

# **MVLA**

# **Ethnic Studies**

**9/27/21**

# Why Ethnic Studies at MVLA?

- Increase awareness of diverse ethnicities and races for all students
- Positive impact on racial attitudes of diverse student populations
- Increase engagement and achievement for many students
- Positive academic and personal impact

# Objectives

- Present overview of what Ethnic Studies is
- Review the collaboration of Ethnic Studies work over the past year
- Provide the School Board with input into next steps

# Ethnic Studies in California

SUPPORT AB 2016  
Sign the Petition



AB 2016



AB 331



AB 101



Awaiting  
Requirement  
for  
Graduation

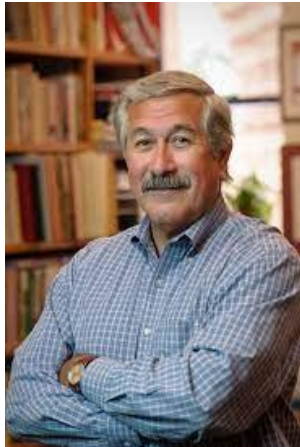
# What is Ethnic Studies?

Ethnic Studies is the interdisciplinary study of race and ethnicity, with an emphasis on the experiences and contributions of people of color in the United States. Students develop a deeper understanding of their personal identity, their racial and cultural backgrounds, and the diverse cultures of their peers. Students learn about the root causes and impact of systemic racism and various forms of oppression. Ethnic Studies teaches students about historical and contemporary movements for social change and ways to challenge racism and discrimination and positively transform their communities.

# Ethnic Studies Questions



Dr. Dawn Mabalon



Dr. Al Camarillo

- **Who am I?**
- **What is the story of my family and community?**
- **What can I do to create positive change and bring social justice to my community & the world?**

## **Ethnic Studies in MVLA**

- Culturally responsive, inclusive, & nondiscriminatory
- Common Core Skills & Standards
- Opportunities to strengthen civic engagement

## Example Units

- Identity & Stories
- Race, Ethnicity, Gender, Systems of Power
- Social Movements
  - Black & African American
  - Asian American
  - Latino American
  - Native American
- Transformation & Change



# Example Units, Assignments, Skills

Possible Units	Possible Assignments & Key Skills
Identity & Stories	Self Reflective Essay / Autoethnography Common Core & Social Studies Literacy Skills
Race, Ethnicity, Gender, & Systems of Power	Analytical Essays Socratic Discussions
Social Movements <ul style="list-style-type: none"><li>● Black &amp; African American</li><li>● Asian Americans</li><li>● Latino Americans</li><li>● Native American &amp; Indigenous</li></ul>	Research Project <ul style="list-style-type: none"><li>● Research &amp; Writing Skills</li><li>● Essays</li><li>● Presentations</li></ul>
Transformation & Change	Civic Engagement Project <ul style="list-style-type: none"><li>● Focus on community issues</li><li>● Research, Writing, and Presentations</li></ul>

# Common Core Skills

- Describe, analyze, and evaluate information in primary and secondary sources.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Identify an author's argument & perspective on a historical event.
- Understand how context and background information influence the content of a document.
- Evaluate the evidence and reasoning the author uses to support claims.

## **MVHS and LAHS Collaborative Interests**

- Culturally responsive, inclusive, & nondiscriminatory
- Be aligned to the Common Core History/Social Studies.
- Course should NOT result in students becoming tracked.
- Looking at multiple schools' curriculum and programs
- A constructivist approach for this course
- Does not impede our most critical learners in graduation.
- Course must be of equal length in both schools.

# MVHS and LAHS Concerns/ Questions

- 1 – Which grade level the course is to be taught
- 2 – Length of Course
- 3 – Master Schedule
- 4 – Implementation schedule

# Tentative Plan and Timeline of Course Development:

2020 - 2021	MV and LA Discuss versions of Ethnic Studies implementations
Fall of 2021	Recommendation to the Board
2021 - 2023	Ethnic Studies Task Force <ul style="list-style-type: none"><li>● Vetting of textbooks and curriculum</li><li>● Lesson, Activity, Unit Pilots</li><li>● Training &amp; Professional Learning</li></ul>
2022 - 2023 school year	Run "Ethnic Studies Implementation Year 1 - small scale" <ul style="list-style-type: none"><li>○ Lesson, Activity, Unit Pilots</li><li>○ Reflection &amp; Synthesis Student Orientation</li></ul>
<b>2023 - 2024</b>	Ethnic Studies Full Implementation

## Reasoning for two-year **23-24** implementation

### Following considerations:

- Development of an aligned vision and set of course objectives
- Teacher training and professional development
- Understanding of how the course informs and fits within the scope and sequence of subsequent social studies classes
- Development and coordination of SDAIE, EL, and SPED versions of the course

# MVLA Proposal to Begin in **23-24** School Year

<b>Grade</b>	<b>Class</b>	<b>Credits</b>
9th grade	Ethnic studies (year-long)	5 credits - Global Studies, 5 credits - electives
10th grade	World Studies, Human Geography AP, AP World History or AP European History	10 credits - Global Studies
11th grade	US History or AP US History	10 credits- US History
12th grade	Econ/Civics or AP Macro/Gov	5 credits - Civics 5 credits - Economics



THANK YOU

A row of ten hands of various skin tones holds up large, colorful letters that spell out "THANK YOU". The letters are: T (purple), H (orange), A (red), N (yellow), K (pink), Y (red), O (yellow), and U (yellow). The hands are positioned below the letters, with each hand supporting one or two letters. The background is plain white.