 38, 40, 42, 44, 48, 52, 56, 60–62, 64, 71b, 78, 79–80, 82, 86, 86d, 89, 92–93, 95, 95d, 96, 101b, 102, 105b, 106, 119, 121, 127, 129, 132, 132d, 139b, 140, 145, 153b, 159d, 165–166, 180–181, 194, 197b, 208, 211, 213d, 216–217, 219b, 219d, 220–221, 228, 240d, 242, 246, 256, 261, 262d, 270, 271b, 272, 282, 285b, 286–287, 290, 291d, 293–294, 298, 299b, 300, 303b, 304, 306, 314, 319–320, 321d, 324–326, 328b, 328d, 332, 335, 338, 341b, 347, 349, 355d, 359, 362–363, 378, 383, 388b, 388d, 396, 409, 412, 422, 427, 429, 433, 435, 438–439, 440d, 442–443, 446–447, 452, 455b, 458, 460, 464d, 471–472, 475b, 482, 483d, 484–485, 491, 502, 508d, 515d, 527b, 533, 535d, 537, 545, 549, 553, 556, 559, 562, 564, 567b, 578, 581d, 582, 590, 590b, 593, 595d, 600, 603b, 606, 613–614, 616, 620–621, 623, 627–628, 636, 646, 650, 666, 672, 674, 675d, 681, 687b, 696, 699b, 701, 709d, 712, 724, 727, 736, 738, 739d, 748, 751b, 768d, 770, 776, 779b, 780, 782, 788d, 791–792, 798b, 805b, 805d, 808, 811d, 816, 820, 833, 846, 856d, 869, 885d, 896, 900, 908, 911b, 918, 949d, 950, 962, 966, 975b, 979, 984, 997b, 1005d, 1037b, 1052, 1059, 1067b, 1071, 1077d, 1080, 1083, 1085d, 1095d, 1102d, 1116, 1120, 1124–1125, 1126d, 1127–1128, 1134d, 1137–1138, 1141d, 1148d, 1150, 1154, 1160, 1165, 1167, 1171, 1173–1174, 1176–1177, 1185, 1190, 1190b, 1194, 1196d, 1197, 1201, 1203, 1206b, 1208, 1210, 1216, 1227, 1229d, 1232, 1240c, 1244, 1248, 1253, 1259d, 1263, 1265, 1268, 1271b, 1278, 1281d, 1289, 1293d, 1298, 1301, 1302, 1311d, 1322–1323, 1328 |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard  | Descriptor  | Citations   |
|---|---|---|
| <b>Key Ideas and Textual Support (Reading)</b>  |   |   |
| <b>LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.</b>                 |   |   |
| <b>9-10.LH.2.1</b>  | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                      | <b>SE/TE:</b> 491<br><b>TE Only:</b> 102, 194, 228, 272, 300, 320, 338, 409, 429, 542, 564, 616, 696, 972, 1012, 1052, 1080, 1216, 1268, 1328   |
| <b>9-10.LH.2.2</b>  | 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.        | <b>SE/TE:</b> 45, 268, 572, 631<br><b>TE Only:</b> 122, 183, 395, 430, 457, 735, 917, 989, 992, 1001, 1027, 1128  |
| <b>9-10.LH.2.3</b>  | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.   | <b>TE Only:</b> 288, 354, 367, 376, 381, 419, 548, 619b, 625, 625d, 646, 701, 709d, 882, 899, 925, 1175   |
| <b>Structural Elements and Organization (Reading)</b>   |   |   |
| <b>LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.</b>     |   |   |
| <b>9-10.LH.3.1</b>  | 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.        | <b>SE/TE:</b> 512<br><b>TE Only:</b> 18, 27, 31, 55b, 73, 83, 112, 159, 162, 169, 176, 186, 222, 235, 277, 285b, 311, 344, 387, 393, 407, 417, 428, 450, 469, 485, 507, 513, 531, 538, 546, 575, 640, 644, 673, 695, 708, 726, 754, 772, 786, 803, 826, 852, 877, 927, 937, 942, 968, 988, 1009, 1020, 1061, 1099, 1104, 1151, 1167, 1229, 1238, 1253, 1265, 1276, 1304, 1314, 1320 |
| <b>9-10.LH.3.2</b>  | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  | <b>SE/TE:</b> 712<br><b>TE Only:</b> 113d, 327  |
| <b>9-10.LH.3.3</b>  | 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. | <b>SE/TE:</b> 34, 252<br><b>TE Only:</b> 5, 132, 270, 294, 464d, 1127   |
