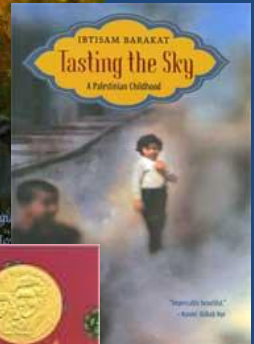
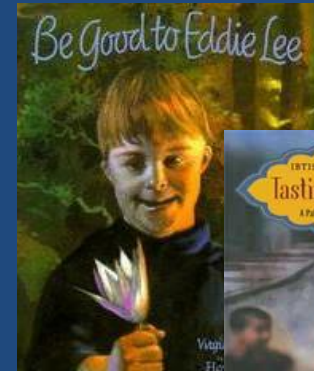
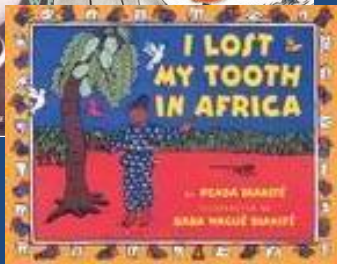
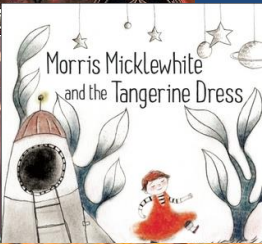
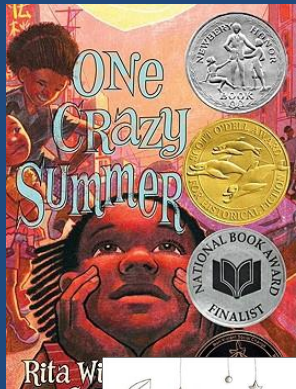


TUCSON UNIFIED SCHOOL DISTRICT PROMOTING MULTICULTURAL EDUCATION THROUGH LITERATURE



DESIREE CUETO
MULTICULTURAL CURRICULUM DIRECTOR

Background Information

- ▣ “The school curriculum communicates what we chose to remember about our past, what we believe about our present, what we hope for the future” (Pinar, 2004, p.20)

Our District's Mission

- ▣ To design an aligned, articulated and well-administered curriculum that is culturally responsive to diverse student populations and that meets the needs of every child.

What is Mandated by the USP?

- ▣ USP Language – The District shall continue to develop and implement a multicultural curriculum for District courses, which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.” [V.E.6.a.i]

What is Multicultural Literature?



Why Multicultural Literature?

