

# Washington State Ethnic Studies Framework:

Supporting the Teaching of Ethnic Studies in K-12



**Washington Ethnic Studies  
Advisory Committee**

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## Introduction

In 2018, the Washington State Legislature passed [Senate Bill 5023](#) (SB 5023) requiring the Office of Superintendent of Public Instruction (OSPI) to establish an Ethnic Studies Advisory Committee (ESAC) and identify resources and materials for teaching Ethnic Studies in grades 7–12. In 2019, the Legislature passed [Senate Bill 6066](#) (SB 6066) expanding the scope of work to include all grades K–12. The ESAC is responsible for developing a framework to support the teaching of Ethnic Studies to students in grades K–12 and to consider piloting of Ethnic Studies materials and professional development for educators.

In accordance with the legislation, OSPI assembled the Ethnic Studies Advisory Committee (ESAC), which includes members of the Washington State Commissions of African American Affairs, Asian Pacific American Affairs, and Hispanic Affairs, as well as members of community-based organizations, school district administrators, teachers, and students from around Washington state. This framework is the result of two years of collaboration with the ESAC and other community partners.

*“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”*

–Richard Shaull; Foreword, *Pedagogy of the Oppressed*

Over two years, the Ethnic Studies Advisory Committee worked to create a framework grounded in research-based pedagogy and applicable from kindergarten to 12th grade across content areas. The ESAC interacted with and learned from stakeholders, national and statewide Ethnic Studies content experts, state boards, professors, community-based organizations, youth groups, school district administrators, teachers, and families. The ESAC used the input received from these organizations and individuals to inform the development of the Washington State Ethnic Studies Framework, consisting of three domains: Identity, History, and Civic Action. These domains are approached through the overarching domain of Power to promote humanity, joy, and positive futures for our students and their communities.

To assist districts and educators in creating a culturally responsive, developmentally appropriate Ethnic Studies program, this document includes best practices, tools, and resources for districts and educators as they prepare for and implement Ethnic Studies instruction. Additionally, educators and districts may utilize the [Ethnic Studies Open Educational Resources \(OER\)](#) portal with the following four buttons:

- [Ethnic Studies Framework and Implementation Tools](#)
- [Professional Learning Tools](#)
- [Activities and Lessons to Build Community](#)
- [Museums and Community Organizations](#)

These buttons contain materials and resources curated from researchers, community-based organizations, and other content experts and provided to assist districts choosing to implement Ethnic Studies programs in grades K–12.

## **The Washington State Ethnic Studies Framework**

The Washington State Ethnic Studies Framework is intended to support educators and administrators implementing Ethnic Studies in a way that builds the knowledge and skills that all public-school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures, as directed by the Legislature. Ethnic Studies requires partnerships between schools, families, and community-based organizations (CBOs), and may be applied kindergarten through 12th grade, across content areas, or to guide establishment of an Ethnic Studies course in grades 7–12.

### **What is Ethnic Studies?**

Ethnic Studies is an interdisciplinary and comparative study of the social, cultural, political, and economic experiences of ethno-racial groups. Ethnic Studies recovers and reconstructs the counter-narratives, perspectives, epistemologies, and cultures of those who have been neglected and denied full participation within traditional institutions. Ethnic Studies also examines and amplifies the contributions Black, Indigenous, People of Color (BIPOC) communities have made in shaping U.S. culture and society (Butler 2001; Hu-Dehart 1993; Yang 2000). Further, by engaging students deeply with multiple perspectives, including those that resonate with their own experiences, Ethnic Studies taught well is academically rigorous.

### **Benefits of Teaching Ethnic Studies in K–12**

All students benefit from Ethnic Studies. It is important for all students to understand the impact when systems of power, in any form, marginalize any community. When we elevate and recognize the histories and identities of marginalized groups, we create powerful opportunities for students to see their stories as part of the fabric of United States history. In doing so, we empower students to engage in civic action to improve our nation for all citizens.

Ethnic Studies scholar Christine Sleeter explains, “rather than being divisive, ethnic studies helps students to bridge differences that already exist in experiences and perspectives.” Schools that teach Ethnic Studies or related coursework accomplish the following:

- address racialized experiences and ethnic differences as real and unique;
- build greater understanding and communication across ethnic differences; and
- reveal underlying commonalities that can bind by bringing individuals and groups together.

Research shows a clear correlation between providing Ethnic Studies or similar coursework and student achievement. Both white students and students of color are more likely to be engaged in school and to recognize cultural identities and values of both themselves and others. One recent study from the National Academy of Sciences found that Ethnic Studies “can provide

students with an opportunity to engage with critical, anti-racist content in a rigorous college-preparatory course that promotes academic success.” The Committee has assembled the research used in creating the Framework and supporting documents, which can be found on the [Ethnic Studies Open Educational Resources \(OER\)](#) portal described in the Introduction.

