

Ethnic Studies Course Pilot for Fall 2022

April 12, 2022

Purpose & Agenda

Purpose: Present important background information on ethnic studies. Provide information on CVUSD's ethnic studies pilot course to begin Fall 2022.

Agenda:

- Key background
- Timeline of actions taken
- Define the source of CVUSD's Ethnic Studies pilot course
- Review the course description, outline, course of study, and materials
- Next steps

What is Ethnic Studies?

The History Social–Science Framework for California Public Schools: Kindergarten through Grade Twelve (2016) defines ethnic studies in the following:

“Ethnic studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. It emerged to both address content considered missing from traditional curriculum and to encourage critical engagement.”

“As a field, ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for ethnic studies courses to document the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.”

What are the benefits of Ethnic Studies?

“As the demographics continue to shift in California to an increasingly diverse population—for example, with Chicana/o/x and Latina/o/x students comprising a majority in our public schools and students of two or more races comprising the fastest growing demographic group—there is a legitimate need to address the academic and social needs of such a population. All students should be better equipped with the knowledge and skills to successfully navigate our increasingly diverse society. Ethnic studies provides the space for all students and teachers to begin having these conversations.”

What are the benefits of Ethnic Studies?

The California Ethnic Studies Model Curriculum identifies these additional benefits of ethnic studies:

- Helped students develop a strong sense of identity
- Helped students discover their historical and ancestral origins
- Aided in the social-emotional wellness of students
- Increased youth civic engagement and community responsiveness
- Increased critical thinking, problem solving, collaboration, and interpersonal communication skills
- Led to an increase in attendance
- Led to an increase in standardized test scores
- Led to an increase in GPA, especially in math and science
- Led to an increase in graduation and college enrollment rates
- Helped foster a classroom environment of trust between students and teachers, enabling them to discuss contentious issues and topics, as well as current events
- Strengthened social and cultural awareness

Source: [California Ethnic Studies Model Curriculum](#), Chapter 1: Introduction and Overview

California Background

1. Assembly Bill 2016 was approved on September 13, 2016, and added Section 51226.7 to the Education Code, which directs the Instructional Quality Commission to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies.
2. California SBE approved Ethnic Studies Model Curriculum on March 18, 2021 to assist high schools in developing ethnic studies courses.
3. California Assembly Bill 101 amended Section 51225.3 and California's high school graduation requirements on November 18, 2021 to now include an ethnic studies course.

California Background

“A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.”

Local Background

The CVUSD Board of Education amended [Administrative Regulation 6143](#) “Courses of Study” on March 16, 2021, to include this specific information:

Ethnic studies - Assembly Bill 2016, Chapter 327 of the Statutes of 2016, added Section 51226.7 to the Education Code, which directs the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies.

At its November 18-19, 2020, meeting, the Instructional Quality Commission (IQC) recommended 240 changes to the draft Ethnic Studies Model Curriculum (ESMC) in response to more than 57,000 public comments including those with suggested line edits received over an 18-month development process. It is the Governing Board’s intent to offer such a course, based on a district or published model curriculum, as a high school graduation requirement commencing with the fall of 2022 and graduating class of 2026.

An update on progress was presented to the Board of Education on April 20, 2021.

Timeline: Staff Actions and Group Collaboration

Mar/Apr 2021	May/June 2021	Sept 2021	Oct/Nov 2021	Dec/Jan/Feb 2021 - 2022	Mar/Apr 2022
<p><u>3/16/21</u> CVUSD Board Amendment to Administrative Regulation 6143</p> <p>Developed Ethnic Studies Working Group (ESWG)</p> <p><u>3/30/21</u> Initial meeting with ESWG to review framework and model curriculum</p> <p>Equity Task Force (ETF) curriculum collaboration meetings</p> <p><u>4/20/21</u> Update to Board of Education</p>	<p><u>5/17/21</u> ESWG and District staff hold planning session with Oxnard Union High School District staff</p> <p><u>5/26/21</u> ESWG debrief and planning meeting</p>	<p><u>9/22/21 & 9/29/21</u> ESWG full release day to develop Course of Study (COS) & resource list</p> <p><u>9/27/21</u> SDAC initiated Educational Equity Committee to provide feedback on ethnic studies pilot</p>	<p><u>10/7/21</u> ETF meeting to update and solicit feedback on COS</p> <p><u>10/25/21</u> SDAC meeting Educational Equity Committee to review feedback</p> <p><u>10/27/21</u> History/Social Science updates and discussion</p> <p><u>11/1/21</u> ESWG met to updated COS</p>	<p><u>12/1/21</u> ETF meeting for updates</p> <p><u>12/9/21</u> ESWG met to review COS based on ETF feedback</p> <p><u>1/12/22</u> Meeting with ETF, SDAC, and ESWG members to update, review</p> <p><u>1/19/22</u> H/SS Articulation approval</p> <p><u>2/2/22</u> Secondary Curriculum Advisory Council (SCAC) approval</p>	<p><u>3/11/22</u> Meeting with CVUSD Leadership to review COS</p> <p><u>4/12/22</u> Presentation of ethnic studies course pilot</p>