| <b>Synthesis and Connection of Ideas (Reading)</b>  |   |   |
| <b>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</b> |   |   |
| <b>9-10.LH.4.1</b>  | Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.  | <b>SE/TE:</b> 35, 88, 237, 343, 366, 373, 408, 434, 522, 530, 579, 611, 624, 661, 677, 715, 732, 759, 803, 813, 865, 919, 948, 978, 987, 999, 1008, 1106, 1136, 1144, 1150, 1183, 1205, 1263, 1278, 1280, 1286, 1297, 1307, 1317<br><b>TE Only:</b> 35d, 264, 297, 403, 729, 758, 877, 942–943, 967, 1021, 1180   |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard   | Descriptor  | Citations  |
|--|---|--|
| 9-10.LH.4.2  | Assess the extent to which the reasoning and evidence in a text support the author’s claims.  | <b>TE Only:</b> 270, 300, 304, 328b, 537, 989  |
| 9-10.LH.4.3  | Analyze the relationships among primary and secondary sources on the same topic.  | <b>SE/TE:</b> 777<br><br><b>Digital Resources:</b><br>Skillbuilder Handbook: Evaluating Sources<br>Skillbuilder Handbook: Using Primary and Secondary Sources  |
| <b>Writing Genres (Writing)</b>  |   |  |
| <b>LH.5: Write for different purposes and to specific audiences or people.</b>   |   |  |
| 9-10.LH.5.1  | Write arguments focused on discipline-specific content.   | <b>SE/TE:</b> 229, 301, 453, 525, 565, 697, 749, 909, 973, 1013, 1053, 1117, 1217, 1329<br><b>TE Only:</b> 19, 45, 89, 103, 119, 141, 195, 211, 228, 273, 293–294, 300, 304, 328b, 339, 413, 452, 485, 491, 515d, 524, 542, 603b, 606, 617, 627, 651, 821, 928, 945, 1059, 1124, 1148d, 1161, 1196d, 1227, 1268–1269, 1328         |
| 9-10.LH.5.2  | Write informative texts, including analyses of historical events.   | <b>SE/TE:</b> 491, 777, 909, 1269<br><b>TE Only:</b> 14, 29, 44, 61, 140, 194, 300, 338, 362, 412, 422, 439, 636, 650, 696, 748, 776, 820, 869, 908, 918, 972, 1052, 1116, 1160, 1201, 1216  |
| <b>The Writing Process (Writing)</b>   |   |  |
| <b>LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.</b> |   |  |
| 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. | <b>SE/TE:</b> 301<br><b>TE Only:</b> 153b, 219b, 240d, 262d, 275b, 291d, 321d, 328d, 341b, 355d, 360c, 415b, 424d, 567b, 581d, 590b, 595d, 603b, 608d, 675d, 699b, 709d, 739d, 768d, 856d, 1190b, 1196d, 1217, 1251d, 1301d  |
| 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.   | <b>SE/TE:</b> 273, 339, 697, 749, 777, 821<br><b>TE Only:</b> 4, 15, 27, 48, 52, 64, 78, 79, 82, 92, 96, 116, 129, 166, 198, 208b 219b, 220, 388b, 404, 425, 433, 455b, 530, 556, 559, 565, 607, 623, 628, 646, 666, 687b, 688, 780, 789, 792, 799, 804, 876, 882, 973, 1040, 1060, 1186–1187, 1237, 1243, 1251d, 1256, 1275, 1302 |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard  | Descriptor  | Citations  |
|---|---|--|
| <b>The Research Process (Writing)</b>   |   |  |
| <b>LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.</b> |   |  |
