Ethnic Studies Curriculum Model

Board of Education Presentation
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Why Ethnic Studies

- California is committed to providing excellent educational opportunities to all students.
- Research shows that culturally meaningful and relevant curriculum can have a positive impact on students.
- Students that become more engaged in school through courses like ethnic studies are more likely to graduate and feel more personally empowered.

California's Adoption of a Model Curriculum

- California will develop a model curriculum in Ethnic Studies that can be used as a guide for districts that want to develop their own curriculum.
- Model curriculum is similar to a curricular framework.
- It acts as a guidance document that provides support to teachers and administrators in developing courses and/or instructional content in a specific topic area.
- It is not a complete classroom curriculum or instructional materials; it is intended as a resource.

Curriculum Guidelines- Statutory Requirements

- Reflect the pupil demographics in the communities
- Meet A–G requirements
- Meet federal accessibility requirements pursuant to Section 508 of the United States Workforce Rehabilitation Act - Content that cannot be made accessible may not be included in the document.

Curriculum Guidelines- General Principles

- Based on current and confirmed research
- Emphasis on student-based inquiry
- Promote values of civic engagement and responsibility
- Align to the Literacy Standards for History–Social Studies

- Promote self and collective empowerment
- Be written in language that is inclusive and supportive of students and teachers
- Encourage cultural understanding of how different groups have struggled and worked together

Curriculum Guidelines- General Principles cont.

- Include information on the ethnic studies movement
- Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo

Curriculum Guidelines- Course Outlines

- Offer a thematic approach to ethnic studies with concepts that educators can build in examples and case studies from diverse backgrounds
- Allow for ethnic studies to be taught as a stand-alone elective or integrated into an existing course
- Have the capability to engage multiple languages and genealogies

- Engage a range of disciplines beyond traditional history and social sciences, including but not limited to: visual and performing arts, English language arts, economics, biology, gender & sexuality studies, etc.

Curriculum Guidelines- Audience

- Be sensitive to the needs of all grade levels and incorporated disciplines, providing balance and guidance to the field
- Engage pedagogies that allow for student and community responsiveness, validate students' lived experience, and address socioemotional development

- Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives

Curriculum Guidelines- Admin & Teacher Support

- Be easy to use both for teachers with educational backgrounds in ethnic studies, and those without such experience
- Provide resources on professional development opportunities
- Provide examples of different methods of instruction and pedagogical approaches

- Provide support for a collaborative teaching model that encourages teachers to work with colleagues across disciplines
- Provide support for the use of technology and multimedia resources during instruction
- Include access to resources for instruction that are currently being used by districts

Timeline

- In October, Governor Newsom extended the timeline for completion of the curriculum to March 2021.
- CDE is using the extra time to visit school districts in California to hear about Ethnic Studies programs and meet with teachers and administrators to discuss challenges and successes in implementing the course.
- The state is working with partners to conduct focus groups with teachers to glean insights on what educators will need to successfully develop a course that meets local needs.

Questions?