## Foundations for Implementation

The Washington State Ethnic Studies Framework aligns closely with best practices for Social Emotional Learning (SEL). Therefore, as with SEL, the following practices are critical to ensuring that an Ethnic Studies program is implemented appropriately: <sup>1</sup>

1. **Create the conditions to support Ethnic Studies in every grade**—to maintain a positive school climate and culture and infuse Ethnic Studies into school policies and practices inside and outside of the classroom.
2. **Do this work in collaboration**—with the full school and community involved from the outset of planning, through implementation and review. That includes families, students, community-based organizations, educators, and professionals who play critical roles in the life of a school (e.g., school counselors, social workers, and psychologists).
3. **Build adult capacity**—to engage with all students and communities, to be anti-racist in our practice, and to create learning environments in which students feel safe and supported.

## The Framework



The Ethnic Studies Advisory Committee created the Washington State Ethnic Studies Framework to provide districts and educators a clear entry point for engaging in Ethnic Studies. The Framework is intended for use across grade levels and disciplines. It is not intended to be a lesson or unit plan; rather it draws on the best practices for placing student wellbeing at the center of classroom instruction. The Framework contains four domains: Power, History, Identity, and Civic Action through which students and educators incorporate Ethnic Studies. It should be noted that

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<sup>1</sup> Practices section modified from the SEL Implementation Guide created by the Washington State Social Emotional Learning Indicators Workgroup

these are not linear and not meant to be addressed in any particular order; rather, each should be viewed in relationship to the others.

## Domains

1. **History—How does the study of history from multiple perspectives help us better understand current movements to create a just and equitable society?** Understanding historical context is key to critically analyzing existing and ongoing racial oppression. Historical context is important across all disciplines and content areas.
2. **Identity—Who am I and how does my understanding and use of my identities impact the self, community, and environment?** Individuals exist within complex culture and identities, so deeply understanding who we are as individuals is necessary to build strong relationships with people in our communities.
3. **Civic Action—How can we engage our critical consciousness to empower collective action for change in selves, communities, and the environment?** Students, educators, and communities work together using critical consciousness to create collective civic action for change in ourselves, communities, and the environment.
4. **Power—How are my understandings of history, identity, and civic action rooted in an analysis of power?** Students and educators examine their personal and collective agency and systemic racial oppression.

## Preparing to Teach Ethnic Studies

Ethnic Studies teachers need to be prepared to teach beyond untold histories. They need to be prepared to help students develop a critical understanding of the world and their place in it, utilizing academic knowledge and tools to act toward transformation. It is not enough to adopt an Ethnic Studies curriculum without attending to pedagogy, which requires a deep understanding and relationship to the purpose, context, content, methods, and identity of students, teachers, and school leaders (Tintiango-Cubales, Kohli, Sacramento, Henning, Agarqwal-Rangnath & Sleeter, 2019).

In developing an Ethnic Studies curriculum for the state of California, the California Department of Education concluded the following:

*“Ethnic studies requires a commitment among its teachers to personal and professional development, deep content knowledge, social-emotional learning, safe and healthy classroom management practices, and instructional strategies that develop higher-order thinking skills in children. It requires a commitment from the school community—parents, administrators, elected officials, and nonprofit partners—to support an ethnic studies program even when it challenges conventional ideals or prompts difficult conversations.”*

Indeed, Washington schools engaged in Ethnic Studies should support community-wide commitment to this work. To that end, the tools included in this document aim to assist schools and educators in successfully implementing Ethnic Studies.



## Essential Knowledge for an Ethnic Studies Educator

Schools and educators must attend to pedagogy before adopting an Ethnic Studies curriculum. Elements of Ethnic Studies pedagogy essential to K–12 educators include:

1. Embracing the purpose of Ethnic Studies, which is to eliminate racism by critiquing, resisting, and transforming systems of oppression on institutional, interpersonal, and internal levels.
2. Learning about the personal, cultural, and community contexts that impact students' epistemologies and positionalities, while creating strong relationships with families and community organizations in local areas.
3. Developing curriculum that is responsive to students' cultural, historical, and contemporary experiences and encourages academic engagement.
4. Implementing practices and methods that are responsive to community needs and problems.
5. Self-reflecting on teacher identity and making explicit how identity impacts power relations in the classroom and in the community. Ultimately, Ethnic Studies needs to be created and implemented in localized ways to provide all students, but especially students of color, with a meaningful, responsive, and rigorous curriculum where multiple perspectives are respected, affirmed, and honored.

To support educators' proficiency in Ethnic Studies pedagogy, materials and resources specific to Ethnic Studies pedagogy are summarized below and available on the [Ethnic Studies Open Educational Resources \(OER\)](#) portal.

- A Brief History of Ethnic Studies and the Myth of the Achievement Gap
- Ethnic Studies Content Knowledge and Pedagogy
- Community Responsive Pedagogy and Ethnic Studies
- Culturally Responsive Pedagogy and Ethnic Studies

## Classroom Practice

Washington state includes diverse communities and classrooms. Each community has a different ethnic makeup, and each demographic group has a unique history and contributions to our state. *In creating a broad framework, we are encouraging schools to access the rich knowledge banks that exist in their own communities.* By creating four broad domains in the Washington State Ethnic Studies Framework, we have provided schools the flexibility to build Ethnic Studies programs that both draw from—and are responsive to—the needs of their local communities. Schools implementing Ethnic Studies programs ensure adopted instructional materials reflect community voice and provide the content knowledge necessary to prepare students for civic engagement.

