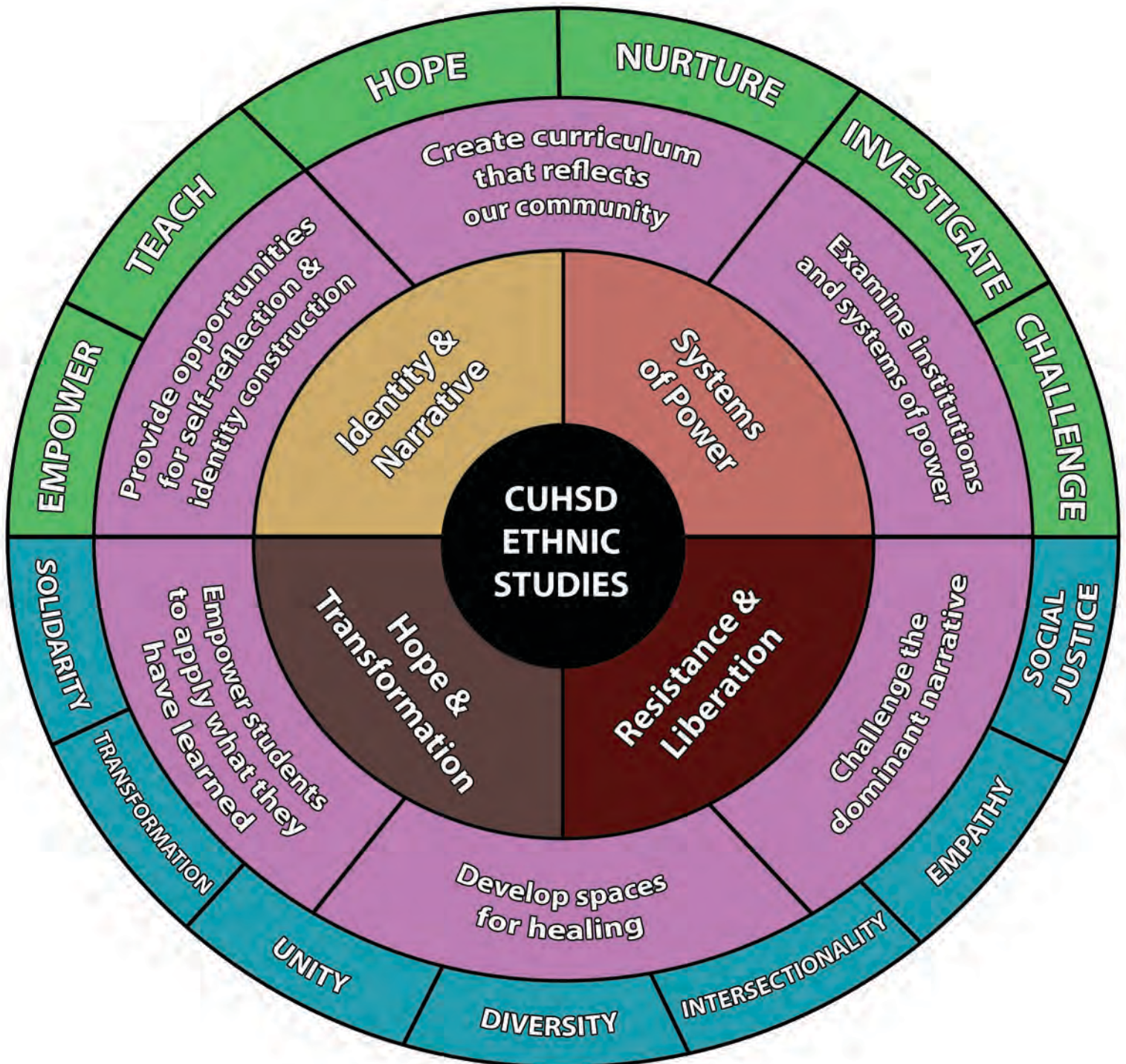




Campbell Union High School District Ethnic Studies Framework

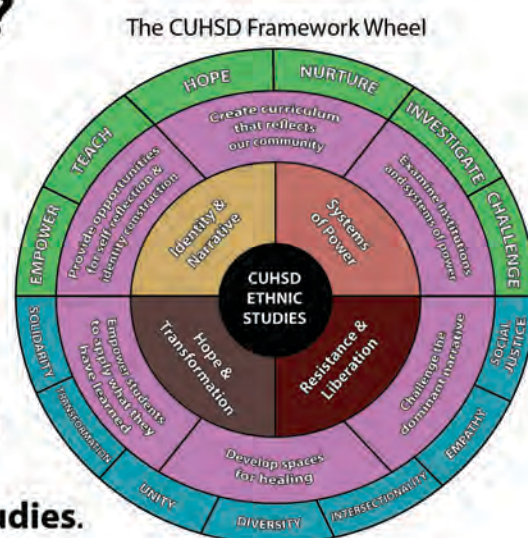


What is the Ethnic Studies Framework?

The CUHSD Ethnic Studies Framework is a tool to support teachers in developing Ethnic Studies courses. These courses aim to empower students to develop a critical lens to see the world and their place in it by understanding systems and power at the root of American society. Students should feel empowered by critically analyzing their own as well as other identities and through that develop a deeper understanding of how they can create real and transformative change toward a more equitable future. Students will understand how to enact this change by envisioning new possibilities for active social engagement, community building, and addressing the root causes of systemic harm by being healing-centered.

What do the different sections mean?

- The outer ring, **green** and **blue**, is what guides the teaching of Ethnic Studies at CUHSD: **our methods** and **our principles**
- The next ring, **purple**, is more specific on how CUHSD teachers teach Ethnic Studies: **our operating pedagogy**
