



ETHNIC STUDIES

IUSD.org/EthnicStudies

OVERVIEW OF AB 101



AB 101 was passed in 2021. The law stipulated that:

- Ethnic Studies become a graduation requirement for the class of 2029-2030
- The course be presented at a public meeting prior to Board approval at a subsequent meeting
- And offered as (at least) a one semester pilot course in 2025-2026

OVERVIEW OF MODEL CURRICULUM



A framework developed by the California Department of Education for course implementation.

Features:

- Course Outcomes
- Values and Principles of the Course
- Includes lesson plans and resources

IUSD COURSE DESCRIPTION



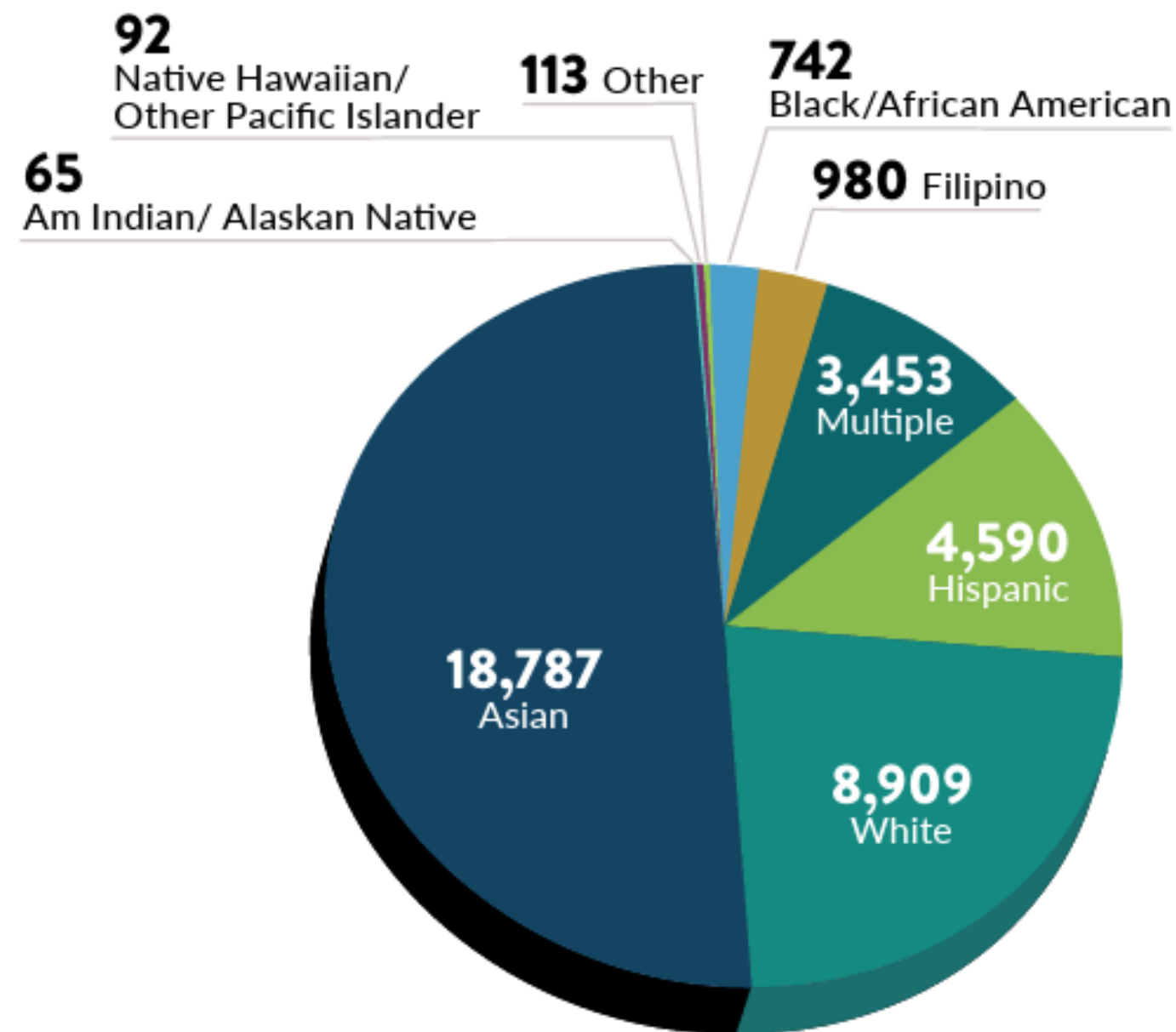
Focus on the American experience, histories, and contributions of the following communities