| <b>9-10.LH.7.1</b>  | 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.   | <b>SE/TE:</b> 34, 45, 103, 252, 301, 370, 687, 777, 821, 1013, 1034, 1037, 1053, 1095, 1161, 1217, 1269<br><b>TE Only:</b> 8, 14–15, 27, 29, 35, 35b, 36, 38, 40, 48, 52, 56–57, 60–62, 64, 72, 78, 79–80, 82, 86, 89, 92–93, 95, 96, 120b, 121, 127, 129, 132, 139b, 148, 166, 168, 180–181, 190, 198, 208, 220–221, 232, 242, 255b, 256, 262d, 268, 271b, 282–283, 286, 291d, 293–294, 298, 306, 319, 324, 327, 328d, 335–336, 349, 361, 362, 364–365, 383, 388b, 389, 395, 401, 404–405, 410, 416, 422, 425, 429, 433, 439, 443, 446–447, 455b, 458, 475, 475b, 482, 484, 494, 502, 510, 515d, 516, 522, 527b, 530, 535, 537, 541, 544–545, 549, 553, 556, 582–584, 600, 603b, 607–608, 620, 623, 634, 636–637, 646, 654, 660, 672, 676, 688, 712, 736–737, 741, 749, 766, 779b, 780, 782, 784, 789, 792, 795, 798b, 801, 804, 805b, 808–809, 811b, 811d, 812–813, 815–816, 832–833, 840, 858, 869, 871, 876, 878, 882, 895, 903, 914, 918, 921, 924, 928, 938, 945, 956, 959, 980, 985, 1005d, 1009, 1018, 1023, 1028–1029, 1031, 1040, 1048, 1059–1060, 1067, 1067b, 1071, 1077d, 1085d, 1091, 1095d, 1096, 1111, 1117, 1124, 1129, 1134d, 1135, 1154, 1164, 1168–1169, 1174, 1176, 1177b, 1180, 1184, 1186–1187, 1190, 1193, 1195, 1197, 1200, 1202, 1207, 1210, 1212–1214, 1219b, 1221, 1223, 1225, 1227, 1231–1232, 1234, 1237–1238, 1240, 1240c, 1242, 1242b, 1243, 1247–1248, 1256–1257, 1266, 1275, 1277, 1281d, 1295, 1302–1303, 1311d, 1315, 1319, 1329 |
| <b>9-10.LH.7.2</b>  | 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: APA or Chicago). | <b>TE Only:</b> 40, 198, 220, 530, 545, 556, 634, 636, 741, 784, 1169  |
| <b>9-10.LH.7.3</b>  | Draw evidence from informational texts to support analysis, reflection, and research.   | <b>SE/TE:</b> 301<br><b>TE Only:</b> 89, 132, 168, 784, 1127, 1169   |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard   | Descriptor   | Citations  |
|--|--|--|
| <b>Grades 11–12: Learning Outcome for Literacy in History/Social Studies Learning</b>  |  |  |
| <b>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.</b> |  |  |
| <b>11-12.LH.1.1</b>  | 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. | <b>SE/TE:</b> 34, 250, 268, 277, 291, 308, 315, 327, 351, 393, 423, 440, 443, 461, 472, 517, 532, 541, 572, 585, 593, 623, 631, 663, 682, 689, 737–738, 745, 783, 798, 844, 920, 963, 1007, 1029, 1073, 1089, 1117, 1136<br><b>TE Only:</b> 5, 107, 146, 169, 282, 347, 362, 724, 791, 1080  |
| <b>11-12.LH.1.2</b>  | Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.   | <b>SE/TE:</b> 34, 45, 103, 141, 195, 229, 273, 301, 339, 413, 453, 492, 565, 617, 651, 697, 777, 798, 821, 851, 909, 1013, 1095, 1117, 1161, 1218, 1269, 1329<br><b>TE Only:</b> 4, 6, 9, 14–15, 19, 27, 28d, 30, 35, 35b, 35d, 36, 38, 40, 42, 44, 48, 52, 56, 60–62, 64, 71b, 78, 79–80, 82, 86, 86d, 89, 92–93, 95, 95d, 96, 101b, 102, 105b, 106, 119, 121, 127, 129, 132, 132d, 139b, 140, 145, 153b, 159d, 165–166, 180–181, 194, 197b, 208, 211, 213d, 216–217, 219b, 219d, 220–221, 228, 240d, 242, 246, 256, 261, 262d, 270, 271b, 272, 282, 285b, 286–287, 290, 291d, 293–294, 298, 299b, 300, 303b, 304, 306, 314, 319–320, 321d, 324–326, 328b, 328d, 332, 335, 338, 341b, 347, 349, 355d, 359, 362–363, 378, 383, 388b, 388d, 396, 409, 412, 422, 427, 429, 433, 435, 438–439, 440d, 442–443, 446–447, 452, 455b, 458, 460, 464d, 471–472, 475b, 482, 483d, 484–485, 491, 502, 508d, 515d, 527b, 533, 535d, 537, 545, 549, 553, 556, 559, 562, 564, 567b, 578, 581d, 582, 590, 590b, 593, 595d, 600, 603b, 606, 613–614, 616, 620–621, 623, 627–628, 636, 646, 650, 666, 672, 674, 675d, 681, 687b, 696, 699b, 701, 709d, 712, 724, 727, 736, 738, 739d, 748, 751b, 768d, 770, 776, 779b, 780, 782, 788d, 