



SUSD ETHNIC STUDIES PROGRAM

Curriculum & Professional Development Department
1503 Saint. Marks Plaza
Stockton, CA 95207

STOCKTON UNIFIED SCHOOL DISTRICT HIGH SCHOOL ETHNIC STUDIES FRAMEWORK

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This course framework is informed by: the [California Dept. of Education Ethnic Studies Model Curriculum](#) (2021), the [California Dept. of Education Ethnic Studies History/Social Science Framework For California Public Schools](#), [California Dept. of Education History-Social Science Content Standards For California Public Schools K-12](#), the [California Dept. of Education Common Core State Standards For Literacy in History/Social Science](#), the [California Dept. of Education ELD Standards](#), the [California Dept. of Education Standards for Evaluation of Instructional Materials with Respect to Social Content](#), and the [FAIR Education Act \(SB 48\)](#).

Additionally, Ethnic Studies programs throughout the country have informed this course framework including: [Boston Public Schools](#), [Oregon Department of Education](#), [New Haven School District](#), [San Francisco Unified School District](#), [Los Angeles Unified School District](#), [Indiana Department of Education](#), [Sacramento City Unified School District](#), and [Oakland Unified School District](#).

Program Definition

Ethnic Studies is the intersectional examination of historic and contemporary narratives, contributions, struggles, and resistance by Black, Indigenous, and People of Color, as well as other marginalized communities*. The Ethnic Studies program is composed of historical and sociological content that analyzes how colonialism, race, and racism have been, and continue to be powerful social, cultural, and political forces.

Ethnic Studies analyzes the intersectionality of identity, including race, ethnicity, gender, class, sexuality, and belief systems, amongst others. As a community-focused program, we highlight the local narratives and history of Stockton and make connections with national and global events. Ethnic

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Studies empowers students to become ethical, effective, and empathetic social justice artist-activist-scholars and leaders who speak truth to power.

Statement of Purpose

The purpose of the Stockton Unified School District Ethnic Studies program is to empower students by exploring the rich, intersectional, and interconnected histories, cultures, and identities of Black, Indigenous, People of Color* and historically marginalized communities. Through culturally relevant, decolonizing, and community responsive practices, students develop the skills to critically analyze racism and other forms of oppression to work in solidarity across and with communities to create a more socially just and equitable world. With love, respect, reflection, hope, solidarity, critical consciousness, community, interconnection, wellness, healing, and transformation; Ethnic Studies students become the necessary scholars, leaders, and agents of change our community and world needs and deserves.

*We recognize that as our community and cultures grow and change these terms and overall definition may change as well.

Official SUSD School Board Adopted Texts

- **Introduction to Ethnic Studies:** "[A Different Mirror: A History of Multicultural America](#)," Ronald Takaki (Revised, 2008)
- **Mexican American History:** "[Introduction to Mexican American Studies: Story of Aztlan and La Raza: A Chicano-Chicana Perspective](#)," Arturo Amaro-Aguilar & Matt Espinoza Watson

Principles

1. **Love & Respect:** Act with love and respect for yourself, others, the words we use, and our space
2. **Wellness:** Prioritize and cultivate the physical, mental, emotional, and spiritual wellness of yourself and our community.
3. **Hope:** Believe and have faith that things will get better.
4. **Reflection:** Reflect on the impact and process of our actions to be better people.
5. **Solidarity:** Build across communities to create a better world for all people.
6. **Healing:** Begin healing our intergenerational trauma by educating yourself about our history and culture of resistance and resilience. Seek out the necessary community and resources to help you with the healing process.
7. **Interconnectedness:** All my relations. Ubuntu, In Lak'Ech, Kapwa. Center the indigenous and ancestral philosophies of our interconnected nature of humanity and all living beings.
8. **Critical Consciousness:** Actively read and question the word and world.
9. **Community:** Build and improve our classroom and local community so we all can thrive.
10. **Transformation:** Use our agency to change our systemic and personal realities today and for future generations.

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Outcomes (Via the CA Dept. of Education Ethnic Studies Model Curriculum, March 2021)

1. Cultivate empathy, community actualization, cultural perpetuity¹, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC);
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth;
3. Center and place high value on the pre-colonial, ancestral knowledge², narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society;
4. Critique empire-building in history and its relationship to white supremacy, racism and other forms of power and oppression³;
5. Challenge racist, bigoted, discriminatory, imperialist/colonial⁴ beliefs and practices on multiple levels⁵; and
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.⁶

Pedagogy

- Center [equity](#) and social justice in the curriculum and pedagogy.
- Be aware of your own bias, power, and privilege and how they may show up in the classroom.
- Be open to personal transformation and change by continuously learning and challenging your practice.
- Utilize [Social Emotional Learning](#) (SEL) tools to support the whole student.
- Utilize [Trauma Informed Practices](#) to support all students.

¹ An understanding that a culture's important teachings will live on.

