

**ETHNIC STUDIES & SOCIAL EQUITY
STANDARDS ADVISORY WORKING
GROUP**



**VERMONT'S IRIS
ETHNIC STUDIES STUDENT
STANDARDS**



The purpose of the Vermont Ethnic Studies Standards Framework is to ensure that students benefit from Ethnic Studies in Vermont schools. The standards are organized by the following domains:

I.R.I.S. Ethnic Studies Domains

1. **IDENTITY DEVELOPMENT:** Students will develop their identities and make connections to the identities, knowledges, histories, and experiences of Ethnic Studies Groups.
2. **RESISTING RACISM:** Students will develop systems literacy to understand and change the impact of racism and intersectional forms of oppression on Ethnic Studies Groups.
3. **INTERCONNECTEDNESS:** Students will value the cultural wealth of Ethnic Studies Groups and support community actualization--meeting basic needs of all, ensuring safety, and creating the conditions for connectedness-- at the local, state, and national levels.
4. **SOCIAL RESPONSIBILITY:** Students will participate in uplifting collective liberation: the freedom, well being, and joy of all peoples.



VERMONT ETHNIC STUDIES STANDARDS

The following table outlines the specific competencies within the I.R.I.S. domains:



STUDENT STANDARDS

1 — IDENTITY DEVELOPMENT

Students will develop their identities and make connections to the identities, knowledges, histories, experiences of Ethnic Studies Groups.

- A. **Identify** the contributions, cultures, and histories of Ethnic Studies Groups
- B. **Explore** the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, ethnicity, gender, disability, sexual identity, etc.)
- 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.
- D. **Value** storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship



2 — RESISTING RACISM:

Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on Ethnic Studies Groups.

- 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.)
- B. **Disrupt** negative stereotypes and assumptions of Ethnic Studies Groups.
- C. **Research** the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont
- D. **Develop** new humanizing systems that value Ethnic Studies groups



3 — INTERCONNECTEDNESS:

Students will value the cultural wealth of Ethnic Studies Groups and support community actualization at the local, state, and national levels.

- A. **Describe** the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions
- B. **Challenge** deficit-thinking about Ethnic Studies Groups
- C. **Build** one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity
- D. **Contribute** to community actualization and an equitable distribution of power



4 — SOCIAL RESPONSIBILITY

Students will participate in uplifting collective liberation: the freedom, well being, and joy of all peoples.

- A. **Understand** the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups
- B. **Acknowledge** that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.
- C. **Engage** in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.
- 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

