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Indiana Academic Standards for Social Studies (2020)
United States Government

Standard	Descriptor	Citations
United States Government		
Standard 1: Students identify, define, compare, and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.		
The Nature of Politics and Government		
USG.1.1	Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.	SE/TE: 4, 12, 14–15, 16, 348–349, 364–365, 376–377, 400–401, 412–413, 434–435, 446–447, 468–469
USG.1.2	Define the terms and explain the relationship between politics, government, and public policy.	SE/TE: 4–5, 6–7, 8–9, 10–11, 255, 257, 516–517, 540–541, 542–543, 548–549 TE Only: 2, 3, 3a–3b
USG.1.3	Interpret and analyze the purposes and functions of government found in the Preamble of the United States Constitution.	SE/TE: 6–7, 8–9, 29, 50–51, 68–69, 70–71 TE Only: 7 Digital Resources Interactive Reader and Study Guide: Chapter 1 Section 1
USG.1.4	Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, including anarchy.	SE/TE: 12, 14–15, 16–17, 19, 26, 28–29, 33, 486–487, 498–499 TE Only: 3b, 15, 18 Digital Resources Interactive Reader and Study Guide: Chapter 1 Section 2
USG.1.5	Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.	SE/TE: 27, 32–33, 34, 37, 38, 42, 486–487, 498–499 TE Only: 27 Digital Resources Interactive Reader and Study Guide: Chapter 1 Section 3

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Standard	Descriptor	Citations
USG.1.6	Compare and contrast unitary, confederate, and federal systems of government.	SE/TE: 14–15, 18–19, 28–29, 486–487, 498–499
USG.1.7	Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals.	SE/TE: 10, 23, 25, 26–27, 28–29, 32–33, 62–63, 68–69, 70–71, 76, 83, 87, 90–91, 116–117, 156–157, 186–187, 214–215, 242–243, 274–275, 314–315, 348–349
USG.1.8	Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.	SE/TE: 20, 23, 25, 26–27, 28–29, 32–33, 42, 62–63, 68–69, 79, 83, 84–85, 87, 88, 90–91, 116–117, 156–157, 186–187, 214–215, 242–243, 274–275, 314–315, 348–349 TE Only: 48 Digital Resources Interactive Reader and Study Guide: Chapter 2 Section 3
USG.1.9	Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties	SE/TE: 4–5, 16–17, 20, 23, 29, 32–33, 34, 52, 54, 59, 62–63, 71, 83, 87, 89
Standard 2: Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.		
Foundations of Government in the United States		
USG.2.1	Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).	SE/TE: 4, 5, 10, 32–33, 34, 36–37, 42, 49, 50–51, 53, 55, 57, 58–59, 60, 66, 79, 82–83, 86 TE Only: 58, 61 Digital Resources Interactive Reader and Study Guide: Chapter 2 Section 5
USG.2.2	Understand the concept of compromise and evaluate its application during the Constitutional Convention.	SE/TE: 23, 40, 51, 52–53, 54–55, 64, 67, 79 TE Only: 54 Digital Resources Interactive Reader and Study Guide: Chapter 2 Section 4

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Standard	Descriptor	Citations
USG.2.3	Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States	SE/TE: 21, 26–27, 32–33, 34, 36–37, 40–41, 42–43, 44–45, 46, 47, 62–63, 78–79, 90–91, 116–117, 156–157, 186–187, 214–215, 242–243, 274–275, 314–315, 348–349
USG.2.4	Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.	SE/TE: 7–8, 11, 12, 14, 17, 21, 26, 28, 32–33, 34, 36–37, 40–41, 42–43, 44–45, 46, 47, 48, 58, 64–65 TE Only: 33, 34, 35 Digital Resources Interactive Reader and Study Guide: Chapter 2 Section 1
USG.2.5	Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.	SE/TE: 7–8, 11, 12, 15, 22, 28, 36, 41, 43, 62, 65, 69 TE Only: 40, 41, 43, 46 Digital Resources Interactive Reader and Study Guide: Chapter 2 Section 2 Video: Independence!
USG.2.6	Explain how a shared American civic identity is based on commitment to foundational ideas in Founding Era documents and how it has changed through subsequent periods of United States history to present day.	SE/TE: 7, 8, 11, 12, 15, 21, 22, 26–27, 34, 36, 41, 43, 62–63, 64–65, 72, 90–91, 116–117, 156–157, 186–187, 214–215, 242–243, 314–315 TE Only: 70, 72, 74, 77 Digital Resources Interactive Reader and Study Guide: Chapter 3 Section 1
USG.2.7	Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).	SE/TE: 48–49, 50, 53, 54, 57, 58–59, 60, 64–65, 73, 78, 80, 82, 187, 260
USG.2.8	Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.	SE/TE: 12, 15, 16, 20–21, 22, 23, 25, 32, 36, 56, 60, 73, 76, 284–285, 316–317, 342–343, 350–351 TE Only: 81 Digital Resources Interactive Reader and Study Guide: Chapter 3 Section 2

