



DEPARTMENT OF EDUCATION

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*Working Together for Student Success*

# Indiana Academic Standards Ethnic Studies

Standards Approved June 2018

## Indiana Department of Education

# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards. It is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

## Ethnic Studies

*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.

- DOE Code: 1516
- Recommended Grade Level: High school
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Courses are an elective for all diplomas

*IDOE encourages the use of multi-cultural curriculum materials and will provide multiple resources on the IDOE website which will be 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 ELA.

*Curriculum resources will be made available on the website to support the unpacking and delivery of instruction on these standards.*

## CONTENT STRANDS

The Indiana Ethnic Studies course contains four standards divided into different strands which are interconnected. Teachers are encouraged to build connections between strands in lessons, not necessarily presenting them in the sequence listed.

**Strand 1 — Cultural Self-Awareness**

**Strand 2 — Cultural Histories within the U.S. Context and Abroad**

**Strand 3 — Contemporary Lived Experiences and Cultural Practices**

**Strand 4 — Historical and Contemporary Contributions**

## Strand 1: CULTURAL SELF AWARENESS

### **Standard 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.

### **Standard 1.2:**

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

### **Standard 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.

## STRAND 2: CULTURAL HISTORIES WITHIN THE U.S. CONTEXT AND ABROAD

### **Standard 2.1**

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.

### **Standard 2.2**

Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).

### **Standard 2.3**

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.

### **Standard 2.4**

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.

## **STRAND 3: CONTEMPORARY LIVED EXPERIENCES AND CULTURAL PRACTICES**

### **Standard 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.

### **Standard 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.

## STRAND 4: HISTORICAL AND CONTEMPORARY CONTRIBUTIONS

### **Standard 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.

### **Standard 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.



# Indiana Academic Standards

## Content Area Literacy: History/Social Studies

*Approved April 2014*

**Guiding Principle:** *Students develop discipline-specific reading and writing skills. Within the areas of history/social studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: 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 should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., history/social studies teachers, science teachers, career and technical education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

## In Literacy in History/Social Studies, students are expected to do the following:

<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>		
<b>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>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
<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.	<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>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>6-8.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<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>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>LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
<b>Extract and construct meaning from history/social studies texts using a variety of comprehension skills</b>		
<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.
<b>6-8.LH.2.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i> ).	<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>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>LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b>		
<b>Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message</b>		
<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>

<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 (e.g., <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 (e.g., <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>
<p><b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <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>

### LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)

Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims

GRADES 6-8	GRADES 9-10	GRADES 11-12
<b>6-8.LH.4.1:</b> Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i> ) with other information in print and digital texts.	<b>9-10.LH.4.1:</b> Integrate quantitative or technical analysis (e.g., <i>charts, research data</i> ) with qualitative analysis in print or digital text.	<b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i> ) in order to address a question or solve a problem.
<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>11-12.LH.4.2:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.	<b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.	<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.

### LH.5: WRITING GENRES (WRITING)

Write for different purposes and to specific audiences or people

GRADES 6-8	GRADES 9-10	GRADES 11-12
<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>9-10.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.
<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>9-10.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.

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

### Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

GRADES 6-8	GRADES 9-10	GRADES 11-12
<b>6-8.LH.6.1:</b> 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.	<b>9-10.LH.6.1:</b> 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>11-12.LH.6.1:</b> 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>6-8.LH.6.2:</b> Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>9-10.LH.6.2:</b> 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>11-12.LH.6.2:</b> Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## LH.7: THE RESEARCH PROCESS (WRITING)

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

GRADES 6-8	GRADES 9-10	GRADES 11-12
<b>6-8.LH.7.1:</b> 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.	<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>11-12.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>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 (e.g., <i>APA</i> or <i>Chicago</i> ).	<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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>Chicago</i> ).	<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 (e.g., <i>APA</i> or <i>Chicago</i> ).
<b>6-8.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>9-10.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>11-12.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.

Approved April 2014