- African American/Black
- Asian American
- Latino
- Native American

Instruction promotes collaboration and analytical thinking through reflection, awareness, and action for positive change.

IUSD BREAKDOWN BY ETHNICITY

CALPADS 10/4/23



IMPLEMENTATION TIMELINE

2022-2024

Convene Stakeholder Groups

Develop program recommendations based on common interests

2025-2026

Pilot Curriculum

Launch the Ethnic Studies course and refine based on classroom feedback

2024-2025

Curriculum Development

Develop course curriculum and provide teacher training

2026-2027

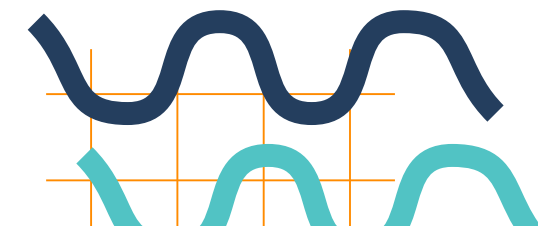
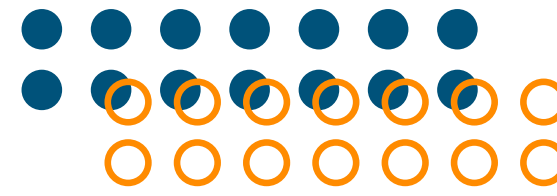
Course Implementation

Implement Ethnic Studies district-wide and continue refining initial course offering

STAKEHOLDER COMMITTEE

Course Structure (2022-2024)

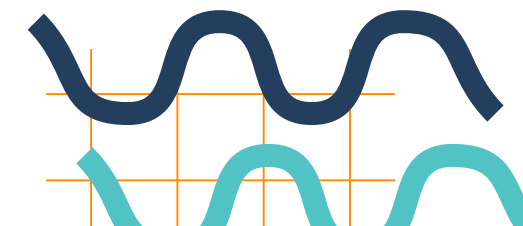
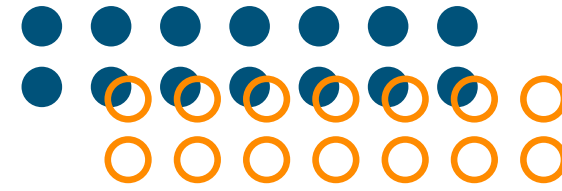
- **Members:** Parents, students, teachers, administrators, counselors, college representatives, and community members
- **Developed course recommendations and priorities**
- **Semester long, stand-alone**
- **11th and 12th grade course**
- **Focus on the four foundational disciplines:**
 - **African American/Black Studies**
 - **Asian American Studies**
 - **Latino Studies**
 - **Native American Studies**