Provides a seamless connection to the curriculum

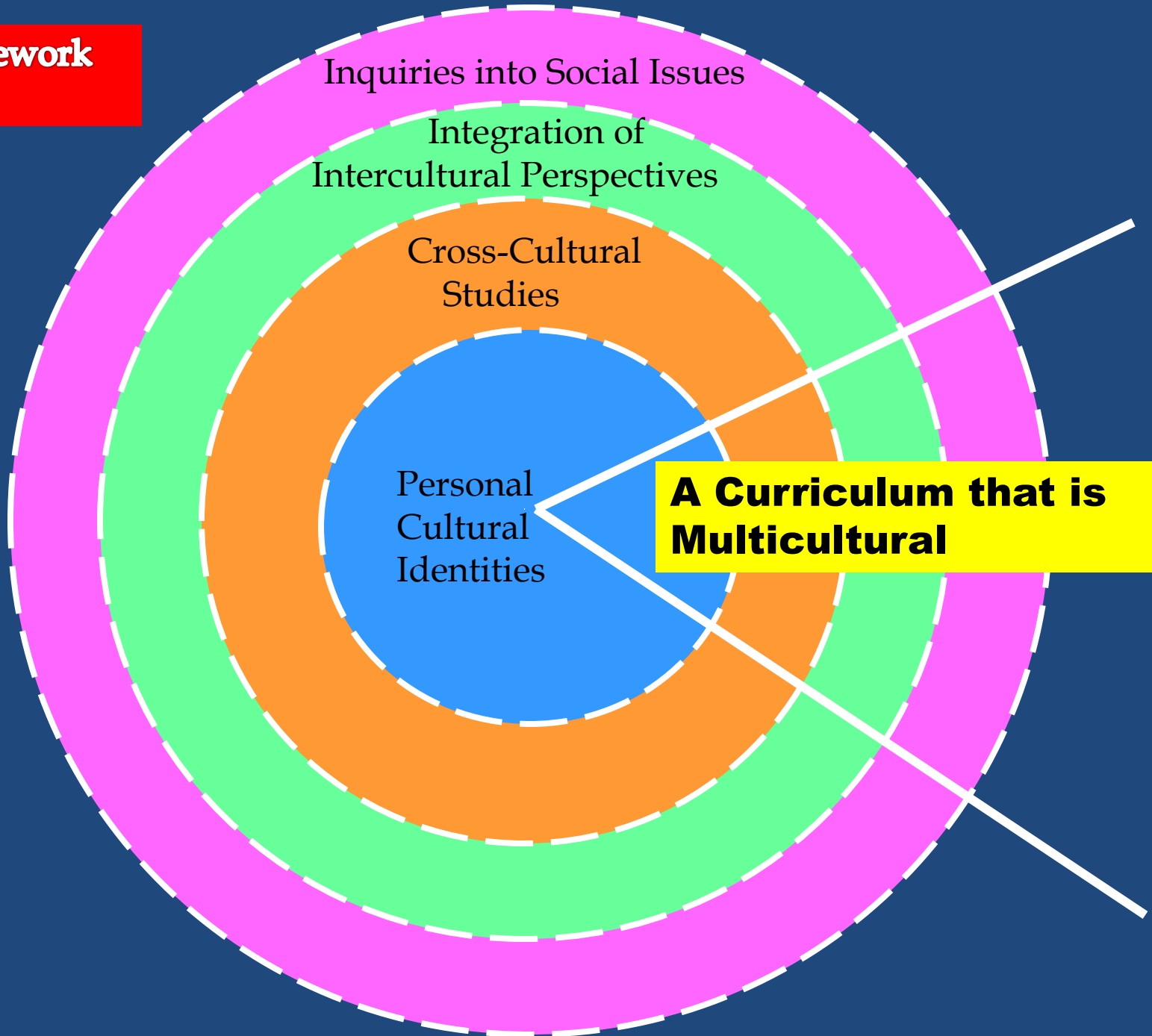
Provides students with a range of opportunities to conduct research and improve thinking and learning skills

Multicultural
Literature

Supports an inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds

Fosters a sense of civic responsibility among all students

The Framework





Mirrors

Windows



Selection Process

- ▣ Consider author/illustrator perspective
- ▣ Are the characters multidimensional?
Recognizable? Not superficial?
- ▣ Do the illustrations depict real features? Is the story realistically resolved?
- ▣ Is the language authentic?
- ▣ If the characters have disabilities, are there reciprocal relationships? Does the story promote positive attitude towards/understanding of the disability? Does the character make choices? Are there high expectations for the character?



Annual Report

We reviewed approximately 3,134 book titles listed in Destiny Web. Of those,

- ▣ 156 books had African or African American content that was dated or stereotypical
- ▣ 72 books were by African authors and/or illustrators
- ▣ 21 books featured American Indian themes, topics, or characters
- ▣ 12 were written by American Indian authors and/or illustrators
- ▣ 32 had significant Asian/Pacific or Asian/Pacific American content
- ▣ 18 books were created by authors and/or illustrators of Asian/Pacific heritage
- ▣ 66 books had significant Latino content
- ▣ 31 books were created by Latino authors and/or illustrators



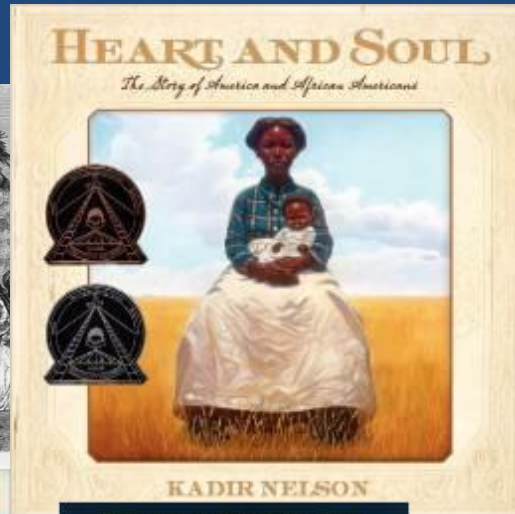
Observations/Conclusions

- ▣ Shortage of books that could be used to dispel stereotypes and promote critical thinking.
- ▣ Shortage of books about contemporary African American, Hispanic/Latino, Asian/Pacific Islander, (Dis)Ability and LGBTQ experiences.