- The third ring, **different shades of brown**, represents what drives the Ethnic Studies curriculum at CUHSD: **our key themes**
- All of these components make up the core of **CUHSD Ethnic Studies**.



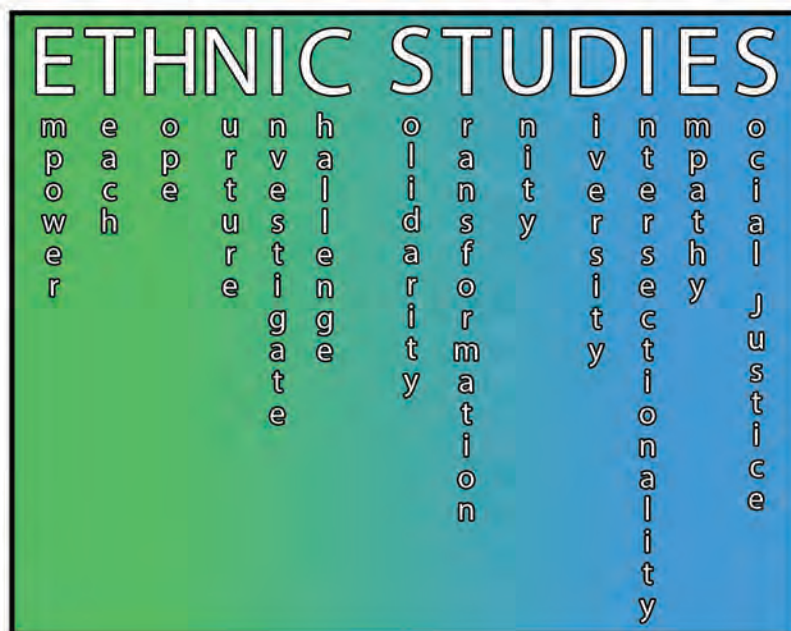
How can teachers use the Framework?

The framework wheel is a visual representation that teachers can use to quickly consult at any time. Once teachers have built their units and lessons, they could then use the framework wheel as a teaching tool as well. They could have students identify what they think the key themes are, or which principles are being centered at any given moment. There's many ways teachers can utilize the framework wheel.

If teachers are still in the process of creating curriculum and planning for the school year, then they may need a little more guidance beyond what is included in the framework wheel. The next couple pages will dive deeper into the various components of the framework wheel. These upcoming pages are also helpful for teachers who already built their curriculum but may need a refresher or want to change things up. Ultimately, teachers may utilize the framework in any way they see fit.