CDI & STEERING COMMITTEE

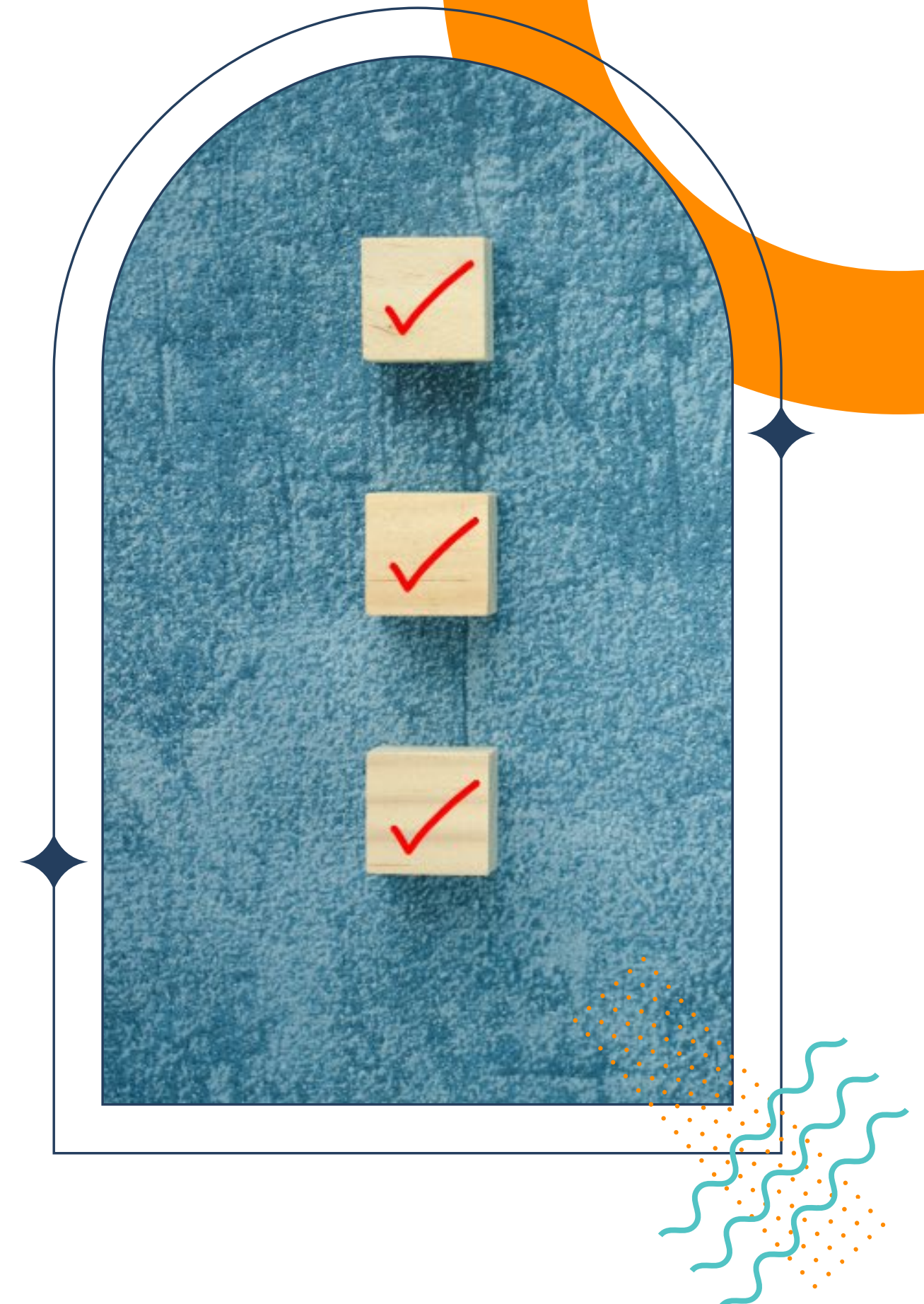
Course Overview

- **Curriculum Design Institute (CDI):** Teachers and Ed Specialists review resources, plan lessons, and design the Capstone project
- **Steering Committee:** Teachers, site administrators, and district leaders provide diverse perspectives and feedback on instructional plans
- **Collaboratively Developed:** 9 instructional standards and five units