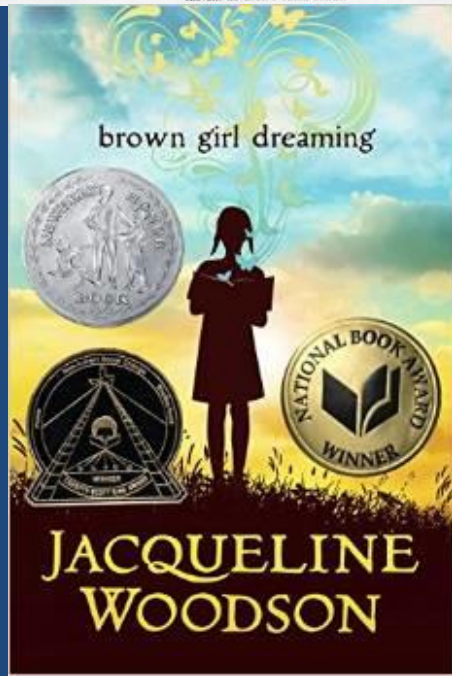
We've come a long way...



SLAVERS REVENGING THEIR LOSSES

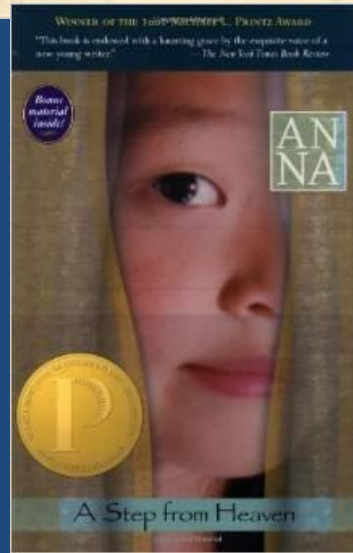


KADIR NELSON



brown girl dreaming

JACQUELINE WOODSON

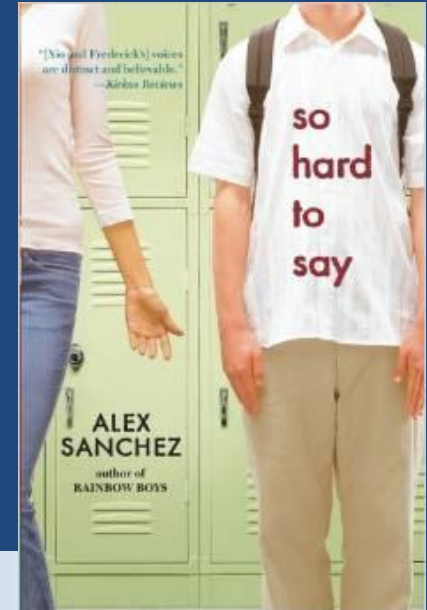


WINNER OF THE 14th BOSTON GLOBE PRIZEL AWARD
"This book is endowed with a haunting grace by the exquisite voice of a new young writer."
—The New York Times Book Review

Boston Globe Prizel Award

ANNA

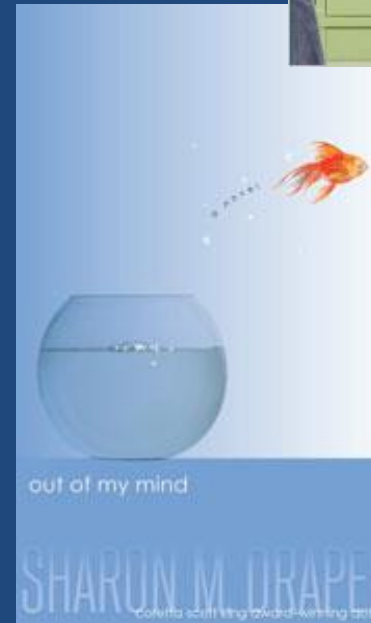
A Step from Heaven



"[No and Frederick's] voices are distinct and believable."
—Kibria Jirjis

so
hard
to
say

ALEX SANCHEZ
author of
RAINBOW BOYS



out of my mind

SHARON M. DRAPER
COLUMBIA SCOTT KING PRIZEL-WINNING AUTHOR