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Standard	Descriptor	Citations
Standard 3: Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relation to their constitutional government.		
Purposes, Principles, and Institutions of the Government of the United States		
USG.3.1	Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.	SE/TE: 8–9, 12, 15, 17, 21, 22, 26–27, 28–29, 30–31, 34, 36, 37, 48, 52, 54, 84. 112–113, 114–115, 118–119 TE Only: 88, 91, 97, 100 Digital Resources Interactive Reader and Study Guide: Chapter 3 Section 3 Interactive Reader and Study Guide: Chapter 4 Section 1
USG.3.2	Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana.	SE/TE: 18, 37, 42, 44–45, 59, 64, 68, 70, 72–73, 76, 118–119, 126–127, 225, 234, 267, 270, 488 TE Only: 104 Digital Resources Interactive Reader and Study Guide: Chapter 4 Section 2 Video: FDR’s New Deal
USG.3.3	Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.	SE/TE: 17, 26–27, 30–31, 36, 37, 42, 44, 70, 76, 92, 94–95, 104–105, 112–113 TE Only: 113, 117, 123, 129, 133, 139, 144, 151, 158, 526 Digital Resources Interactive Reader and Study Guide: Chapter 4 Section 3 Interactive Reader and Study Guide: Chapter 5 Section 1 Interactive Reader and Study Guide: Chapter 5 Section 2 Interactive Reader and Study Guide: Chapter 5 Section 3 Interactive Reader and Study Guide: Chapter 5 Section 4 Interactive Reader and Study Guide: Chapter 5 Section 5 Interactive Reader and Study Guide: Chapter 16 Section 1
USG.3.4	Explain the relationship between limited government and a market economy.	SE/TE: 12, 25, 26, 34, 37, 42, 68, 71, 211, 213, 510–511
USG.3.5	Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”	SE/TE: 16–17, 35, 36, 42, 51, 58, 71, 96, 122–123

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Standard	Descriptor	Citations
USG.3.6	Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.	SE/TE: 42, 74, 77, 90–91, 94, 127, 133–134, 169
USG.3.7	Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.	SE/TE: 7, 19, 36, 42, 53, 72, 73, 74, 88, 102–103, 112–113, 118–119, 125–126, 135, 225, 234, 242, 288 TE Only: 170, 172, 176 Digital Resources Interactive Reader and Study Guide: Chapter 6 Section 2
USG.3.8	Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups, and businesses.	SE/TE: 211–213, 216–217 TE Only: 207, 208, 210, 214, 215, 510, 511, 514, 516 Digital Resources Interactive Reader and Study Guide: Chapter 7 Section 3 Interactive Reader and Study Guide: Chapter 15 Section 3
USG.3.9	Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.	SE/TE: 149, 155, 156–157, 158–159
USG.3.10	Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.	SE/TE: 78, 83, 92–93
USG.3.11	Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary.	SE/TE: 220, 225, 226–227, 232–233, 241, 242–243, 244–245 TE Only: 221, 222, 228, 231, 234, 242 Digital Resources Interactive Reader and Study Guide: Chapter 8 Section 1 Interactive Reader and Study Guide: Chapter 8 Section 2 Interactive Reader and Study Guide: Chapter 8 Section 3
USG.3.12	Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.	SE/TE: 180, 185, 186–187, 195, 196–197, 205 TE Only: 182, 198 Digital Resources Interactive Reader and Study Guide: Chapter 6 Section 3