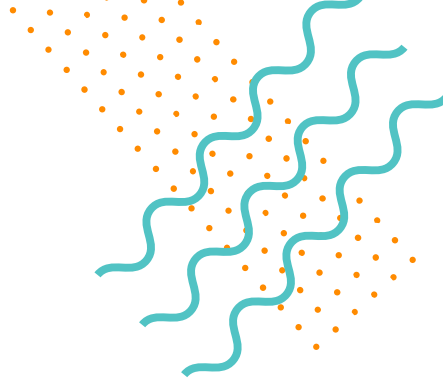


STANDARDS

- 1 Foundations of Ethnic Studies:** Describe the creation and implementation of the Ethnic Studies discipline.
- 2 Personal Identity and History:** Identify and understand current personal identity characteristics and appreciate the differences in lived experiences of individuals in diverse cultural landscapes.
- 3 Rooted in Cultural and Historical Awareness:** Explore the cultural and historical roots of diverse ethnicities, by tracing legacies of colonization, slavery, and immigration.



STANDARDS CONT.



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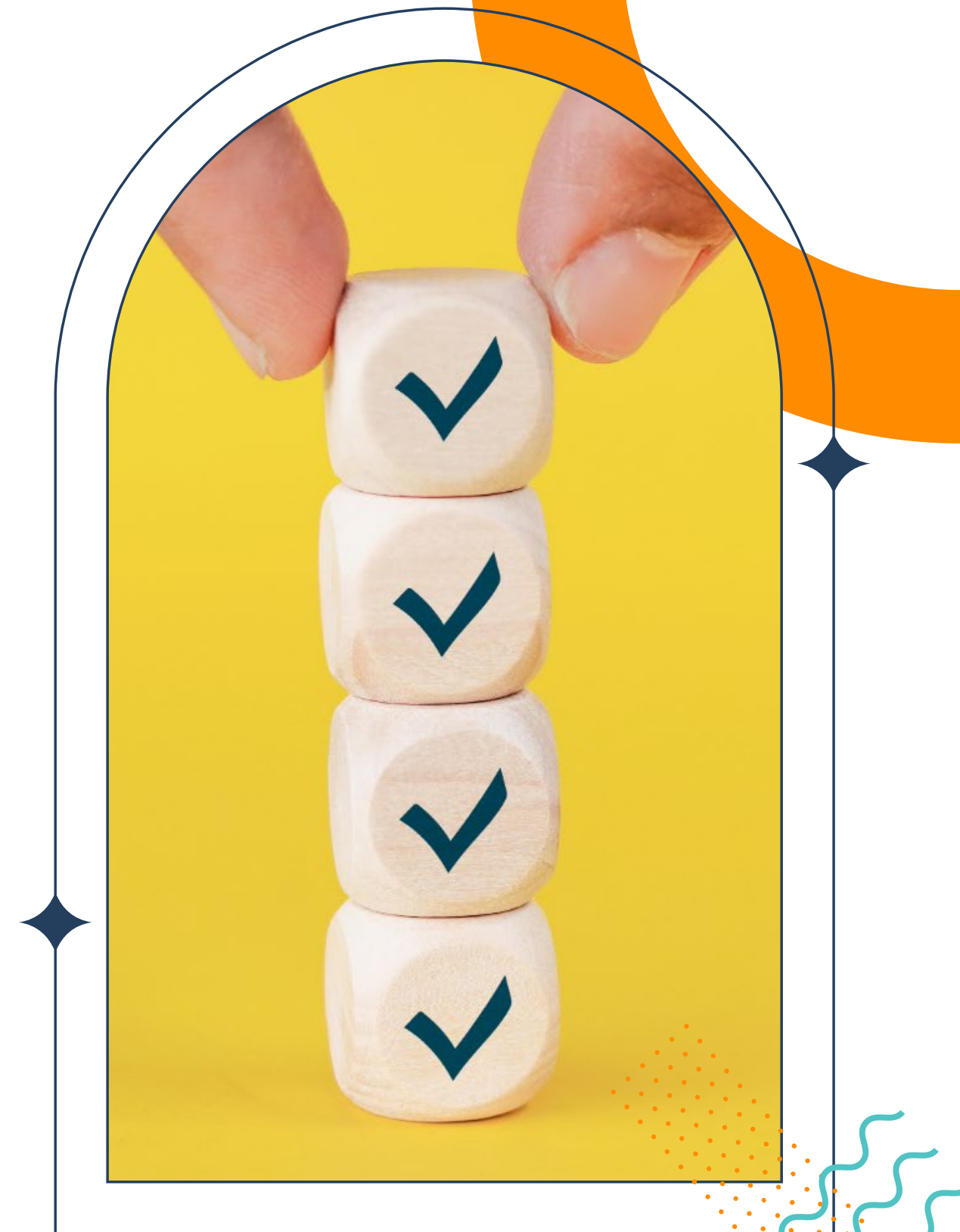
Intersectionality and Life Trajectories: Analyze how the interconnectedness of race, ethnicity, gender, and other identity markers influences individual and collective experiences.