Our Methods & Our Principles

When someone asks what is happening in a CUHSD Ethnic Studies classroom, teachers can point to these methods. CUHSD Ethnic Studies teachers empower, teach, hope, nurture, investigate, and challenge. When someone asks why teachers do what they do in their Ethnic Studies classrooms, they can point to these principles. CUHSD Ethnic Studies promotes solidarity, transformation, unity, diversity, intersectionality, empathy, and social justice. These methods and principles may not cover all in any given classroom, but they are a good place to start.



Our Operating Pedagogy

Before teachers create curriculum, they should take a look at the following purple boxes for guidance. Each box is a recommendation of how to teach and how the students learn Ethnic Studies. The bullet points under each recommendation are examples. These are a variety of suggestions, so teachers should choose a few to start with and then come back if they want to expand.

Provide opportunities for students and teachers to engage in self-reflection and identity construction

Examples:

- Create spaces for students to examine the multiple parts of their identities and how it connects to power and privilege.
- Provide opportunities for students to examine their own biases in a creative space free from judgment and blame.
- Teachers will be aware of their own bias, power and privilege and how they may show up in the classroom by writing alongside the students.
- Examine the social construction of race and its impact on society, culture, immigration and marginalized communities.

Create curriculum that reflects the community we inhabit

Examples:

- Create a place for students to explore their own community in the curriculum.
- Provide opportunities for students to engage with their community.
- Design ways for students to highlight joy and resistance within their community.
- Utilize a restorative justice framework that allows students to thrive, heal, and build resilience.

Our Operating Pedagogy (cont.)

Remember, these are a variety of suggestions, so teachers should choose a few of these to start with for their course and then come back if they want to expand.

Examine institutions and systems of power

Examples:

- Explore how power and privilege are interconnected politically, socially, culturally, and economically.
- Make space to discuss how institutions systematically gather and maintain power – for whom and why.
- Provide examples of resilience and hopeful narratives of communities and individuals resisting these systems.
- Explore potential ideas on how we can work to reshape or undo these systems and attempt to build more just structures in our communities.

Challenge the dominant narrative

Examples:

- Make space to discuss how dominant narratives are constructed – why, and on behalf of whom.
- Examining why dominant narratives happen, which then justifies the construction of the counter-narrative.
- Analyze the impact the dominant narrative has on people from marginalized communities as well as those in power.
- Engaging with counter-narratives in order to center the voices and experiences of marginalized people, and amplify diverse ways of knowing.

Develop spaces for healing

Examples:

- Prioritize and cultivate the physical, mental, and emotional wellness of teachers, students and our communities.
- Provide room to deeply explore one's own culture as well as a safe space to share our reflections with each other.
- Begin healing our intergenerational trauma by educating ourselves about our history and culture of resistance and resilience.
- Seek out the necessary community and resources to help with the healing process.
- Provide and build spaces within the classroom for students to engage in the process of healing.

Empower students to apply

Examples:

- Provide opportunities for students for civic engagement.
- Empower students to examine issues within the community and solutions to those issues.
- Empower students to connect to the community to avoid bias and assumptions while investigating issues in their community.
- Incorporate opportunities for students to develop critical thinking skills.
- Develop a sense of agency and accountability.

Our Key Themes

Once teachers have considered the Ethnic Studies methods and principles and selected a few ways to teach from the operating pedagogies, they should be ready to build curriculum. The four key themes are guided by their own course question and should be present in some way throughout the course. Also, for each key theme, there are suggested guiding questions and student outcomes that teachers may want to use. Remember, just start with one or two and build from there if needed.

What is your course question(s) that the students will be exploring?

For example: ***“How do systems impact people and how do people foster change in the system(s)?”***

Identity & Narrative

Example Guiding Questions:

- What are the historical origins of Ethnic Studies and why is it important?
- What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance? (Self reflection)
- How do these factors create varying levels of privilege and oppression and how do people challenge or resist oppression?
- How do we build a positive community based on respect, empathy and solidarity across differences of race, culture, gender, and ethnicity?
- How can researching, documenting and uplifting our families' and our communities' narratives deepen our appreciation of who we are and who holds knowledge?

