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## Vermont Ethnic Studies Standards Crosswalk With 9-12 Vermont State Board Adopted Standards

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## Identity Development

Vermont Ethnic Studies Standards	STATE BOARD ADOPTED STANDARDS (9-12)
<p><b>Identity Development:</b> Center the identities, knowledges, histories, experiences of Ethnic Studies Groups.</p> <ol style="list-style-type: none"> <li>A. Identify the contributions, cultures, and histories of Ethnic Studies Groups.</li> <li>B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e., race, ethnicity, gender, disability, sexual identify, etc.).</li> <li>C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys, and/or ancestral lineages while honoring the lived experiences of all.</li> <li>D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.</li> </ol>	<p><b>WORLD LANGUAGE</b>  <a href="#">ACTFL World Readiness Standards for Learning Languages</a>  <b>CULTURES</b> Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> <li>• <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul> <p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> <li>• <b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul>

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<p><b>Identity Development</b></p>	<p><b>FINANCIAL LITERACY</b>  No direct connections as standards are written.</p>

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<p><b>Identify Development</b></p>	<p><b>MATH</b></p> <p>No direct connections.</p>

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## Resisting Racism

Vermont Ethnic Studies Standards	STATE BOARD ADOPTED STANDARDS (9-12)
<p><b>Resisting Racism:</b> Cultivate systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities.</p> <ul style="list-style-type: none"> <li>A. Examine how systems work to uphold oppression and exclusion (i.e., white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)</li> <li>B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups</li> <li>C. Research the ways that systems have impact their lives, Ethnic Studies group, and Vermont.</li> <li>D. Develop new humanizing systems that value Ethnic Studies groups.</li> </ul>	<p><b>WORLD LANGUAGE</b>  <a href="#">ACTFL World Readiness Standards for Learning Languages</a>  <b>CULTURES</b> Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> <li>• Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul> <p><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> <li>• School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> </ul>
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	(continued Social Studies)  Causation and Argumentation <ul style="list-style-type: none"> <li>• D2. His. 14 Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2. His. 15 Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
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<p><b>Resisting Racism</b></p>	<p><b>PHYSICAL EDUCATION</b>            No direct connections.</p>
<p><b>Resisting Racism</b></p>	<p><b>SCIENCE</b>            No direct connections.</p>
<p><b>Resisting Racism</b></p>	<p><b>MATH</b>            No direct connections.</p>

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<p><b>Resisting Racism:</b> Cultivate systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities.</p> <ul style="list-style-type: none"> <li>A. Examine how systems work to uphold oppression and exclusion (i.e., white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)</li> <li>B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups</li> <li>C. Research the ways that systems have impact their lives, Ethnic Studies group, and Vermont.</li> <li>D. Develop new humanizing systems that value Ethnic Studies groups.</li> </ul>	<p><b>ARTS</b>  <a href="#">National Core Arts Standards</a>  <b>CREATE</b>  <b>MEDIA ARTS</b> <ul style="list-style-type: none"> <li>○ MA:Cr2.1.PK.HSI.a - Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.</li> </ul> <b>PRESENT /PRODUCE / PERFORM</b>  <b>MUSIC</b> <ul style="list-style-type: none"> <li>• HARMONIZING INSTRUMENTAL <ul style="list-style-type: none"> <li>○ MU:Pr6.1.H.HSI.a - Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</li> </ul> </li> </ul> </p>

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## Interconnectedness

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<p><b>Interconnectedness:</b> Value community cultural wealth and support community actualization.</p> <ul style="list-style-type: none"> <li>A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.</li> <li>B. Challenge deficit-thinking about Ethnic Studies Groups</li> <li>C. Build one’s purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity.</li> <li>D. Contribute to community actualization and an equitable distribution of power.</li> </ul>	<p><b>MATH</b>  <a href="#">Common Core Standards for Mathematics</a>            CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.            CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.</p>



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## Social Responsibility

Vermont Ethnic Studies Standards	STATE BOARD ADOPTED STANDARDS (9-12)
<p><b>Social Responsibility:</b> Uplift collective liberation, well being, and joy.</p> <ul style="list-style-type: none"> <li>A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.</li> <li>B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</li> <li>C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</li> <li>D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism and intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature- as an art of understanding each other's humanity and our relationship to our earth.</li> </ul>	<p><b>WORLD LANGUAGE</b>  <a href="#">ACTFL World Readiness Standards for Learning Languages</a>  <b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> <li>• School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> </ul> <p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> <li>• Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul>

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<p><b>Social Responsibility</b></p>	<p><b>FINANCIAL LITERACY</b>  No direct connections.</p>
<p><b>Social Responsibility</b></p>	<p><b>MATH</b>  No direct connections.</p>

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<p><b>Social Responsibility</b></p>	<p><b>PHYSICAL EDUCATION</b>  <a href="#">2024 SHAPE America National Physical Education Standards</a>  3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.</p>
<p><b>Social Responsibility</b></p>	<p><b>SCIENCE</b>  <a href="#">Next Generation Science Standards</a>  <b>HS-ETS1-1.</b> Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.  <b>HS-ETS1-3.</b> Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>

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