

**From:** Liang-Fang Chao

**Sent:** Wednesday, September 30, 2020 10:22 PM

**To:** Ethnic Studies; IQC

**Subject:** [EXTERNAL] Re: REFERENCE: LAUSD Guiding Principles of Ethnic Studies + Guidance on Social Justice + Access and Equity Pedagogy Principles

I request that these three documents are included in the Model Curriculum as resources for the teachers

Thanks.

On Wed, Sep 30, 2020 at 10:09 PM Liang-Fang Chao wrote:

The comment letter from the Better Ethnic Studies was based on these documents used by LAUSD. I am including the links and texts here for your reference and record.

This blog article include texts from the following three documents from LAUSD for reference:

- Here are documents for Ethnic Studies from Los Angeles Unified School District (LAUSD):
- Guiding Principles of Ethnic Studies and Related Course in LAUSD, 2017:  
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Principles%202017.pdf>
- Ethnic Studies Guidance on Social Justice in LAUSD, 2017:  
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Social%20Justice%202017.pdf>
- Access and Equity Pedagogy Principles for Ethnic Studies in LAUSD, 2017:  
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Access%20and%20Equity%202017.pdf>

Guiding Principles of Ethnic Studies and Related Course (in Los Angeles Unified School District):

- \*The course examines the experiences, histories, struggles and victories of ethnic and cultural groups, with a focus on African Americans, Asian Americans and Pacific Islanders, Chicana/os and Latina/os, American Indians.
- The course examines **how race and ethnicity have been constructed** in the United States, have changed over time, and continue to shape the country today (History-Social Science Framework for California Public Schools, 2016).
- The course will teach students to **understand the concepts of intersectionality<sup>1</sup>, power, privilege and/or oppression** in relation to:
  - Their own **\*\*identities as human beings and acknowledging their ancestral roots.**
  - The **complexity and diversity of the American experience.**
- To establish the context of Ethnic Studies and related courses, the course will include aspects of the history of Los Angeles and American Indians native to the Southern California region.
- The course concentrates on building the capacity of students to interact effectively in a culturally diverse society. As culturally competent persons, students can **assess their own cultural orientation, value diversity, manage the dynamics of differences** and adapt to diversity (Lindsey, 2013).
- The course emphasizes mutual respect, dignity, and self-worth of all students, while also acknowledging that students begin the course with intellectual assets, knowledge of their culture and that they are sources of community wealth.
- The course will teach students about social justice and social responsibility, and to understand that they can become agents of change at local, state, national, and global levels.
- The course will teach students to examine colonialism, its significance historically, and its significance to their own ancestral legacies.
- The course will develop student perspectives and modes of thoughtful judgment designed to extend critical thinking (History-Social Science Framework for California Public Schools, 2016, p.744).
- The course will include curriculum, resources, and materials include **a balance of topics, authors, and concepts**, including primary and secondary sources that **represent multiple, and sometimes opposing, points of view or perspectives** (History-Social Science Framework for California Public Schools, 2016).

Footnote 1: The historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality. (History-Social Science Framework for California Public Schools, 2016, pg. 419)

\*This statement refers to the Ethnic Studies and not necessarily to related ethnic studies courses such as African-American History, Mexican-American Studies, etc.

**\*\*Disclaimer:**“The Los Angeles Unified School District understands that all people have the right to self-identify and a desire to be acknowledged by terms that they find affirming. Furthermore, recognizing that language is fluid and has cultural, political, geographical and generational specificities, we have selected terms that are intended to be broadly recognizable and inclusive.”

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## Ethnic Studies Guidance on Social Justice (LAUSD 2017)

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Social%20Justice%20202017.pdf>

# Introduction

In an Ethnic Studies course:

- “Students will become aware of the constant themes of social justice and responsibility, while recognizing these are defined differently over time” (History-Social Science Framework for California Public Schools, p. 420).
- “Students may consider how to improve their own community, what constructive actions can be taken, and whether they are providing a model for change [in their communities] and for those in other parts of the state, country, and world.” (History-Social Science Framework for California Public Schools, p. 422)

- ## Implications for the Classroom

- ### An Ethnic Studies course:

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<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Access%20and%20Equity%202017.pdf>

1Access and Equity Pedagogy Principles for Ethnic Studies20171.Attend to the varied student populations in the classroom by embracing diversity as an asset for engaging in rich and

rigorous instruction.

2. Explicitly teach the academic skills, habits of mind, and rhetorical strategies that are employed when engaging in reading, writing, speaking, and thinking in the area of ethnic studies.

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Description of Each Guiding Principle:

**1. Attend to the varied student populations in the classroom by embracing diversity as an asset for engaging in rich and rigorous instruction.** Ethnic studies is inclusive of students and families from a wide range of cultural, ethnic, sexual orientation, race, class, gender, socioeconomic, linguistic, and ability backgrounds. Culturally competent teachers respect and integrate these differences into their instruction. Students who are still developing their academic, linguistic, cognitive, and social-emotional competencies are viewed as able, important contributors to the classroom discourse.

**2. Explicitly teach the academic skills, habits of mind, and rhetorical strategies that are employed when engaging in reading, writing, speaking, and thinking in the area of ethnic studies.** Ethnic studies teachers should expose students to a variety of instructional practices and techniques designed to assist students in identifying the strategies and appeals employed in text or visual media. Effective instruction embeds the critical aspects of thinking in the history/social science and literature disciplines, including explicit modeling and practice with sourcing, contextualizing, and corroborating evidence (Wineburg 1991, Seixas 2009, De La Paz 2013). Ethnic studies teachers provide ample opportunities for guided collaborative practice and independent practice, both orally and in writing as well as through the use of visual aids and/or media. Teachers utilize a gradual release of responsibility approach that fades, scaffolds and supports, and promotes self-regulation of learning so students build independence with their academic skills (Wineburg 1991, De La Paz 2005, De La Paz & Felton 2010). Teachers must also provide explicit instruction on the essential elements of expository and argumentative writing by allowing students to analyze, evaluate, and synthesize evidence from multiple historical and/or literary sources, as well as learn from models and rubrics when developing proficient historical analysis and fluent writing (Young & Leinhardt 1998, De La Paz 2013).