Input from Educational Partners

Equity Task Force (ETF):

- Suggested need for additional accomplishments and contributions to both academic and artistic fields that minority groups have contributed to society
- Class should not focus exclusively on the ways groups fight oppression and victimization
- Suggested to develop a common language. While students will dive deeper as the curriculum unfolds, a stepping off point for basic terminology may help set the stage for richer dialogue
- Explore not just how our identities shape our own world view but also how others respond to us based on our real or perceived identities
- Suggested to use “Facing History and Ourselves”, from Ethnic Studies Model Curriculum, activities for discussion about identity
- *“You have all done tremendous work on this course, Thank you”*

SDAC - Educational Equity Committee

- Setting classroom norms will be important as well because for many students this subject matter may be very new and/or emotional
- Would like to see multiple sections and opportunities for students, including specific courses for specific ethnic groups in the future
- Class should be dedicated to showcasing histories of diverse cultures that aren’t in our current history classes right now

“This will be an amazing step in education especially since it will impact how history is taught for many, many students”

All of the lessons in CVUSD's Ethnic Studies course are from the Ethnic Studies Model Curriculum adopted by the California State Board of Education

Ethnic Studies Model Curriculum

The Ethnic Studies Model Curriculum shall:

- Include accurate information based on current and confirmed research;
- When appropriate, be consistent with the content and instructional shifts in the 2016 History–Social Science Framework, in particular the emphasis upon student-based inquiry in instruction;
- Promote the values of civic engagement and civic responsibility;
- Promote self and collective empowerment;
- Be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community;
- Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc.;

Course Description

The goal of CVUSD's course "Ethnic Studies in America" is to help students understand their own identity and that of those around them by accurately portraying the cultural and racial diversity of our society in pursuit of the American Dream. The content of the course seeks to empower all students to engage socially and politically and to think critically about the contributions and struggles of diverse communities. In an effort to achieve this goal, the Ethnic Studies course includes the documentation of the experiences of diverse communities in order for students to develop a more complex understanding of the American experience.

Ethnic Studies is an interdisciplinary social science course that seeks to, in the words of the California History-Social Science Framework, "address content considered missing from traditional curriculum and to encourage meaningful engagement" through the analysis and critique of history as it relates to historically disenfranchised groups. Ethnic Studies encourages students to explore the historic struggles, current experiences, and perspectives of people of color, including where the axes of racial and ethnic identity intersect with gender, class, sexuality, and other components of what may define an individual or community.

Through engagement, inquiry, analysis, reflection, and critique, students in the Ethnic Studies course will develop a more inclusive understanding of the United States and its past by examining dominant narratives and critical or counter-narratives; centering the history of people of color in the United States, California, and Ventura County, and their relationship to systems of power. Ethnic Studies attempts to develop students' awareness of civic and social responsibility, justice, and their ability to be agents of change in their communities. Ethnic Studies seeks to "to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality" ([California History-Social Science Framework](#))

Course Outline



ETHNIC STUDIES Course Outline

Focus on Local Ethnic Groups

- African American
- East Asian & Pacific Islanders
- Latino/Latina/Hispanic
- Native American
- South & Southwest Asian

Description

Essential Questions

Unit 1: Identity & Culture

Intro to Ethnic Studies, Race, Ethnicity, & Culture

1. How do race, ethnicity, culture, religion, gender, sexual orientation shape identity?
2. How do internal and external factors contribute to the shaping of identity?
3. In what ways do racial, ethnic, and cultural identities change over time?
4. What role does narrative play in the history of race and identity?
5. What are some major accomplishments of ethnic groups throughout US History?

