

**BOARD OF EDUCATION
PASADENA UNIFIED SCHOOL DISTRICT
PASADENA, CALIFORNIA**

Topic: APPROVAL OF ETHNIC STUDIES AS A PASADENA UNIFIED SCHOOL DISTRICT COURSE OFFERING BEGINNING IN SCHOOL YEAR 2021-2022

RECOMMENDATION: The Board of Education approve the Ethnic Studies course and curriculum to be offered to all Pasadena Unified School District high schools.

Anticipated Effect on Student Outcomes: Improve Student Achievement and Equity by providing appropriate and standards-aligned instruction in schools, and opportunities for students to see diverse and inclusive content that expands their knowledge and understanding.

I. BACKGROUND:

During the 2020-21 school year, a team of six History/Social Science and English Language Arts teachers, one district literacy specialist, and one district administrator worked to develop an initial draft of a yearlong Ethnic Studies course. The teachers represented each of Pasadena Unified School District (PUSD) high schools, and included experts from the California Department of Education (CDE) Instructional Quality Commission for Ethnic Studies and those who had taught the course in other districts. The development includes:

- PUSD Ethnic Studies Framework
- Scope and Sequence
- Unit Overviews
- Possible Assessment and Course materials.

The course development was constructed based on Ethnic Studies Model Curriculum, which was adopted by the CA Department of Education per AB2016. It was further completed with samples from districts who have been implementing the course prior to this year (Stockton and Oakland USDs). The course is being submitted to UC's Course Management Portal for "A" History / Social Science credit, which can also be used for "G" Elective credit if students have fulfilled all credits needed in "A." Therefore, the course can be offered for either History or Elective credit.

II. STAFF ANALYSIS:

It is staff's recommendation that the Board of Education approves the implementation of *Ethnic Studies* for grades 9-12. Logistically, the course will offer additional options to the existing master schedule without significant impact on FTE or scheduling. It is written at a level of rigor that meets graduation and college access criteria. There is flexibility to prioritize the offering of this course to students who have been marginalized by the predominant academic setting, as well as expanding it as an option for more students.

Attachment: Vision, Scope and Sequence of High School Ethnic Studies

III. FISCAL IMPACT:

The implementation of the Ethnic Studies course in PUSD high schools in 2021-22 is estimated to cost \$10,000 for course materials, which will include a textbook and possible course reader.

Pasadena Unified School District

Board of Education Agenda

April 29, 2021

Submitted by:

Elizabeth J Blanco Ed. D, Chief Academic Officer

Funding title/code:

Name: N/A

String: N/A

Approved:



Brian O. McDonald, Ed.D.
Superintendent

Originator: Helen Hill, Assistant Superintendent, Curriculum, Instruction and Professional Development

Vision, Scope and Sequence of High School Ethnic Studies

The Pasadena Unified School District, through this high school Ethnic Studies course, demonstrates commitment to educating *each and every one* of its students through the lens of equity and justice, in alignment with Board Policy 0415. Our students' cultures and identities are the primary levers that enable us to establish positive relationships, build trust, and teach meaningful and relevant skills and content. We are committed to celebrate what our students bring to our classrooms and to teach with an intentional focus on what they are ready to learn.

The vision for Ethnic Studies in Pasadena Unified School District is as follows:

This course will provide students with knowledge, resources, and tools to help them develop as catalysts for change who promote inclusivity and raise awareness of the societal power dynamics that result in inequities and oppression in marginalized communities.

The addition of Ethnic Studies stems from a critical need to provide students with access to a particular learning experience that honors the cultural diversity and history of our communities and that examines the inequities that have endured as a result of systemic racism and other forms of oppression and bigotry.

Most importantly, in addition to teacher input and development, the voices of current students have provided positive feedback about the need and potential for this course. This includes student members of the Pasadena Unified School District's Student Think Tank and students enrolled in the development team teachers' courses. Current students who experienced some of the proposed content provided comments as follows:

- Student 1: *I have learned to love myself and others.*
- Student 2: *I have learned more about the history of social and racial injustice and how many people are fighting against it in our nation. I have enjoyed speaking freely about what is going on in our world right now.*
- Student 3: *I really appreciate that you treat us as the human beings we are...*
- Student 4: *Something that I have learned in Mr. X's class is how writing can change the way we look at the world.*

Additionally, in 2010, the Pasadena Unified School District Board of Education adopted [Resolution 2097](#) in support of Ethnic Studies,

PASADENA UNIFIED SCHOOL DISTRICT
 HIGH SCHOOL ETHNIC STUDIES SCOPE & SEQUENCE

7 Principles Of Ethnic Studies	LOVE & RESPECT REFLECTION CRITICAL CONSCIOUSNESS HOPE SOLIDARITY COMMUNITY TRANSFORMATION					
Unit & Theme	UNIT 1 (1st Sem) My Story, Identity and Community	UNIT 2 (1st Sem) Introduction to Ethnic Studies	UNIT 3 (1st Sem) Movement, Displacement and Migration	UNIT 4 (2nd Sem) Systems, Power and Privilege	UNIT 5 (2nd Sem) Action and Self-Determination	UNIT 6 (2nd Sem) Transformation and Change
Duration	6 weeks	4 weeks	8 Weeks	6 Weeks	6 weeks	6 Weeks
Key Concepts	<ul style="list-style-type: none"> - The role of Community - Community Assets - Personal Identity - Sustainability - Ancestral Knowledge - Narrative and Counter Narrative 	<ul style="list-style-type: none"> - 7 Principles of Ethnic Studies - ES Terms (race, ethnicity, gender, sexuality, , intersectionality, stereotypes, prejudice, and discrimination) 	<ul style="list-style-type: none"> - Colonization - Decolonization - Imperialism - Push & Pull Factors - Assimilation v. Acculturation - Conformity - Social Norms 	<ul style="list-style-type: none"> - 4 I's Oppression: Ideological, Institutional, Interpersonal, Internalized • Power • White supremacy • Privilege • Implicit bias • Sexism • Heterosexism • Classism • Ableism • Racism • Prejudice • Class • Microaggressions • Assimilation • Appropriation • Iceberg Model 	<ul style="list-style-type: none"> Youth-Led/ Grassroots Social Movements & Societal Contributions (political, social, and economic) i. Pre-1960s ii. 1960s-2000 iii. Contemporary Movements b. Community Organizing c. Institution Building d. Developing Alliances and Solidarity 	<ul style="list-style-type: none"> -Trauma & Healing -Transformation & Change - Gentrification - Skills to Navigate Society - Action Plan -Civic Engagement -Youth Participatory Action Research