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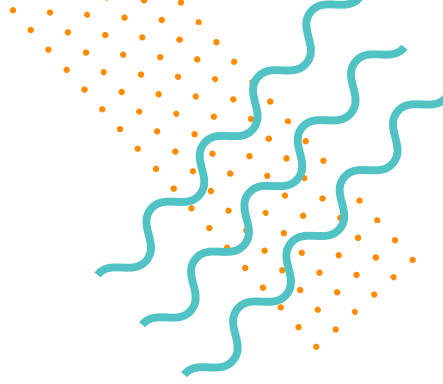
Understanding Systemic Discrimination: Understand systemic racism, discrimination, and oppression by identifying instances and patterns of political, economic, and social disenfranchisement.

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Critical Consciousness: Develop critical consciousness to critique dominant narratives, examine systems of oppression, and identify personal biases.



STANDARDS CONT.



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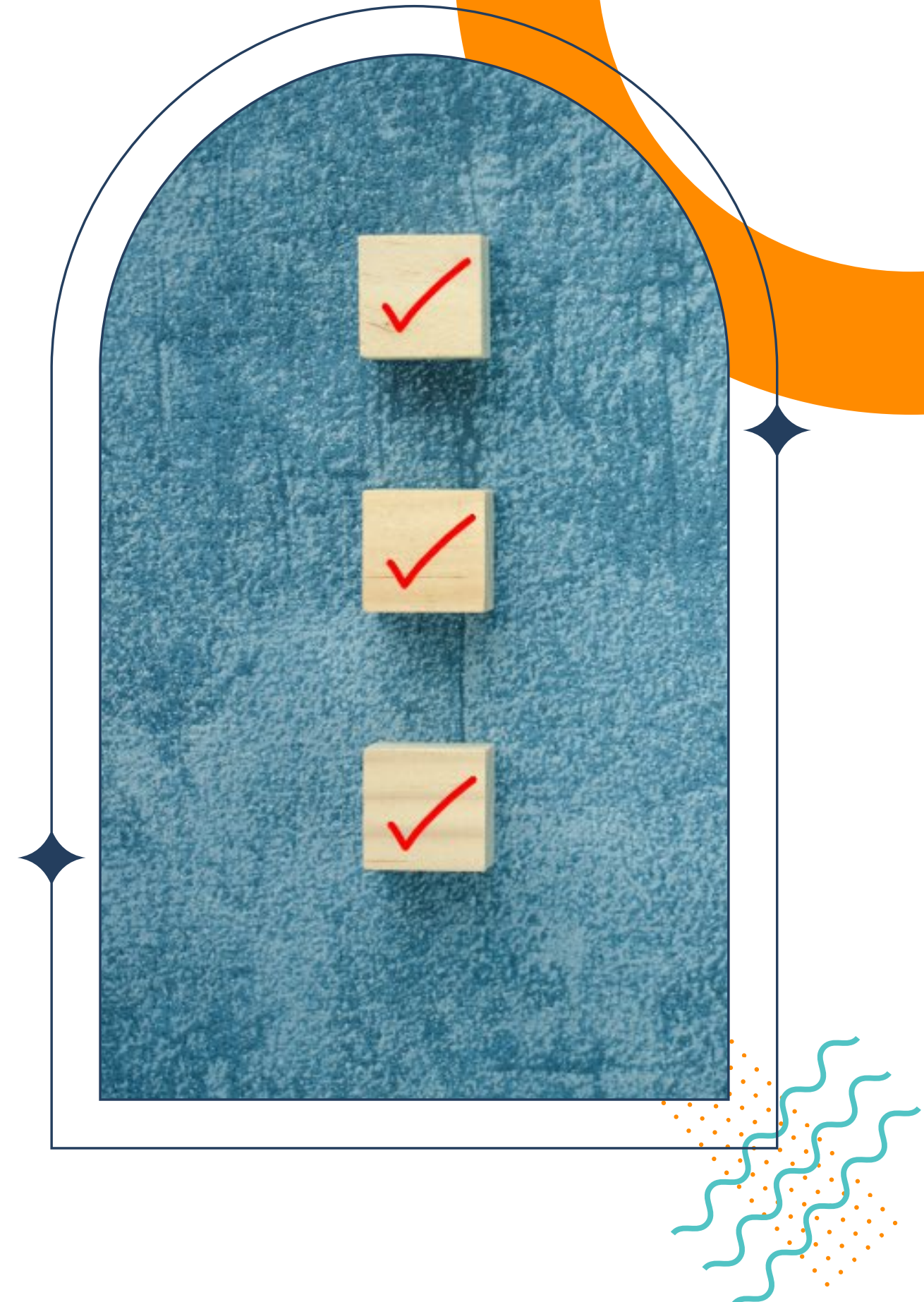
Challenging Systems of Oppression: Apply strategies to challenge systems of inequality to become upstanders in the community.