791–792, 798b, 805b, 805d, 808, 811d, 816, 820, 833, 846, 856d, 869, 885d, 896, 900, 908, 911b, 918, 949d, 950, 962, 966, 975b, 979, 984, 997b, 1005d, 1037b, 1052, 1059, 1067b, 1071, 1077d, 1080, 1083, 1085d, 1095d, 1102d, 1116, 1120, 1124–1125, 1126d, 1127–1128, 1134d, 1137–1138, 1141d, 1148d, 1150, 1154, 1160, 1165, 1167, 1171, 1173–1174, 1176–1177, 1185, 1190, 1190b, 1194, 1196d, 1197, 1201, 1203, 1206b, 1208, 1210, 1216, 1227, 1229d, 1232, 1240c, 1244, 1248, 1253, 1259d, 1263, 1265, 1268, 1271b, 1278, 1281d, 1289, 1293d, 1298, 1301, 1302, 1311d, 1322–1323, 1328 |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard  | Descriptor  | Citations   |
|---|---|---|
| <b>Key Ideas and Textual Support (Reading)</b>  |   |   |
| <b>LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.</b>                 |   |   |
| <b>11-12.LH.2.1</b>   | 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.   | <b>TE Only:</b> 320, 468, 989   |
| <b>11-12.LH.2.2</b>   | 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.  | <b>SE/TE:</b> 45, 572<br><b>TE Only:</b> 395, 430, 989                                    |
| <b>11-12.LH.2.3</b>   | Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   | <b>SE/TE:</b> 449<br><b>TE Only:</b> 89, 464d, 928, 1127, 1169                            |
| <b>Structural Elements and Organization (Reading)</b>   |   |   |
| <b>LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.</b>     |   |   |
| <b>11-12.LH.3.1</b>   | 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: how Madison defines faction in Federalist No. 10). | <b>SE/TE:</b> 277, 712<br><b>TE Only:</b> 320, 366, 393, 435, 450, 468, 590, 1073         |
| <b>11-12.LH.3.2</b>   | 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.   | <b>TE Only:</b> 113d, 327   |
| <b>11-12.LH.3.3</b>   | Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.   | <b>SE/TE:</b> 252, 301, 816, 1034<br><b>TE Only:</b> 1127, 1169                           |
| <b>Synthesis and Connection of Ideas (Reading)</b>  |   |   |
| <b>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</b> |   |   |
| <b>11-12.LH.4.1</b>   | Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: visually, quantitatively, as well as in words) in order to address a question or solve a problem.                                  | <b>SE/TE:</b> 301, 1013, 1053<br><b>TE Only:</b> 64, 542, 607, 741, 804, 808, 1037b, 1132 |

Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
 Indiana Standards for Social Studies (2020), United States History (1877 to Present)

| Standard  | Descriptor  | Citations  |
|---|---|--|
| 11-12.LH.4.2  | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.  | <b>SE/TE:</b> 301<br><b>TE Only:</b> 304, 537, 542, 815, 989, 1127, 1169   |
| 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.  | <b>SE/TE:</b> 301<br><b>TE Only:</b> 5, 132, 464d, 741, 1127   |
| <b>Writing Genres (Writing)</b>   |   |  |
| <b>LH.5: Write for different purposes and to specific audiences or people.</b>  |   |  |
| 11-12.LH.5.1  | Write arguments focused on discipline-specific content.   | <b>SE/TE:</b> 229, 301, 453, 525, 565, 697, 749, 909, 973, 1013, 1053, 1117, 1217, 1329<br><b>TE Only:</b> 19, 45, 89, 103, 119, 141, 195, 211, 228, 273, 293–294, 300, 304, 328b, 339, 413, 452, 485, 491, 515d, 524, 542, 603b, 606, 617, 627, 651, 821, 928, 945, 1059, 1124, 1148d, 1161, 1196d, 1227, 1268–1269, 1328 |