As schools implement Ethnic Studies, it is important to keep the following in mind:

1. **Professional development must precede implementation and be ongoing.** Ethnic Studies is not a curriculum. Ethnic Studies is an epistemology, or a paradigm. It requires educators to transform their beliefs about the purpose of education, the cultural and

community wealth of their students, and their role in supporting students to achieve success—as defined by their students and families. For these reasons, transformative professional development is vital before any attempts at transformation in the classroom. Professional development must focus on racial identity development of educators and culturally responsive pedagogy. See the [Ethnic Studies Open Educational Resources \(OER\)](#) portal for organizations offering professional development.

2. **Ethnic Studies is dynamic.** Power and race are dynamic, so Ethnic Studies should be, too. Students' lives, experiences, and intersecting identities shift as they learn and grow. Power dynamics are influenced by socio-political and economic factors. Ethnic Studies educators should be committed to life-long learning and to being anti-racist practitioners. Content for Ethnic Studies courses should be taken from current events to respond to these dynamic shifts. Textbooks and other resources that are not frequently updated should not be used to create Ethnic Studies content. Ethnic Studies educators value students and their communities as teaching and learning resources.
3. **Understanding racial power dynamics while centering resistance and joy.** Ethnic Studies critiques racial power dynamics in the U.S. and the world that have centered narratives of whiteness. Using counter-narratives, Ethnic Studies shifts the center of teaching and learning to the stories of people and communities of color and their intersectional experiences.
4. **Ethnic Studies is student- and community-centered.** Students in their communities become actors instead of objects in their own education. Ethnic Studies comes with the expectation that students have the power and agency to change their current reality and that of people in their community. An Ethnic Studies educator understands they are facilitators in the learning of their students, not experts on their students' experiences. When educators and students have this understanding, they also understand that, while no one person is responsible for the political construction of race and racial oppression, we are all responsible for ending it.
5. **Ethnic Studies affirms the humanity of all people.** Ethnic Studies challenges the dominant narrative by supporting all students in reclaiming their agency as actors, not objects. Ethnic Studies educators understand that events, beliefs, and concepts have historical context. Students are supported in developing their critical consciousness using historical context to understand and analyze current events, beliefs, and concepts. These actions affirm the humanity of students, educators, and communities by deeply understanding how we are connected historically and how whiteness works to divide us all.

## Resources and Materials

OSPI is responsible for identifying and making available, with support from the Ethnic Studies Advisory Committee, materials and resources for use in grades K–12 (SB 6066). The materials and resources must be designed to prepare students to be global citizens in a global society with an appreciation for the contributions of multiple cultures. OSPI has developed an [Ethnic Studies Open Educational Resources \(OER\)](#) page where materials and resources have been made available. Over time, ESAC will continue to advise, assist, and make recommendations to OSPI to include a larger selection of student-facing materials.

## Identification of Existing State Standards

OSPI, with support from the Ethnic Studies Advisory Committee, is also responsible for identifying existing state learning standards that “address the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures” (SB 6066). Standard alignments for additional content areas are available on OSPI’s [Ethnic Studies Open Educational Resources \(OER\)](#) website under *Implementation Materials*.

In addition, in order to offer additional Ethnic Studies strategies to districts and educators, in collaboration with the ESAC, OSPI created a more in-depth crosswalk between the [Washington State Social Studies Learning Standards](#) and the Washington State Ethnic Studies Framework. Often, Ethnic Studies is taught by social studies teachers and closely aligned with the social sciences. It is also important to understand that Ethnic Studies can and should be incorporated through multiple content areas. The crosswalk between OSPI Social Studies Learning Standards and the Washington State Ethnic Studies Framework is found in [Appendix A](#). As districts begin to deepen their understanding of Ethnic Studies as a pedagogical practice, we anticipate they will begin to expand their implementation to include additional content areas.

## Ethnic Studies Self-Assessment for Districts and Educators

This self-assessment recognizes that successful implementation of Ethnic Studies goes beyond just determining curriculum and pedagogical approaches. It requires that teachers, administrators, and policymakers become aware of how ideological and structural dynamics at multiple levels shape what happens inside the classroom. By encouraging stakeholders to ask these questions, we identify obstacles early on and strategize more effectively to ensure Ethnic Studies is more than just a pledge. This reflective guide is only a starting point. Each school community is embedded within a unique context that requires these questions be adapted accordingly. Nonetheless, a self-assessment is critical to supporting and sustaining Ethnic Studies over time.

