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# Indiana Academic Standards Ethnic Studies



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## Introduction

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

## What are the Indiana Academic Standards?

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

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

## Acknowledgments

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



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## **Social Studies: Ethnic Studies (1516)**

*Ethnic Studies provides a framework to broaden students' perspectives concerning historical and contemporary lived experiences and cultural practices of ethnic and racial groups in the United States. This course may either focus on a particular ethnic or racial group or take a comparative approach across multiple groups. Course content should be presented from the perspective of the ethnic or racial group(s). The course may include an analysis of the economic, intellectual, social, and political contributions of an ethnic or racial group(s), as well as the socio-political and economic forces that create systemic challenges to accessing resources and opportunities. As a result, this course will better prepare students for an increasingly diverse, global community and participation in a democratic society.*

*The Indiana Department of Education (IDOE) encourages the use of multicultural curriculum materials and provides multiple resources on IDOE's website which is updated periodically. These standards are intended to be cross-curricular and may be taught as a social studies course and used in other subject areas including English/Language Arts.*

*The Indiana Ethnic Studies course contains four standards with distinct indicators. Teachers are encouraged to build connections between standards in lessons. The standards are not required to be taught in a specific sequence.*

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



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### Standard 1: Cultural Self-Awareness

**ES.1.1**

*Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.*

**ES.1.2**

*Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.*

**ES.1.3**

*Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.*



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### Standard 2: Cultural Histories within the United States Context and Abroad

<b>ES.2.1</b>	<i>Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.</i>
<b>ES.2.2</b>	<i>Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).</i>
<b>ES.2.3</b>	<i>Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.</i>
<b>ES.2.4</b>	<i>Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.</i>



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### Standard 3: Contemporary Lived Experiences and Cultural Practices

**ES.3.1**

*Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.*

**ES.3.2**

*Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.*



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### Standard 4: Historical and Contemporary Contributions

**ES.4.1**

*Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.*

**ES.4.2**

*Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.*



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# Indiana Academic Standards History/Social Studies Literacy





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

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

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

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



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## Learning Outcome for Literacy in History/Social Studies Learning

**LH.1:** Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p><b>6-8.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p><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.</p>	<p><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.</p>
<p><b>6-8.LH.1.2:</b> Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><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.</p>	<p><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.</p>



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<b>Key Ideas and Textual Support (<i>Reading</i>)</b>		
<b>LH.2:</b> Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<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>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>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<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>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.



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**6-8.LH.2.3:** Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

**9-10.LH.2.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**11-12.LH.2.3:** Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.



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## Structural Elements and Organization (*Reading*)

**LH.3:** Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p><b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><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.</p>	<p><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: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p><b>6-8.LH.3.2:</b> Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p><b>9-10.LH.3.2:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><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.</p>



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<p><b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).</p>	<p><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.</p>	<p><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.</p>
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<b>Synthesis and Connection of Ideas (<i>Reading</i>)</b>		
<b>LH.4:</b> Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<p><b>6-8.LH.4.1:</b> Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p><b>9-10.LH.4.1:</b> Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.</p>	<p><b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.</p>
<p><b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>



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<p><b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p><b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.</p>	<p><b>11-12.LH.4.3:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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<b>WRITING GENRES (<i>WRITING</i>)</b>		
<b>LH.5:</b> Write for different purposes and to specific audiences or people.		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<p><b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<p><b>9-10.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>
<p><b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<p><b>9-10.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>



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## THE WRITING PROCESS (*WRITING*)

**LH.6:** Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

### GRADES 6-8

**6-8.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

**6-8.LH.6.2:** Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### GRADES 9-10

**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.

**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.

### GRADES 11-12

**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.

**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.





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## THE RESEARCH PROCESS (*WRITING*)

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

### GRADES 6-8

**6-8.LH.7.1:** Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### GRADES 9-10

**9-10.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### GRADES 11-12

**11-12.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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<p><b>6-8.LH.7.2:</b> Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p><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: <i>APA</i> or <i>Chicago</i>).</p>	<p><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 selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p><b>6-8.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>9-10.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>11-12.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>