

Development of Multicultural Social Studies Curriculum

TUSD Governing Board
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Context

- ✎ Desegregation Order: 1978 – 2009
- ✎ Unitary Status: 2009 – 2011
- ✎ Federal Courts Repeals Unitary Status: 2011
- ✎ Unitary Status and the Unitary Status Plan Pending: 2012
- ✎ Fisher-Mendoza desegregation challenge has not addressed the issue of academic achievement
- ✎ In order to achieve excellence we must remedy the achievement gap between our historically underserved student and our Anglo students

TUSD Governing Board Resolution

- ✎ The district shall revise its Social Studies core curriculum to increase its coverage of Mexican-American history and culture, including a balanced presentation of diverse viewpoints on controversial issues. The end result shall be a single common Social Studies core sequence through which all high school students are exposed to diverse viewpoints.

We value

- Student-Centeredness
 - Making every decision with student success in mind
- Caring
 - Acting with respect, dignity, and concern for all
- Diversity
 - Celebrating and accepting our differences as our strength
- Collaboration
 - Partnering to reach common goals
- Innovation
 - Embracing new ideas and challenging assumptions
- Accountability
 - Taking responsibility to do things right and to do the right thing

What is Multicultural Education?

Multicultural Education:

- ✎ Provides knowledge that is needed to improve the academic achievement outcomes of historically underserved and marginalized student populations
- ✎ Summarizes and analyzes important research, theory, and practices related to the effective education of historically underserved groups in the United States and the benefits of multicultural education for Anglo students
- ✎ Is free of inherited biases, with freedom to explore other perspectives and cultures, inspired by the goal of helping students and educators become empathetic to the plurality of the ways of life, different experiences and ideas, and ways of looking at history¹
- ✎ Dismisses stereotypes usually associated with historically underserved students and communities

Introduction

- ✎ To develop a Multicultural Social Studies Curriculum for TUSD, it is important to:
 - Operate with sound reasons and research supporting this outcome
- ✎ Given the deepening of our nation's and our communities' ethnic and cultural texture our students need to:
 - acquire knowledge about the history, life, and culture of all ethnic groups²
- ✎ To ensure the greatest level of relevance for all students, historically marginalized students in particular, need the opportunity to examine their culture and history from the context of their social condition³ and the potential for a successful future

Research

- ✎ Knowledge about ethnic pluralism is a necessary foundation for respecting, appreciating, valuing, and celebrating diversity, both nationally and internationally⁴
- ✎ Culturally responsive pedagogy gives hope to students and teachers
 - *In a culturally responsive educational environment, effective teaching and learning take place in a culturally-supported, learner-equity based context, whereby the individual strengths and cultural assets students bring to school are identified, nurtured, and utilized to promote student achievement*
- ✎ Students who experience and share their educational opportunities with culturally responsive teachers develop a stronger sense of hope because their education is more meaningful and more engaging⁵
- ✎ A culturally responsive based educational experience gives us the opportunity to create a fluid bond between the community and the district that is based upon community strengths and assets

Research (cont'd)

- ✎ **By infusing culturally responsive materials and techniques that are directly related to the lives & frames of reference of our students, they can improve in:**
 - Reading⁶
 - Mathematics⁷
 - Writing⁸
 - Content Knowledge⁹
 - Problem Solving¹⁰
 - Critical Thinking¹¹
 - Conflict Resolution¹²
 - Collaboration¹³
- ✎ **Using cultural materials, experiences, and examples as contexts for teaching, practicing, and demonstrating mastery of academic & subject matter skills:**
 - Increases the appeal of the tools of instruction¹⁴
 - Heightens the practical relevance of the skills to be learned¹⁵
 - Improves students' time on task¹⁶

Research (cont'd)

- ✎ **This combination of conditions leads to:**
 - Greater focused efforts
 - Task Persistence
 - Skill Mastery
 - Academic Achievement
- ✎ **Findings from empirical research on effects of multicultural education are still sparse**
- ✎ **Findings that are particularly encouraging and important in the context of the Tucson community:**
 - Instructional initiatives that work well for historically underserved groups generally benefit Anglo students too¹⁷
 - Traditional Curriculum and Instruction interventions often have negative consequences for historically underserved students¹⁸

Outcomes of Curriculum Development

A multicultural curriculum is a curriculum that:

1. Is Culturally Responsive
2. Aligns with:
 - a) Arizona Social Studies Standards
 - b) Common Core Curriculum Maps for History and Geography (K-8)
 - c) New TUSD Core Curriculum Standards for English and Language Arts (based on AZ 2010 standards)
3. Prepares 21st Century learners by demanding the analysis, evaluation, and potential answers of complex problems and issues.
4. Prepares students for the higher education institution of their choice or the career focus they choose.