## Ethnic Studies Self-Assessment for Districts and Educators

SELF	CLASSROOM	SCHOOL/DISTRICT	POLICY
<p><input type="checkbox"/> What resources (e.g. material, intellectual, administrative) do I need to continuously reflect on my identities, my students' identities, and my relationship to structure and power in order to teach Ethnic Studies or lead efforts to ensure its <i>authentic</i> and <i>expansive</i> implementation? How am I proactively seeking out these resources?</p> <p><input type="checkbox"/> How do I understand white supremacy as a <i>structural condition</i>? How does white supremacy show up in my everyday practice as a teacher/ administrator? What can I do daily to challenge white supremacy and its intersection with other forms of oppression?</p> <p><input type="checkbox"/> What networks of support do I need as an emerging anti-racist educator/administrator? How can I contribute to the building of learning communities that are needed to sustain and grow Ethnic Studies?</p> <p><input type="checkbox"/> As I develop critical literacies and approaches to Ethnic Studies, how do I remain a perpetual learner committed to ongoing self-reflection?</p>	<p><input type="checkbox"/> How does my classroom reflect ethnic and racial diversity – from the images on the walls to the content of what I teach? What resources and materials do I need to ensure my classroom <i>authentically</i> and <i>expansively</i> reflects the diversity of BIPOC communities?</p> <p><input type="checkbox"/> What am I doing to identify and cultivate the gifts BIPOC children and youth already bring to the classroom (e.g., community cultural wealth<sup>2</sup>)?</p> <p><input type="checkbox"/> How is my teaching community-centered? How is it sustaining community practices?</p> <p><input type="checkbox"/> How am I creating opportunities for BIPOC<sup>3</sup> youth, their families, and their communities to hold me accountable for engaging Ethnic Studies <i>authentically</i> and <i>expansively</i> in my classroom?</p> <p><input type="checkbox"/> How is my teaching providing the content, resources, and skills for BIPOC students to address community concerns, <i>as defined by them</i>?</p> <p><input type="checkbox"/> How am I disrupting the binary between teacher and student, and instead working to co-construct knowledge in my classroom?</p>	<p><input type="checkbox"/> What is the culture around racial equity at my school/district?</p> <p><input type="checkbox"/> Has my school/district explicitly named goals for working toward racial equity? Do these goals include Ethnic Studies?</p> <p><input type="checkbox"/> If racial equity practices exist at my school/district, are they optional or mandatory?</p> <p><input type="checkbox"/> How is my school/district providing necessary resources (material, intellectual, administrative) and <i>vetted</i> professional development opportunities to enact an Ethnic Studies praxis?</p> <p><input type="checkbox"/> What ongoing feedback loop is available at my school/district for community input regarding racial (in)equity? Ethnic Studies?</p> <p><input type="checkbox"/> How is my school/district shifting power to youth, teachers, and community members to ensure the implementation of Ethnic Studies remains accountable to the movements and communities at the center of Ethnic Studies praxis?</p> <p><input type="checkbox"/> What is my school/district doing to support Ethnic Studies teachers when they receive push back or resistance?</p>	<p><input type="checkbox"/> Do policies exist that support racial equity at my district/school?</p> <p><input type="checkbox"/> Do policies exist that support an adequately funded Ethnic Studies program at my school/district?</p> <p><input type="checkbox"/> Do policies exist that support ongoing professional development in Ethnic Studies for teachers and administrators?</p> <p><input type="checkbox"/> How can I best advocate for policies that will fund and support P-12 Ethnic Studies?</p> <p><input type="checkbox"/> Are racial equity audits being conducted periodically to ensure Ethnic Studies is supported and implemented <i>authentically</i> and <i>expansively</i>?</p> <p><input type="checkbox"/> When policymaking takes place, particularly processes that affect the implementation and future of Ethnic Studies, whose voices are being prioritized? Whose voices are being marginalized. How do we ensure BIPOC youth, families, educators, and communities <i>lead</i>?</p> <p><input type="checkbox"/> Do policies make clear that Ethnic Studies is a <i>pedagogical praxis</i>, one that needs to be implemented across P-12 and content areas? Do these policies refuse to confine Ethnic Studies to a "textbook," grade level, or subject area?</p>

**Source:** Developed by ESAC co-facilitators Brooke Brown and Denisha Saucedo in partnership with Washington Ethnic Studies Now (WAESN) and the Ethnic Studies Advisory Committee Youth Advisory.

<sup>2</sup> Yosso, Tara J. (2005). Whose culture has capital?: A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Educational*, 8(1), 69-91.

<sup>3</sup> Black, Indigenous, and People of Color



## Conclusion and Next Steps

The Ethnic Studies Advisory Committee believes in our state's commitment to providing all public-school students with the skills they need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. Ethnic Studies engages students deeply with multiple perspectives, including those that resonate with their own experiences. While this Framework serves as a clear entry point for engaging in Ethnic Studies, this work is ongoing.

As school districts statewide develop capacity for their educators to teach Ethnic Studies, the ESAC offers the following recommendations to our state's leaders and policymakers in order to support this critical work:

1. Identify additional high-quality Ethnic Studies materials and resources for educators and students.
2. Increase investments in high-quality, sustained professional development opportunities for all educators.
3. Support collaboration between OSPI and educational partners to determine the needs for teacher preparation, development, and continued support for program implementation.
4. Continue inquiry and research on the needs of district leadership and administrators to determine the tools and training required to support district implementation of Ethnic Studies.
5. Continue to engage OSPI staff, educators, and community experts to ensure Ethnic Studies programs integrate aligned state standards, including Social Emotional Learning Standards, that are accessible to all students.
6. Strengthen partnerships and authentic engagement with communities as districts implement Ethnic Studies to ensure communities are being engaged in the process, sharing knowledge and expertise, and contributing to local decision-making efforts.
7. Invest in ongoing research and inquiry around implementation challenges and successes in districts across Washington state, led by experts and grounded in a knowledge of Ethnic Studies praxis.