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Standard	Descriptor	Citations
USG.3.13	Explain the electoral process in terms of election laws and election systems on the national, state, and local level.	SE/TE: 267, 272, 363, 364–365, 378 TE Only: 270 Digital Resources Interactive Reader and Study Guide: Chapter 9 Section 4 Video: Primaries, Caucuses, and Conventions
USG.3.14	Analyze the election of Benjamin Harrison, Indiana’s only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.	Opportunities to address this standard may be found on pages SE/TE: 169, 179, 265, 267
USG.3.15	Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.	SE/TE: 260, 265, 266, 274–275, 276–277 TE Only: 262, 264 Digital Resources Interactive Reader and Study Guide: Chapter 9 Section 3
USG.3.16	Explain and evaluate the original purpose and role of the Electoral College and its relevance today.	SE/TE: 89, 165–166, 365 TE Only: 165, 167 Digital Resources Interactive Reader and Study Guide: Chapter 6 Section 1 Video: The Electoral College
USG.3.17	Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.	SE/TE: 520–525, 526–527, 528–539, 540–541, 542–547 TE Only: 530, 533, 536, 540, 544, 548 Digital Resources Interactive Reader and Study Guide: Chapter 16 Section 2 Interactive Reader and Study Guide: Chapter 16 Section 3
USG.3.18	Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.	SE/TE: 254–255, 276–277 TE Only: 193, 257 Digital Resources Interactive Reader and Study Guide: Chapter 7 Section 1 Interactive Reader and Study Guide: Chapter 9 Section 2

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Standard	Descriptor	Citations
USG.3.19	Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998), and <i>Bush v. Gore</i> (2000).	SE/TE: 74–75, 86, 171, 225, 234–235, 236, 242, 243 TE Only: 281, 289, 297, 300, 305, 315, 394, 396, 400, 405, 407, 412, 420, 422, 426 Digital Resources Interactive Reader and Study Guide: Chapter 10 Section 1 Interactive Reader and Study Guide: Chapter 10 Section 2 Interactive Reader and Study Guide: Chapter 10 Section 3 Interactive Reader and Study Guide: Chapter 10 Section 4 Interactive Reader and Study Guide: Chapter 13 Section 1 Interactive Reader and Study Guide: Chapter 13 Section 2 Interactive Reader and Study Guide: Chapter 13 Section 3
USG.3.20	Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Alden v. Maine</i> (1999), <i>Furman v. Georgia</i> (1972), and <i>Lopez v. United States</i> (1995), and the denial of certiorari for the Terri Schiavo case (2005).	SE/TE: 105, 107, 133, 235 TE Only: 430, 434 Digital Resources Interactive Reader and Study Guide: Chapter 13 Section 4
USG.3.21	Describe the influence of the media and technology on public opinion and public policy.	SE/TE: 248, 250, 251, 361–363, 449–450, 457 TE Only: 249, 250 Digital Resources Interactive Reader and Study Guide: Chapter 9 Section 1 Video: <i>Becoming a Candidate</i>
Standard 4: Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.		
The Relationship of the United States to Other Nation in World Affairs		
USG.4.1	Compare and contrast governments throughout the world with the United States government in terms of source of the government’s power.	SE/TE: 14, 19, 486, 495, 496–497, 498–499, 505, 506–507
USG.4.2	Describe how different governments interact in world affairs.	SE/TE: 437, 438, 445, 446–447, 448, 457, 458–459, 460, 468–469, 470–481, 482–483, 484 TE Only: 488, 490, 491, 496, 500, 503, 504, 506 Digital Resources Interactive Reader and Study Guide: Chapter 15 Section 1 Interactive Reader and Study Guide: Chapter 15 Section 2

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USG.4.3	Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts as they affect the United States or United States foreign policy.	SE/TE: 437, 438, 445, 446–447, 460, 467, 468–469, 470, 481, 482–483, 484 TE Only: 440, 444, 446, 451, 455, 458 Digital Resources Interactive Reader and Study Guide: Chapter 14 Section 1 Interactive Reader and Study Guide: Chapter 14 Section 2
USG.4.4	Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.	SE/TE: 460, 467, 468–469 TE Only: 463, 464, 465, 468 Digital Resources Interactive Reader and Study Guide: Chapter 14 Section 3
USG.4.5	Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.	SE/TE: 453, 455, 457
USG.4.6	Identify and describe strategies available to the United States government to achieve foreign policy objectives.	SE/TE: 437, 438, 445, 446–447, 460, 467, 468–469, 470, 482–483, 484
USG.4.7	Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy.	SE/TE: 448, 457, 458–459, 484
USG.4.8	Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.	SE/TE: 437, 438, 445, 446–447, 448, 457, 458–459, 460, 467, 468–469, 470, 482–483, 484, 493, 502, 514, 533 TE Only: 472, 474, 482 Digital Resources Interactive Reader and Study Guide: Chapter 14 Section 4
USG.4.9	Discuss specific foreign policy issues that impact local community and state interests.	SE/TE: 446–447, 458–459, 468–469, 482–483
Economics—National Economic Performance		
Standard 5: Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.		