² As well as indigenous, diasporic, and familial

³ Such as, but not limited to, patriarchy, cisheteropatriarchy, exploitative economic systems, ableism, ageism, anthropocentrism, xenophobia, misogyny, antisemitism, anti-blackness, anti-indigeneity, Islamophobia, and transphobia

⁴ and hegemonic

⁵ Ideological, institutional, interpersonal, and internalized

⁶ Eunice Ho, UCLA Teacher Education Program Ethnic Studies Cohort, Class of 2019, summarizing the work of R. Tolteka Cuahtin, "The Ethnic Studies Framework: A Holistic Overview," 72-75, in Cuahtin, R. Tolteka, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. Rethinking Ethnic Studies. Milwaukee, WI: Rethinking Schools, 2018."

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- Utilize [Positive Behavior Interventions & Supports](#) (PBIS) and Restorative Justice Practices to increase student learning.
- Utilize [balanced perspectives and practices](#). The course will include curriculum, resources, and materials including 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).
- Utilize an [asset-based approach](#) versus a deficit-based approach.
- Engage in and facilitate [courageous conversations](#).
- Practice strong [facilitation skills](#).
- Practice an array and [diverse equitable participation strategies](#) to democratize the classroom.
- Develop and practice [strong communication](#) and [interpersonal skills](#).
- Partner skill building with academic and cultural knowledge (e.g. [Historical Thinking Skills](#), reading, writing, listening, speaking, research, etc.).

Course Standards

Where appropriate, the California State Standards, Common Core Literacy in History/Social Studies Standards, and FAIR Education Act, should be used in conjunction with the following SUSD Ethnic Studies course standards. (See below for state standards examples)

Overarching Standards

- o.1: Examine historical and contemporary achievements and leadership of people of color (and their white allies) over oppression in service of justice and equality.
- o.2 Examine and celebrate the historical and contemporary economic, intellectual, social, cultural, artistic, and political achievements and contributions to society by racial and ethnic groups or an individual within a group (especially as they relate to African American/Black, Native American, Latinx, & Asian American & Pacific Islanders).
- o.3 Examine the diverse historical and contemporary leaders, groups, events, and locations within Stockton and other local communities especially as they relate to justice and equity and how they have impacted communities of color.

Unit 1: Identity & Counter Narratives

- 1.0: Analyze how race has been socially constructed and contested in the United States, in an ongoing struggle for power in society.
- 1.1: Examine the complexities of intersectional identities (race, socio-economic class, gender, sexual orientation, citizenship status, among others) that people hold to develop positive self-esteem, understand cultural wealth, and humanize identities outside of their own.

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- 1.2: Compare and contrast dominant narratives and negative stereotypes with insider stories and counter narratives in order to develop a more balanced understanding of history and to center marginalized voices and experiences.

Unit 2: Systems & Power

- 2.0: Examine the origins, perpetuation, impact, intersectionality, and levels (ideological, institutional, interpersonal, internalized) of systemic and structural oppression (racism/white supremacy, classism, sexism, heterosexism, and xenophobia, among others), and how people and groups have resisted and transformed them.
- 2.1: Identify and describe the hegemonic structures, institutions, and practices that further social injustice, inequities, and oppression and how people and groups have resisted and transformed them.

Unit 3: Narratives of Resistance & Resilience

- 3.0: Examine, honor, and celebrate pre-colonial and ancestral history, knowledge, traditions, languages, values, and cultures of indigenous peoples and communities of color.
- 3.1: Examine how circumstances of racial and ethnic groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- 3.2: Examine forced and voluntary im/migration by analyzing push and pull im/migration factors of various racial, ethnic, cultural, and religious communities.
- 3.3: Identify and examine connections among shared histories and cultures in order to build solidarity and unity between racial and ethnic groups.

Unit 4: Movements For Liberation

- 4.0: Analyze the strategies and impacts of historical and contemporary individuals and groups to address oppression and inequality.
- 4.1: Compare and contrast historical and contemporary social movements and analyze their diverse strategies of local, national, and global advocacy, activism, and civic engagement.
- 4.2: Explore current issues, problems, and data affecting different racial and ethnic communities (and the intersections within them) in order to design, implement, and evaluate Youth Participatory Action Research Projects (YPAR) to address diverse community needs.

Ethnic Studies Program Sources:

- ["BPS BTU Intro To Ethnic Studies Course," Boston Public Schools](#)
- ["Ethnic Studies Grade Level Standards Recommendation," Oregon Department of Education](#)
- ["Ethnic Studies Standards," New Haven School District](#)
- ["Ethnic Studies Standards," San Francisco Unified School District](#)

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- ["Guiding Principles for Ethnic Studies and Related Courses," Los Angeles Unified School District](#)
- ["Indiana Academic Standards Ethnic Studies," Indiana Department of Education](#)
- ["Introduction To Ethnic Studies," Sacramento City Unified School District](#)
- ["OUSD Ethnic Studies Framework 2019-2020," Oakland Unified School District](#)

California State Sources:

- [California Ethnic Studies Model Curriculum](#) (2021)
- ["Ethnic Studies History/Social Science Framework For California Public Schools," California Department of Education](#)
- ["History-Social Science Content Standards For California Public Schools K-12," California Department of Education](#)
- [California Common Core State Standards For Literacy in History/Social Science](#)
- [California Dept. of Education ELD Standards](#)
- [FAIR Education Act \(SB 48\)](#)
- [California Dept. of Education Standards for Evaluation of Instructional Materials with Respect to Social Content](#) (2013)

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