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## Appendix A: Crosswalk with Social Studies Learning Standards

Ethnic Studies is most often implemented by social studies educators with knowledge and experience in Ethnic Studies. For this reason, we have closely aligned the Ethnic Studies framework with Washington’s K–12 Social Studies Standards. Districts and educators seeking to expand their practice across other content areas should refer to the “OSPI Content Standards Alignment with Ethnic Studies” document found on the [Ethnic Studies Open Educational Resources \(OER\)](#) website, under *Implementation Materials*.

### Ethnic Studies Standards Crosswalk: Grades K–2

*The Ethnic Studies Framework uses four domains: History, Identity, Civic Action, and Power. Below are examples of these domains applied to the Social Studies Standards to create a more holistic and re-humanizing approach to district and classroom practices.*

*Often Ethnic Studies implementation is achieved by exploring more diverse, less Eurocentric, perspectives in curriculum and materials used in a classroom. Currently the Ethnic Studies Framework is aligned with the Social Studies Standards; however, Ethnic Studies does not live exclusively in the social studies domain and should be applied across disciplines.*

*One example of a practical application of the Ethnic Studies framework would be ensuring all kindergarten classes in your district use storybooks containing diverse representations of cultures, families, and genders. Another would be your district’s art classes including representations of Coast Salish design elements, such as a trigon or crescent, when teaching shapes. The standards alignments are not comprehensive; rather, they are a first step in being more intentional about what materials are included, or excluded, from our classrooms and the impact such additions or omissions may have on our students.*

GRADES K–2
Ethnic Studies Framework & Social Studies Standards Crosswalk
ETHNIC STUDIES FRAMEWORK
<b>History:</b> How does the study of <b>history</b> from multiple perspectives help us better understand current movements to create a just and equitable society?
<b>Identity:</b> Who am I and how does my understanding and use of my <b>identities</b> impact the self, community, and the environment?
<b>Civic Action:</b> How can we engage our critical consciousness to empower <b>collective action</b> for change in ourselves, communities, and the environment?
<b>Power:</b> How are my understandings of history, identity, and civic action rooted in an analysis of <b>power</b> ?
Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 1, how can classroom educators: <ul style="list-style-type: none"><li>• <i>expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students analyze and evaluate claims</i></li></ul>

<ul style="list-style-type: none"> <li>• <i>identify and include counter narratives when selecting materials and resources to analyze and evaluate claims</i></li> <li>• <i>support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students analyze and evaluate claims</i></li> </ul>		
<b>SOCIAL STUDIES STANDARD</b>		
<b>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</b>		
1. (Elementary) Knows that there are many sides to an argument and can share one's own side with evidence-based research.		
<b>ELEMENTARY (K–2):</b>	<b>SUGGESTED COMPONENT:</b>	<b>SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL</b>
Kindergarten:	SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teacher.	How do wants and needs affect my decisions? Why did I make those choices? How are my choices different from the choices of my classmates, and why might that be?
Grade 1	SSS1.1.3 Retell the sequence of events that have happened over time.	How do prior events affect our lives and different members of our community differently?
Grade 2	SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.	What rights and responsibilities do I have in and to my community? Where did those rights and responsibilities come from?

<b>GRADES K–2</b>		
<b>Ethnic Studies Framework &amp; Social Studies Standards Crosswalk</b>		
<b>ETHNIC STUDIES FRAMEWORK</b>		
Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 2, how can classroom educators: <ul style="list-style-type: none"> <li>• <i>expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use inquiry-based research</i></li> <li>• <i>identify and include counter narratives when selecting materials and resources when using inquiry-based research</i></li> <li>• <i>support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use inquiry-based research</i></li> </ul>		
<b>SOCIAL STUDIES STANDARD</b>		
<b>SSS2: Uses inquiry-based research.</b>		
2. Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.		
<b>ELEMENTARY (K–2):</b>	<b>SUGGESTED</b>	<b>SAMPLE COMPELLING QUESTIONS</b>

	COMPONENT:	BY GRADE LEVEL
Kindergarten	SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.	How can I contribute to my school community?
Grade 1	SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.	What are the reasons people move to different places?
Grade 2	SSS2.2.1 Identify disciplinary ideas associated with a compelling question.	Who are the people in my community who have made a positive difference?

## GRADES K-2

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 3, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students deliberate public issues*
- *identify and include counter narratives when selecting materials and resources to deliberate public issues*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students deliberate public issues*

#### SOCIAL STUDIES STANDARD

##### SSS3: Deliberates public issues.

3. Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.

