



# Board of Public Education

## Board of Public Education Indian Education for All July 19, 2023

### **Constitutional Guarantees**

#### **Article X, Section 1(2)**

The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

#### **Article X, Section 9(3)**

There is a board of public education to exercise general supervision over the public school system...

### **Title 10, Chapter 53 Content Standards**

#### **10.53.102 Indian Education**

(1) Curriculum and instruction of the content standards under this chapter shall incorporate the distinct and unique cultural heritage of Montana American Indians pursuant to Article X, section 1(2) of the Constitution of the state of Montana and [20-1-501](#) and [20-9-309\(2\)\(c\)](#), MCA.

#### **10.53.405 Reading Standards for Literature**

(1) Reading standards for literature for a student at the kindergarten level are:

(b) with prompting and support, retell familiar stories, including key details; include stories by and about American Indians.

(h) with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories.

(10) Reading standards for literature for a student at the Grade 9-10 level are:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and include works by and about American Indians.

(b) determine a theme or central idea of a text, including those by and about American Indians; analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text.

(c) analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including texts by and about American Indians; interact with other characters; and advance the plot or develop the theme.

#### **10.53.507 Mathematics Standards for Grade 5**

(2) Mathematics number and operations in base ten content standards for Grade 5 are:

(g) add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings within cultural contexts, including those of Montana American Indians, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and explain the reasoning used.

**10.53.601 Arts Standards**

(3) At each grade level a student will be able to:

(k) relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

**10.53.716 Physical Education Standards for Ninth through Twelfth Grades**

(1) The physical education standards for ninth through twelfth grades are that each student will be able to:

(b) apply knowledge of concepts, principles, strategies, and tactics related to movement and performance by:  
(i) identifying and discussing the historical and cultural roles of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

(ii) comparing similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices.

**10.53.801 Science Standards**

(3) Content standards for science ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas. Students will understand that American Indians' use of scientific knowledge and practices are interdisciplinary and are a valid way to learn about the natural world.

**10.53.908 Social Studies Standards for Sixth through Eighth Grade**

(1) The civics and government content standards for sixth through eighth grade are that each student will:

(c) explain how global and American Indian civilizations and governments have contributed to foundational documents of the United States.

(e) identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians.

(4) The history content standards for sixth through eighth grade are that each student will:

(c) analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies.

**10.53.1109 Computer Science Standards for Ninth through Twelfth Grade**

(4) Computer science impacts of computing standards for ninth through twelfth grades are:

(b) evaluate the ways computing technologies impact American Indian communities in Montana.

(f) evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society, including the impact on American Indians living in urban, rural, and reservation communities.

**10.53.1206 Library Media Standards and Information Literacy for Fourth Grade**

(2) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.