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DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Ethnic Studies Crosswalk

2018 Standard Language	2020 Standard Language	Changes
<b>Ethnic Studies</b>		
<b>Standard 1: Cultural Self-Awareness</b>		
ES.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.	ES.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.	No change
ES.1.2: Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.	ES.1.2: Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.	No change
ES.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.	ES.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.	No change
<b>Standard 2: Cultural Histories within the United States Context and Abroad</b>		
ES.2.1: Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, sociopolitical, and socio-economic contexts on those groups.	ES.2.1: Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, sociopolitical, and socio-economic contexts on those groups.	No change
ES.2.2: Students explain the	ES.2.2: Students explain the	No change

reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).	reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).	
ES.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.	ES.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.	No change
ES.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.	ES.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.	No change
<b>Standard 3: Contemporary Lived Experiences and Cultural Practices</b>		
ES.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.	ES.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.	No change
ES.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.	ES.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.	No change
<b>Standard 4: Historical and Contemporary Contributions</b>		
ES.4.1: Students examine historical and contemporary economic, intellectual, social,	ES.4.1: Students examine historical and contemporary economic, intellectual, social,	No change



cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.	cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.	
ES.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.	ES.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.	No change