ELEMENTARY (K-2):	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Kindergarten	SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.	What does it mean to contribute to a classroom community?
Grade 1	SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.	What factors might influence different opinions about what is good for my school and community?
Grade 2	SSS3.2.3 Use listening,	How are the rules of my school the

	consensus-building, and voting procedures to decide on and take action in their classrooms.	same and different as the rules in my community?
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## GRADES K-2

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 4, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience*
- *identify and include counter narratives when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.*

#### SOCIAL STUDIES STANDARD

**SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.**

4. Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

<b>ELEMENTARY (K-2):</b>	<b>SUGGESTED COMPONENT:</b>	<b>SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL</b>
Kindergarten	SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.	Where does my food grow and how does it get to me?
Grade 1	SSS4.1.1 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	How has my community's history contributed to local celebrations and customs?
Grade 2	SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.	How does my contribution make my neighborhood community a better place?



## Ethnic Studies Standards Crosswalk: Grades 3–5

*The Ethnic Studies Framework uses four domains: History, Identity, Civic Action, and Power. Below are examples of these domains applied to the Social Studies Skills standards to create a more holistic and re-humanizing approach to district and classroom practices.*

*Often Ethnic Studies implementation is achieved by exploring more diverse, less Eurocentric, perspectives in curriculum and materials used in a classroom. Currently the Ethnic Studies Framework is aligned with the Social Studies Skills Standards; however, Ethnic Studies does not live exclusively in the Social Studies domain and should be applied across disciplines.*

*One example of a practical application of the Ethnic Studies framework in your district's primary grades would be ensuring the inclusion of indigenous ways of knowing when engaging students in scientific exploration. Another would be your district's Art classes ensuring that students are exposed to artists and mediums representative of diverse cultures, narratives, and perspectives. The standards alignments are not comprehensive; rather, they are a first step in being more intentional about what materials are included, or excluded, from our classrooms and the impact such additions or omissions may have on our students.*

GRADES 3–5
Ethnic Studies Framework & Social Studies Standards Crosswalk
ETHNIC STUDIES FRAMEWORK
<b>History:</b> How does the study of <b>history</b> from multiple perspectives help us better understand current movements to create a just and equitable society?
<b>Identity:</b> Who am I and how does my understanding and use of my <b>identities</b> impact the self, community, and the environment?
<b>Civic Action:</b> How can we engage our critical consciousness to empower <b>collective action</b> for change in ourselves, communities, and the environment?
<b>Power:</b> How are my understandings of history, identity, and civic action rooted in an analysis of <b>power</b> ?
Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 1, how can classroom educators: <ul style="list-style-type: none"><li>• <i>expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students analyze and evaluate claims</i></li><li>• <i>identify and include counter narratives when selecting materials and resources to analyze and evaluate claims</i></li><li>• <i>support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students analyze and evaluate claims</i></li></ul>
SOCIAL STUDIES STANDARD
<b>SSS1:</b> Uses critical reasoning skills to analyze and evaluate claims.

5. Knows that there are many sides to an argument and can share one's own side with evidence-based research.		
ELEMENTARY (3–5)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grade 3	SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.	Why might different sources have different information about the same historical events or topics?
Grade 4	SSS1.4.2 Evaluate primary and secondary sources.	How do the laws in our communities help or hurt different groups of people?
Grade 5	SSS1.5.2 Construct arguments using claims and evidence from multiple sources.	Looking at multiple sources, how do the ideals stated in the Declaration of Independence and the United States Constitution still apply today? Do they apply equally to everyone?

## GRADES 3–5

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 2, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use inquiry-based research*
- *identify and include counter narratives when selecting materials and resources when using inquiry-based research*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use inquiry-based research*

#### SOCIAL STUDIES STANDARD

##### SSS2: Uses inquiry-based research.

6. Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.

ELEMENTARY (3–5)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grade 3	SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.	Why is it important to understand how and why trade impacts different cultural groups?
Grade 4	SSS2.4.1 Identify	How can artifacts and primary sources,

	disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.	including oral and written language, help us understand and share historical events?
Grade 5	SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	How well do maps in your classroom show how agricultural practices of the thirteen colonies forced the movement of African people as slave labor?

## GRADES 3–5

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 3, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students deliberate public issues*
- *identify and include counter narratives when selecting materials and resources when students deliberate public issues*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students deliberate public issues*

#### SOCIAL STUDIES STANDARD

SSS3: Deliberates public issues.

ELEMENTARY (3–5)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grade 3	SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States? How have some become mainstream and others marginalized?
Grade 4	SSS3.4.1 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have	What are the economic conditions that would cause people to relocate to or within Washington State?

	created in addressing local, regional, and global problems at various times and places.	
Grade 5	SSS3.5.1 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	How can you influence how different historical events are viewed and honored by the public?

## GRADES 3–5

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 4, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience*
- *identify and include counter narratives when selecting materials and resources when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students create a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience*

#### SOCIAL STUDIES STANDARD

**SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.**

7. Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

ELEMENTARY (3–5)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grade 4	SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.	How do new laws and rules affect various groups? (Examples may include tribes, religious groups, women, African Americans, etc.)