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Standard	Descriptor	Citations
Toles of Citizens in the United States		
USG.5.1	Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.	SE/TE: 342, 347, 350–351 TE Only: 345 Digital Resources Interactive Reader and Study Guide: Chapter 11 Section 4
USG.5.2	Analyze the roles and responsibilities of citizens in Indiana and the United States.	SE/TE: 343–344, 348–349, 364, 376, 380, 412, 426, 434, 446, 458, 468, 496, 506, 516, 526, 540, 548 TE Only: 336, 338, 341 Digital Resources Interactive Reader and Study Guide: Chapter 11 Section 3
USG.5.3	Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes.	SE/TE: 23, 343–344
USG.5.4	Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.	SE/TE: 234, 236, 237, 258, 318–319, 320, 324, 325, 334, 342 TE Only: 323 Digital Resources Interactive Reader and Study Guide: Chapter 11 Section 1 Interactive Reader and Study Guide: Chapter 11 Section 2 Video: Civil Rights Act of 1964 Video: Biography: Thurgood Marshall
USG.5.5	Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.	SE/TE: 289, 291, 292, 293, 294, 298, 299, 327
USG.5.6	Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.	SE/TE: 248, 253, 254, 260, 267, 320, 325, 334, 342
USG.5.7	Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.	SE/TE: 248, 253, 254, 260, 267, 320, 325, 354, 363, 366, 376–377, 378, 386–387, 388 TE Only: 356, 362, 364, 380, 382, 386 Digital Resources Interactive Reader and Study Guide: Chapter 12 Section 3

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USG.5.8	Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.	SE/TE: 12, 41, 53, 74, 86, 109, 141, 172, 213, 229, 238, 258, 281, 290, 331, 364, 376, 386, 412, 426, 434, 446, 458, 468, 496, 506, 516, 526, 540, 548 TE Only: 371, 376 Digital Resources Interactive Reader and Study Guide: Chapter 12 Section 2
USG.5.9	Use information from a variety of resources to describe and discuss current American political issues.	SE/TE: 29, 65, 93, 159, 189, 217, 245, 277, 317, 351, 364, 376, 386, 412, 426, 434, 458, 468, 496, 506, 516, 526, 540, 548
Grades 9–10: 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.		
9-10.LH.1.1	Read and comprehend history/social studies texts with a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	This standard is addressed throughout the program. Representative pages: SE/TE: 12, 19, 21, 22–23, 25, 35, 71, 253, 255, 256, 259, 261, 262, 268, 281, 283, 284, 286, 290, 346, 391, 392, 394, 404, 432,
9-10.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	This standard is addressed throughout the program. Representative pages: SE/TE: 12, 19, 25, 29, 36, 55, 65, 253, 259, 265, 272, 277, 284, 317, 436, TE Only: 4, 6, 9, 11
Key Ideas and Textual Support (Reading)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
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.	This standard is addressed throughout the program. Representative pages: SE/TE: H6–H7, 22, 43, 59, 62, 69, 88, 93, 194, 239, 289, 295, 299, 317, 351, 473, 520
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.	This standard is addressed throughout the program. Representative pages: SE/TE: H6–H7, H12, 22, 29, 59, 65, 73, 75, 173, 194, 271, 277, 311, 317, 351, 366, 473, 520
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.	SE/TE: 50, 75, 78, 106, 132, 171, 200, 203, 237, 296, 329, 330, 332, 334,
Structural Elements and Organization (Reading)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		