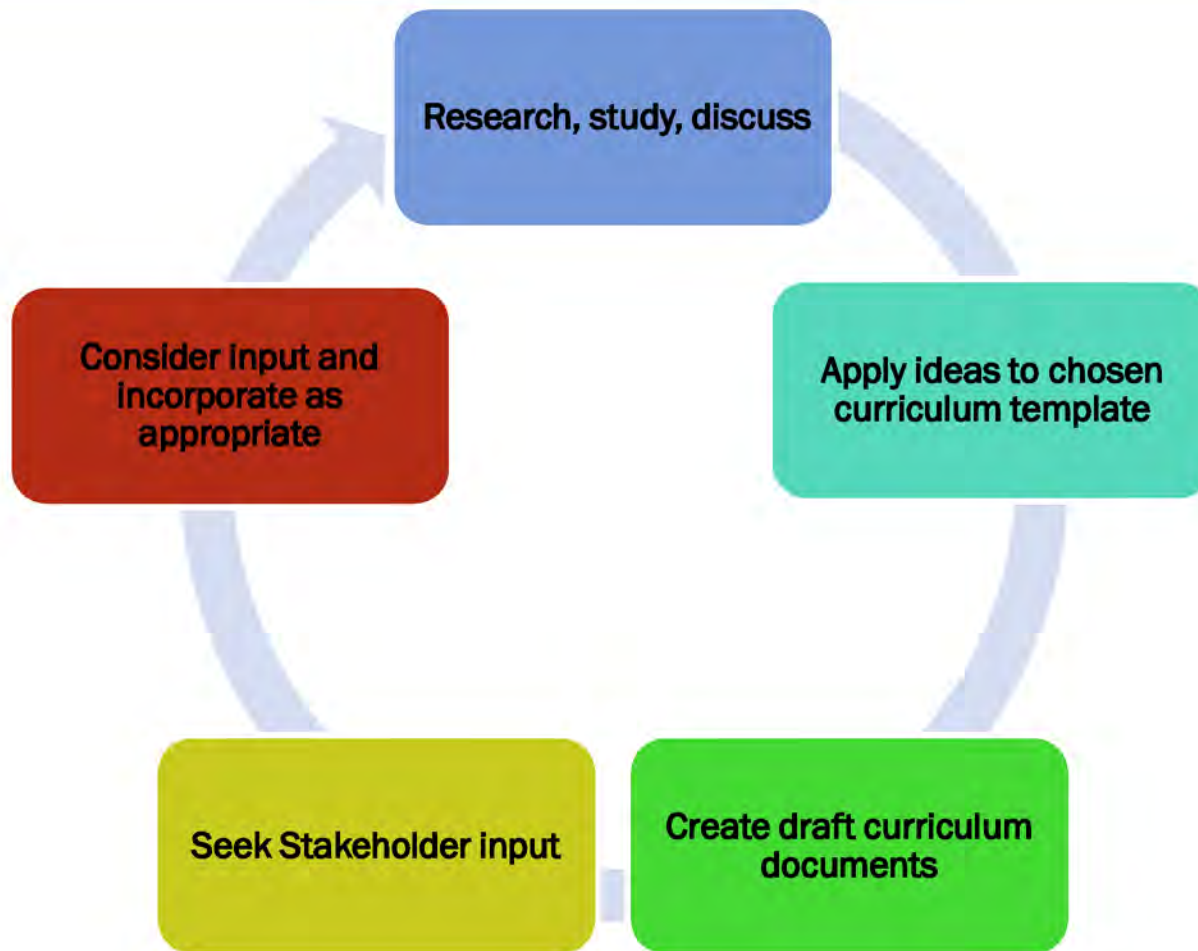
Timeline (Grades K-8)