Grade 5	SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.	What does it mean to be a responsible citizen of the United States or a tribe?
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## Ethnic Studies Standards Crosswalk: Grades 6–8

*The Ethnic Studies Framework uses four domains: History, Identity, Civic Action, and Power Below are examples of these domains applied to the Social Studies Skills standards to create a more holistic and re-humanizing approach to district and classroom practices.*

*Often Ethnic Studies implementation is achieved by exploring more diverse, less Eurocentric, perspectives in curriculum and materials used in a classroom. Currently the Ethnic Studies Framework is aligned with the Social Studies Skills Standards; however, Ethnic Studies does not live exclusively in the Social Studies domain and should be applied across disciplines.*

*One example of a practical application of the Ethnic Studies framework in your district's middle levels would be ensuring language arts courses include opportunities for students to be exposed to and discuss diverse literary texts, written by BIPOC authors, with representations of cultures, families, and genders. Another would be your district's Art classes by analyzing how a response to art is influenced by understanding the time and place in which it was created, the available resources and cultural uses, for example art that was created by incarcerated Japanese Americans during WWII. The standards alignments are not comprehensive; rather, they are a first step in being more intentional about what materials are included, or excluded, from our classrooms and the impact such additions or omissions may have on our students.*

### GRADES 6–8

#### Ethnic Studies Framework & Social Studies Standards Crosswalk

##### ETHNIC STUDIES FRAMEWORK

**History:** How does the study of **history** from multiple perspectives help us better understand current movements to create a just and equitable society?

**Identity:** Who am I and how does my understanding and use of my **identities** impact the self, community, and the environment?

**Civic Action:** How can we engage our critical consciousness to empower **collective action** for change in ourselves, communities, and the environment?

**Power:** How are my understandings of history, identity, and civic action rooted in an analysis of **power**?

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 1, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use critical reasoning skills to analyze and evaluate claims*
- *identify and include counter narratives when selecting materials and resources when students use critical reasoning skills to analyze and evaluate claims*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use critical reasoning skills to analyze and evaluate claims*



SOCIAL STUDIES STANDARD		
SSS1: Uses critical reasoning skills to analyze and evaluate claims.		
8. Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.		
MIDDLE SCHOOL (6–8)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grades 6–8	SSS1.6–8.1 Analyze positions and evidence supporting an issue or an event.	How do you know that you have accumulated information that represents a range of multiple viewpoints?
Grades 6–8	SSS1.6–8.2 Evaluate the logic of reasons for a position on an issue or event.	How can we interpret the impact of an historical event? From whose perspective is the event presented?

<b>GRADES 6–8</b> <b>Ethnic Studies Framework &amp; Social Studies Standards Crosswalk</b>		
ETHNIC STUDIES FRAMEWORK		
Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 2, how can classroom educators: <ul style="list-style-type: none"> <li>• <i>expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use inquiry-based research</i></li> <li>• <i>identify and include counter narratives when selecting materials and resources when using inquiry-based research</i></li> <li>• <i>support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use inquiry-based research</i></li> </ul>		
SOCIAL STUDIES STANDARD		
SSS2: Uses inquiry-based research.		
9. The ability to develop questions is the foundation of a rich social studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry.		
MIDDLE SCHOOL (6–8)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grades 6–8	SSS2.6–8.1 Create and use research questions to guide inquiry on an issue or event.	What advantages are there to considering multiple perspectives when learning about an issue or event?
Grades 6–8	SSS2.6–8.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine	How do historians decide what goes on a timeline of history? Are the perspectives of all participants in an event represented? Who has

	the need for new or additional information when researching an issue or event.	written the history?
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## GRADES 6–8

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 3, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students deliberate public issues*
- *identify and include counter narratives when selecting materials and resources when students deliberate public issues*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students deliberate public issues*

#### SOCIAL STUDIES STANDARD

##### SSS3: Deliberates public issues.

10. Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

MIDDLE SCHOOL (6–8)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grades 6–8	SSS3.6–8.1 Engage in discussion, analyzing multiple viewpoints on public issues.	How do differing viewpoints contribute to the democratic process and effective policy decisions?  How should the rights and responsibilities of individuals be balanced with those of the larger society?

## GRADES 6–8

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 4, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students create a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience*
- *identify and include counter narratives when selecting materials and resources when students create a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience*

- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students create a product that uses social studies content to support a thesis, and present the product in an appropriate manner to a meaningful audience*

## **SOCIAL STUDIES STANDARD**

**SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.**

11. Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.

<b>MIDDLE SCHOOL (6– 8)</b>	<b>SUGGESTED COMPONENT:</b>	<b>SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL</b>
Grades 6–8	SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.	Why is it essential to have multiple sources of evidence?
Grades 6–8	SSS4.6-8.2 Use appropriate format to cite sources within an essay, presentation, and reference page.	How can you show the relationship between the evidence and the claim you are trying to support?