8

Empathy and Action for Change: Apply critical thinking skills and reflective strategies to engage in meaningful conversations about social issues to implement actionable steps of advocacy.

9

Community Engagement and Empowerment : Research a community to develop an understanding of their histories, needs, and strengths, and develop projects that foster empowerment and solidarity.



UNIT TOPICS



UNIT 1

What is Ethnic Studies?

Students examine the historical context for development of the discipline



UNIT 2

Identity

Students will reflect on their personal experiences while exploring diverse perspectives



UNIT 3

History and Systems of Power

Students will analyze societal power dynamics to further understand historical origins and ongoing presence of inequality

UNIT TOPICS CONT.



UNIT 4

Resistance and Solidarity

Students will explore the ways communities have resisted oppression and the role of collective action in driving social change



UNIT 5

Community Action

Students will complete their capstone project to showcase their understanding and application of course concepts

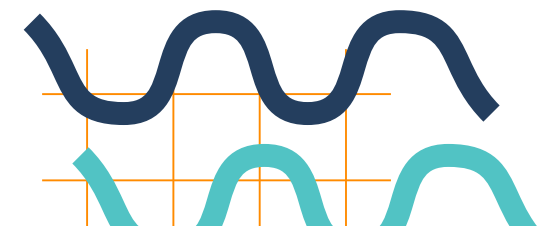


INSTRUCTIONAL MATERIALS

Two resources selected by teachers to pilot. Materials were evaluated for:

- Accessibility
- Representation
- Skill Development

Teachers selected Newsela and McGraw Actively Learn.