Example Student Outcomes:

- Develop strength and a sense of empowerment from one's cultural wealth.
- Examine how factors of personal identity such as class, race, ethnicity, gender, sexuality, ability and others affect our own experiences and the experiences of those around us.
- Compare and contrast dominant, absent, and counter narratives.
- Have a shared understanding of key terms in which set the rigor for discussion in the rest of the course.
- Analyze how race has been socially constructed and contested in the United States, in an ongoing struggle for power in society.
- Research and create narratives of self, family, or others to deepen appreciation of who we are and who can cultivate knowledge.

Systems of Power

Example Guiding Questions:

- What is the relationship between the individual and society? Between individual power and collective power?
- How do social, political and economic systems channel power?
- How do systems shape our society? And who gets to decide how systems are accessed and utilized?
- How can privilege be used to change or uphold these power structures?
- How does the evaluation of dominant and counter narratives help us to reveal the active systems of power at the time?
- What are the social justice issues and their root causes (e.g. structural, political, social, economic, and/or environmental conditions) that have resulted in the need for community and civic engagement?

Example Student Outcomes:

- Be able to see the similarities and differences in the struggle of different communities to seek equality and voice in the power structures.
- Identify and describe structures, institutions, and practices of power that further social injustice, inequality, privilege and oppression.
- Understand the three types of power in society: Visible, Hidden, and Invisible.
- Students will be able to understand the impact of learning about systems, power and oppression on students and their communities

Our Key Themes (cont.)

Remember, just start with one or two questions and outcomes and build from there if needed.

What is your course question(s) that the students will be exploring?

For example: ***“How do systems impact people and how do people foster change in the system(s)?”***

Resistance & Liberation

Example Guiding Questions:

- What did power look like in pre-colonial societies in Africa, the Americas, and others?
- How have people historically, and in the present, challenged systems of oppression?
- How have social movements addressed different kinds of discrimination or oppression?
- How have political & social movements advanced rights & opportunities for communities of color and other diverse groups in the U.S. and influenced and impacted our country and local communities, both historically as well as today?
- Historically, how have social movements & their affected communities uplifted one another through alliances & solidarity to advance their causes & work towards change?
- What role have youth played in the transformation of themselves, their community and larger society?

Example Student Outcomes:

- Analyze the strategies and impacts of historical and contemporary individuals and groups to address oppression and inequality.
- Compare and contrast historical and contemporary social movements and analyze their diverse strategies of local, national, and global advocacy, activism, and civic engagement.
- Evaluate different strategies and practices of resistance and healing.

Hope & Transformation

Example Guiding Questions:

- How can we imagine a more just and equitable society/community/world?
- How can we create positive change in both communities we belong to and communities we encounter?
- How are students and communities actively contributing to transformation and representation in education through courses like Ethnic Studies?
- What does equity entail? What is the difference between equality and equity? Why does this matter?
- How do we build positive communities based on respect, empathy, and solidarity across differences of race, culture, gender, ethnicity and more?

Example Student Outcomes:

- Analyze the past and present to inform our approach to liberation.
- Investigate current issues affecting different racial and ethnic communities in order to design, implement, and evaluate action projects such as Youth Participatory Action Research Projects (YPAR) to address diverse community needs.
- Students will explore the variety of methods for transformation and change on both a personal and societal level, ranging from small acts toward healing to larger social movements.
- Emphasize and understand the importance of remaining hopeful in our pursuit of a more equitable and just society.

CUHSD Framework draws upon:

- California Model Ethnic Studies Model Curriculum Framework
- California History Social Studies Framework: Chapter 14 Elective Courses in History–Social Science
- Oakland Unified School District
- Stockton Unified School District
- Boston Public Schools–Boston Teachers Union (BPS–BTU)
- Mountain View – Los Altos Unified School District
- LAUSD Course Description
- San Mateo Union High School District Course Syllabus
- James Logan The Ethnic Studies & Social Justice Academy