## Ethnic Studies Standards Crosswalk: Grades 9–12

*The Ethnic Studies Framework uses four domains: History, Identity, Civic Action, and Power. Below are examples of these domains applied to the Social Studies Skills standards to create a more holistic and re-humanizing approach to district and classroom practices.*

*Often Ethnic Studies implementation is achieved by exploring more diverse, less Eurocentric, perspectives in curriculum and materials used in a classroom. Currently the Ethnic Studies Framework is aligned with the Social Studies Skills Standards; however, Ethnic Studies does not live exclusively in the Social Studies domain and should be applied across disciplines.*

*One example of a practical application of the Ethnic Studies framework would be ensuring all kindergarten classes in your district use storybooks containing diverse representations of cultures, families, and genders. Another would be your district's Art classes providing students a demonstration of how visual and material culture defines, shapes, enhances, inhibits and/or empowers people's lives, for example the murals of Diego Rivera. The standards alignments are not comprehensive; rather, they are a first step in being more intentional about what materials are included, or excluded, from our classrooms and the impact such additions or omissions may have on our students.*

GRADES 9–12
Ethnic Studies Framework & Social Studies Standards Crosswalk
ETHNIC STUDIES FRAMEWORK
<b>History:</b> How does the study of <b>history</b> from multiple perspectives help us better understand current movements to create a just and equitable society?
<b>Identity:</b> Who am I and how does my understanding and use of my <b>identities</b> impact the self, community, and the environment?
<b>Civic Action:</b> How can we engage our critical consciousness to empower <b>collective action</b> for change in ourselves, communities, and the environment?
<b>Power:</b> How are my understandings of history, identity, and civic action rooted in an analysis of <b>power</b> ?
<p>Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 1, how can classroom educators:</p> <ul style="list-style-type: none"> <li>• <i>expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use critical reasoning skills to analyze and evaluate claims</i></li> <li>• <i>identify and include counter narratives when selecting materials and resources when students use critical reasoning skills to analyze and evaluate claims</i></li> <li>• <i>support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use critical reasoning skills to analyze and evaluate claims</i></li> </ul>
SOCIAL STUDIES STANDARD

SSS1: Uses critical reasoning skills to analyze and evaluate claims.		
12. Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.		
HIGH SCHOOL (9–12)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grades 9–12	SSS1.9–12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	How can we strengthen our arguments by effectively analyzing both claims and counterclaims?
Grades 9–12	SSS1.9–12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	What advantages are there to considering multiple perspectives when learning about an issue or event?
Grades 9–12	SSS1.9–12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	What are the points of agreement and disagreement surrounding interpretations of a topic?

## GRADES 9–12

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 2, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students use inquiry-based research*
- *identify and include counter narratives when selecting materials and resources when using inquiry-based research*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students use inquiry-based research*

#### SOCIAL STUDIES STANDARD

#### SSS2: Uses inquiry-based research.

13. The ability to develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers.

<b>HIGH SCHOOL (9–12)</b>	<b>SUGGESTED COMPONENT:</b>	<b>SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL</b>
Grades 9–12	SSS2.9–12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	What kinds of sources are needed to adequately answer questions, state claims, and provide evidence?
Grades 9–12	SSS2.9–12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	How do you know that you have accumulated information that represents a range of multiple view-points?

## GRADES 9–12

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 3, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students deliberate public issues*
- *identify and include counter narratives when selecting materials and resources when students deliberate public issues*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students deliberate public issues*

#### SOCIAL STUDIES STANDARD

##### SSS3: Deliberates public issues.

14. Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

<b>HIGH SCHOOL (9–12)</b>	<b>SUGGESTED COMPONENT:</b>	<b>SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL</b>
Grades 9–12	SSS3.9–12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.	How do differing viewpoints contribute to the democratic process and effective policy decisions?

Grades 9–12	SSS3.9–12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights	How can we create a culture of civic discourse?
Grades 9–12	SSS3.9–12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	How has civic debate and our knowledge of the past served to inform contemporary policies?

## GRADES 9–12

### Ethnic Studies Framework & Social Studies Standards Crosswalk

#### ETHNIC STUDIES FRAMEWORK

Applying the Ethnic Studies framework to Social Studies Skills (SSS) Standard 4, how can classroom educators:

- *expand and/or shift curriculum, materials, and discussion to include marginalized and forgotten voices when students create a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience*
- *identify and include counter narratives when selecting materials and resources when students create a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience*
- *support and engage student voices, particularly those of students who identify as Black, Indigenous, and People of Color when students create a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience*

#### SOCIAL STUDIES STANDARD

**SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.**

15. Social studies skills include the formation of questions, the ability to apply disciplinary knowledge and concepts, gather and evaluate sources, and develop claims and use evidence to support those claims.

HIGH SCHOOL (9–12)	SUGGESTED COMPONENT:	SAMPLE COMPELLING QUESTIONS BY GRADE LEVEL
Grades 9–12	SSS4.9–12.1 Evaluate	What constitutes a valid claim?



	multiple reasons or factors to develop a position paper or presentation.	
Grades 9–12	SSS4.9–12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	Explain why historians and other social science experts have agreement and disagreement about interpretations and applications of disciplinary concepts.
Grades 9–12	SSS4.9–12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	Why is it important to keep asking questions during research?