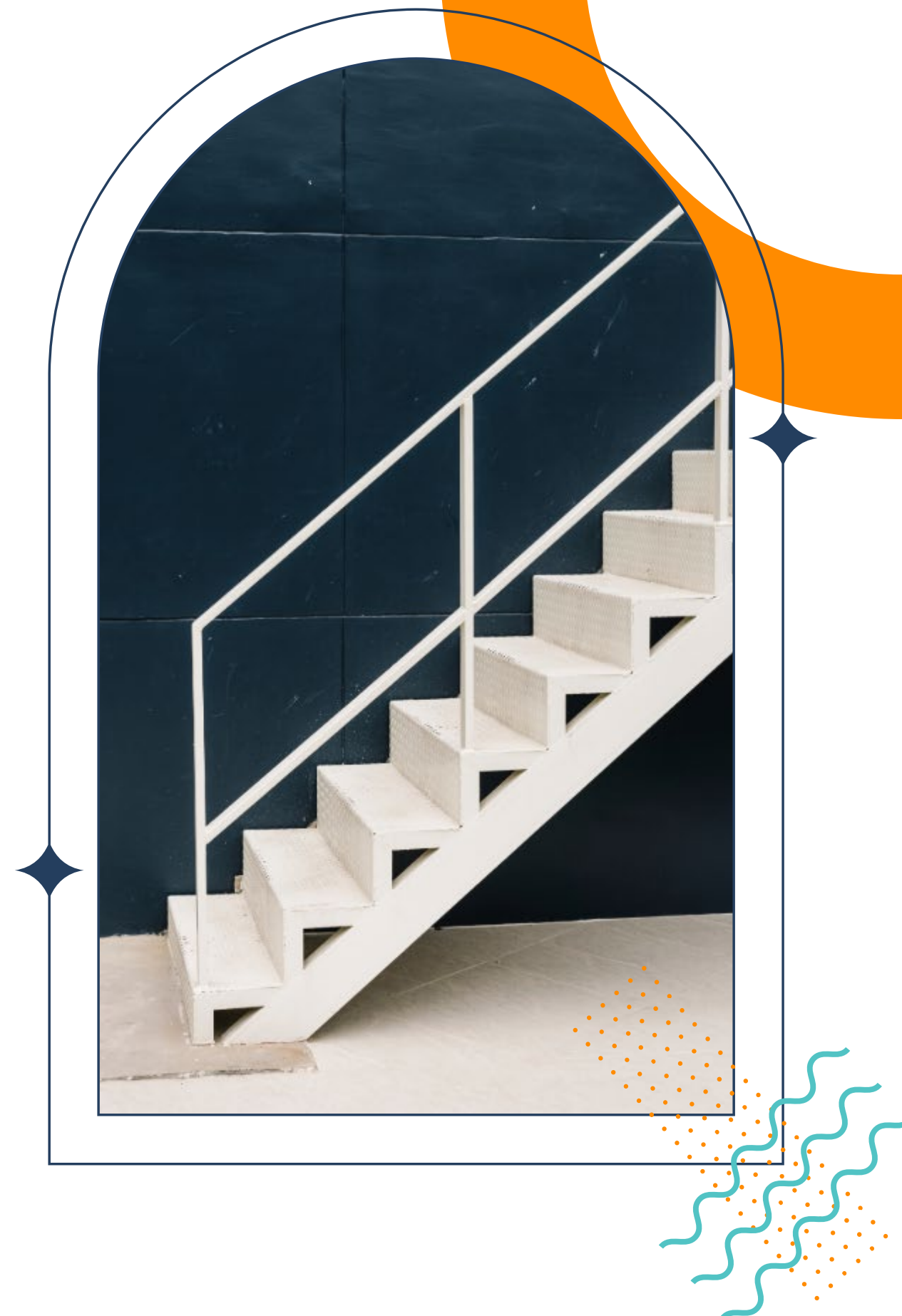


NEXT STEPS

Review public feedback with the CDI and Steering Committee

Board approval for the course and instructional materials

Summer collaborative days for curriculum development



IUSD Ethnic Studies Website

[IUSD.org/ EthnicStudies](https://iUSD.org/EthnicStudies)



FEEDBACK SURVEY

<https://bit.ly/3FavnoW>

**SURVEY WILL CLOSE ON
MARCH 25, 2025**