Timeframe	Step
August – September 2012	Select the committee and clearly define the expected products; define operational norms for the group and determine benchmark products and dates
October – December 2012	Present and study research and well supported and documented models, visit model programs if available
December 2012 – March 2013	Develop curriculum documents by grade level. Include periodic community input opportunities.
March – May 2013	Complete K-8 curriculum work. Conduct Governing Board review and approval of the curriculum at two public Board meetings. Review resources needed to support new curriculum; Public review and Board adoption if new materials indicated ; develop and schedule Professional Development for implementation in 2013-14 academic year
May – August 2013	Purchase any needed materials and conduct Professional Development for teaching staff
August 2013	Curriculum Implementation by Teachers

Timeline (Grades 9-12)

Timeframe	Step
July – August 2012	Select the committee and clearly define the expected products; define operational norms for the group and determine benchmark products and dates
August – October 2012	Present and study research and well supported and documented models, gather HS course syllabi from successful districts, visit model programs if available
October – December 2012	Develop curriculum documents for each High School course including but not limited to American History and Geography, American Government, World History and Geography and Economics. Provide for a third party review and Include periodic community input opportunities.
December 2012 – January 2013	Final Community review for HS courses; Board approval and inclusion of course offerings for HS registration
February – April 2013	Review resources needed to support new HS curriculum, adopt if necessary and develop and schedule Professional Development for implementation in 2013-14 academic year
May – July 2013	Purchase any needed materials and Professional Development for teaching staff
August 2013	Curriculum Implementation by Teachers

Process



Curriculum Review Team Composition

- ✧ Curriculum Coordinator and/or Director
- ✧ Representatives from each grade level and/or course in the Social Studies Curriculum
- ✧ English/Language Arts advisors as needed for different levels of curriculum

It is essential that diverse racial and ethnic groups are represented. Grade level and course representatives will be chosen through a nomination and interview process.

Community Input Process

- ☞ Throughout the curriculum development cycle, interested community members will be given the opportunity to comment via web based feedback and at least two community forums
- ☞ Student groups, both current students and graduates, will also be asked to provide feedback
- ☞ A national advisory committee, inclusive of experts in the field, will also review and comment

Research Component

Who and what will be considered?

- ✎ Members of Arizona's University faculty who have knowledge and research expertise in this curricular area
- ✎ National multicultural studies and curriculum researchers and practitioners
- ✎ Researchers and practitioners from other universities with relevant expertise
- ✎ The core Language Arts standards and culturally responsive teaching strategies will also be presented and discussed
- ✎ Common Core Social Studies Standards as they evolve and become available
- ✎ A highly qualified third party entity that will review the High School courses and possibly the K-8 courses

Resources

- ¹ Parekh, 1986
- ² Gay, 2010
- ³ Duncan-Andrade & Morrell, 2008; Brayboy, 2008; Morrell, 2008; Romero, 2008; Yang, 2009; Yosso, 2006
- ⁴ Gay, 1994
- ⁵ Gay, 2010; Morrell, 2008; Romero, 2008
- ⁶ Brayboy & Castagno, 2009; Cammarota & Romero, 2009
- ⁷ Yang, 2009; Lipka & Adams, 2004
- ⁸ Brayboy & Castagno, 2009; Gay, 2010
- ⁹ Copenhaver, 2001; Duncan-Andrade & Morrell, 2008; Romero, 2008
- ¹⁰ Bowman, 2010; Duncan-Andrade & Morrell, 2008; Romero, 2008; Yang, 2009
- ¹¹ Bowman, 2010; Duncan-Andrade & Morrell, 2008; Rickford, 2001; Romero, 2008; Yang, 2009
- ¹² Edwards, 2008
- ¹³ Lipka et al, 2005
- ¹⁴ Ginwright, 2004
- ¹⁵ Brozo & Valerio, 1996; Copenhaver, 2001
- ¹⁶ Bean et. al., 1999; Hurtado et. al, 2002
- ¹⁷ Sleeter, 2011
- ¹⁸ Gay, 1994; 2010

Questions??