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Standard	Descriptor	Citations
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.	This standard is addressed throughout the program. Representative pages: SE/TE: 45, 71, 80, 96, 122, 158, 188, 192, 248, 280; 320, 326, 334, 488,
9-10.LH.3.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SE/TE: H6–H7, 259, 272, 294, 317, 347, 488, 496, 497, 518, 550
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.	SE/TE: H4–H5, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341
Synthesis and Connection of Ideas (Reading)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
9-10.LH.4.1	Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.	SE/TE: 12, 19, 25, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547
9-10.LH.4.2	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	SE/TE: 13, 56, 75, 77, 107, 111, 132, 171, 203, 237, 273, 309, 333
9-10.LH.4.3	Analyze the relationships among primary and secondary sources on the same topic.	SE/TE: H6–H7, 13, 56, 77, 111, 148, 179, 205, 266, 341
Writing Genres (Writing)		
LH.5: Write for different purposes and to specific audiences or people.		
9-10.LH.5.1	Write arguments focused on discipline-specific content.	This standard is addressed throughout the program. Representative pages: SE/TE: 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
9-10.LH.5.2	Write informative texts, including analyses of historical events.	This standard is addressed throughout the program. Representative pages: SE/TE: 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
The Writing Process (Writing)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
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.	This standard is addressed throughout the program. Representative pages: SE/TE: 12, 29, 36, 60, 83, 102, 119, 126, 142, 155, 168, 178, 204, 213, 232, 239, 294, 313, 332, 347, 388, 484, 518

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Standard	Descriptor	Citations
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.	This standard is addressed throughout the program. Representative pages: SE/TE: 15, 38, 72, 104, 124, 176, 193, 222, 262, 282, 328, 336, 359, 371, 378, 385, 417, 45, 457, 480, 494, 502, 514, 519, 533
The Research Process (Writing)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
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.	This standard is addressed throughout the program. Representative pages: SE/TE: H6–H7, H12–H13, 65, 93, 117, 189, 215, 217, 277, 351
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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).	This standard is addressed throughout the program. Representative pages: SE/TE: H6–H7, H8, H12–H13, 29, 65, 73, 93, 189, 215, 217, 245, 277, 317, 351
9-10.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 65, 73, 88, 93, 117, 137, 189, 215, 217, 235, 277, 351, 473, 520
Grades 11–12: 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.		
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.	This standard is addressed throughout the program. Representative pages: SE/TE: 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518
11-12.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 12, 19, 29, 36, 42, 50, 55, 60, 89, 93, 102, 110, 119, 126, 136, 147, 155, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484
Key Ideas and Textual Support (Reading)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		

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Standard	Descriptor	Citations
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.	SE/TE: H6–H7, H12, 24, 29, 61, 73, 75, 107, 132, 159, 171, 203, 237, 245, 273, 309, 317, 366, 473, 520
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.	SE/TE: H8, H12, 22, 43, 59, 88, 119, 159, 171, 173, 239, 277, 289, 311, 317, 335, 366, 473, 520
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.	SE/TE: 32, 50, 57, 60, 78, 84, 103, 106, 169, 196, 200, 220, 254, 296, 334
Structural Elements and Organization (Reading)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
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: how Madison defines faction in Federalist No. 10).	This standard is addressed throughout the program. Representative pages: SE/TE: 28, 64, 92, 96, 118, 122, 158, 168, 178, 185, 188, 192, 195, 204, 213, 216, 225, 232, 241, 253, 259, 265
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.	SE/TE: H6–H7
11-12.LH.3.3	Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	SE/TE: H4–H5, H6–H7, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341
Synthesis and Connection of Ideas (Reading)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
11-12.LH.4.1	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.	This standard is addressed throughout the program. Representative pages: SE/TE: 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547

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Standard	Descriptor	Citations
11-12.LH.4.2	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	SE/TE: 13, 24, 56, 61, 75, 77, 111, 148, 171, 226, 266, 295, 309, 333, 341
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.	SE/TE: H6–H7, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341
Writing Genres (Writing)		
LH.5: Write for different purposes and to specific audiences or people.		
11-12.LH.5.1	Write arguments focused on discipline-specific content.	SE/TE: 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
11-12.LH.5.2	Write informative texts, including analyses of historical events.	SE/TE: 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
The Writing Process (Writing)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
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.	SE/TE: 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
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.	SE/TE: H13, H15, 359, 361, 369, 371, 385, 421, 445, 457, 465, 493, 502, 514, 533, 539
The Research Process (Writing)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
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.	This standard is addressed throughout the program. Representative pages: SE/TE: H6–H7, H8, H12–H13, 65, 93, 117, 189, 215, 217, 277, 351
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	SE/TE: H5, H6–H7, H8, H12, 65, 93, 117, 189, 215, 217, 277, 351

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Standard	Descriptor	Citations
	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: APA or Chicago).	
11-12.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: H5, H6–H7, H12–H13, 29, 65, 73, 93, 117, 119, 159, 189, 215, 217, 277, 317, 351