| 11-12.LH.5.2  | Write informative texts, including analyses of historical events.   | <b>SE/TE:</b> 491, 777, 909, 1269<br><b>TE Only:</b> 14, 29, 44, 61, 140, 194, 300, 338, 362, 412, 422, 439, 636, 650, 696, 748, 776, 820, 869, 908, 918, 972, 1052, 1116, 1160, 1201, 1216  |
| <b>The Writing Process (Writing)</b>  |   |  |
| <b>LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.</b>      |   |  |
| 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. | <b>SE/TE:</b> 301<br><b>TE Only:</b> 153b, 219b, 240d, 262d, 275b, 291d, 321d, 328d, 341b, 355d, 360c, 415b, 424d, 567b, 581d, 590b, 595d, 603b, 608d, 675d, 699b, 709d, 739d, 768d, 856d, 1190b, 1196d, 1217, 1251d, 1301d  |
| 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.   | <b>SE/TE:</b> 1013<br><b>TE Only:</b> 116, 159d  |
| <b>The Research Process (Writing)</b>   |   |  |
| <b>LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.</b> |   |  |
| 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                                       | <b>SE/TE:</b> 34, 45, 103, 252, 301, 370, 687, 777, 821, 1013, 1034, 1037, 1053, 1095, 1161, 1217, 1269<br><b>TE Only:</b> 8, 14–15, 27, 29, 35, 35b, 36, 38, 40, 48, 52, 56–57, 60–62, 64, 72, 78, 79–80, 82, 86, 89, 92–93, 95, 96, 120b, 121, 127, 129,   |



**Houghton Mifflin Harcourt *American History* ©2018 correlated to the  
Indiana Standards for Social Studies (2020), United States History (1877 to Present)**

| Standard            | Descriptor   | Citations   |
|---------------------|--|---|
|                     | sources on the subject, demonstrating understanding of the subject under investigation.  | 132, 139b, 148, 166, 168, 180–181, 190, 198, 208, 220–221, 232, 242, 255b, 256, 262d, 268, 271b, 282–283, 286, 291d, 293–294, 298, 306, 319, 324, 327, 328d, 335–336, 349, 361, 362, 364–365, 383, 388b, 389, 395, 401, 404–405, 410, 416, 422, 425, 429, 433, 439, 443, 446–447, 455b, 458, 475, 475b, 482, 484, 494, 502, 510, 515d, 516, 522, 527b, 530, 535, 537, 541, 544–545, 549, 553, 556, 582–584, 600, 603b, 607–608, 620, 623, 634, 636–637, 646, 654, 660, 672, 676, 688, 712, 736–737, 741, 749, 766, 779b, 780, 782, 784, 789, 792, 795, 798b, 801, 804, 805b, 808–809, 811b, 811d, 812–813, 815–816, 832–833, 840, 858, 869, 871, 876, 878, 882, 895, 903, 914, 918, 921, 924, 928, 938, 945, 956, 959, 980, 985, 1005d, 1009, 1018, 1023, 1028–1029, 1031, 1040, 1048, 1059–1060, 1067, 1067b, 1071, 1077d, 1085d, 1091, 1095d, 1096, 1111, 1117, 1124, 1129, 1134d, 1135, 1154, 1164, 1168–1169, 1174, 1176, 1177b, 1180, 1184, 1186–1187, 1190, 1193, 1195, 1197, 1200, 1202, 1207, 1210, 1212–1214, 1219b, 1221, 1223, 1225, 1227, 1231–1232, 1234, 1237–1238, 1240, 1240c, 1242, 1242b, 1243, 1247–1248, 1256–1257, 1266, 1275, 1277, 1281d, 1295, 1302–1303, 1311d, 1315, 1319, 1329 |
| <b>11-12.LH.7.2</b> | 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 selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: APA or Chicago). | <b>TE Only:</b> 40, 198, 220, 530, 545, 556, 634, 636, 741, 784, 1169   |
| <b>11-12.LH.7.3</b> | Draw evidence from informational texts to support analysis, reflection, and research.  | <b>SE/TE:</b> 301<br><b>TE Only:</b> 89, 132, 168, 784, 1127, 1169  |