Unit 2: Origins, Movement, & Migration

Past and Present Migration Trends including Physical and Human Geography and Push & Pull factors

1. How and why did people come to the U.S.? How does this differ from indigenous people?
2. How does a border shape a nation's identity?
3. What past and future immigration patterns could change the course of history?

Unit 3: Systems & Power

The Role of Power & Privilege in Historical Political, Socio-cultural, & Economic Systems

1. What systems and institutions of power and/or people create, impose, and maintain dominant world view(s) in the U.S.?
2. How have individuals, institutions, and systems sought to direct society to maintain the status quo?
3. What role does dominance play in the story?
4. How have groups been oppressed and what has been the result?

Unit 4: Resistance & Social Movements

History of US social and resistance movements including their organization, planning, and tactics.

1. What role does resistance play in the story of the U.S.?
2. What impacts have social movements had on shaping the identity of a nation?
3. How has advocacy changed over time? Which strategies work?
4. How have social movements impacted systems historically and now?
5. How do social movements develop, evolve, and impact society in ways that fight injustice and create solidarity across diverse groups?

Unit 5: Transformation, Change & Action

Culture of Action!
Student Civic Engagement, Participation, and Academic and Civil Discourse

1. What role can you play now and in the future?
2. What impact can an individual - a student - have on changing the course of history?
3. How does an individual's identity change over time?
4. So what? Now what?

Course of Study

The purpose of a Course of Study is to provide an overview of a course's instructional themes, objectives and assignments.

Similar to the [Ethnic Studies Model Curriculum](#), Chapter 6: UC-Approved Course Outlines

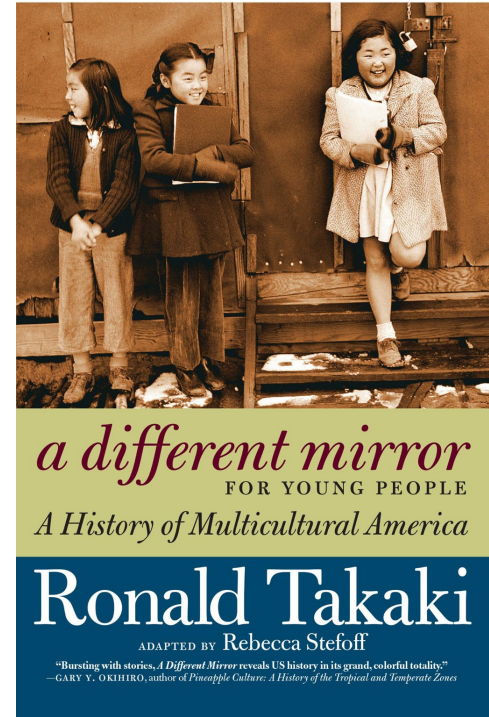
Within the Course of Study, each unit in the ethnic studies course includes:

1. Unit title
2. Duration of the unit (weeks)
3. Narrative summary of the unit
4. Essential questions
5. Overarching topics covered
6. Key assignments

Course Resources

Ethnic Studies Model Curriculum:

- Chapter 4 - Sample Lessons and Topics
- Chapter 5 - Lesson Resources
- Chapter 6 - UC-Approved Course Outlines



Source: [California Ethnic Studies Model Curriculum](#), Chapter 3 Instructional Guidance

Next Steps

Launch Ethnic Studies website including course of study, links to key resources, and a “Submit a Question” button.

A Different Mirror: A History of Multicultural America by Ronald Takaki is available to preview at high schools and District Educational Center (1400 E. Janss Road)

Possible approval of pilot on the May 3, 2022, Board of Education meeting

Teacher training and collaboration this summer

Pilot CVUSD’s ethnic studies course beginning Fall 2022

- Optional course for students (9-12) selecting to take the course
- 1 or 2 sections offered at each comprehensive high school with currently 104 student requests
- H/SS teacher at each comprehensive site will pilot the course as a semester elective
- Regular input from teachers and students on the course will be provided to make adjustments

Questions?