

# Hacienda La Puente Unified School District

## **HLPUSD TK-12 Intersectional Ethnic Studies program Definitions, Vision, Mission, Pedagogical Frameworks and Guiding Principles**

### **Intersectional Ethnic Studies Defined:**

Intersectional Ethnic Studies is a dynamic and collectively constructed curriculum and pedagogy that centers the histories, cultures and struggles of marginalized communities in the US. In addition, it seeks to analyze systems of oppression and the relationships of identity and power impacting Black/African Americans, Chicanx, Latinx people, Asian Americans, Pacific Islander, Arab American, Indigenous people and other ethnic/racial groups; as well as Lesbian, Gay, Bisexual, Queer, and Transgender people and people of different gender identities as well as people with disabilities, undocumented people, and those experiencing other forms of marginalization. As an intersectional perspective, this approach takes into account the ways our multiple identities intersect with relationships of power in society." Lastly, Intersectional Ethnic Studies is rooted in both individual and collective empowerment, centering the importance of education as a collective exercise that supports our movement towards educational and social justice.

### **Vision Statement**

The vision for the Intersectional Ethnic Studies program at Hacienda La Puente Unified School District is to empower students to be lifelong learners who challenge systems of oppression and cultivate intersectional solidarity with diverse groups of people by critically analyzing the history, stories, and voices of marginalized communities. Through a rigorous curriculum and pedagogy students will learn how to engage civically, use creativity, and problem solving skills to address challenges in their community and in our changing society.

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## **Mission Statement**

The Hacienda La Puente Unified School District Intersectional Ethnic Studies Program is dedicated to maximizing the talents, interests, and abilities of its students by infusing interdisciplinary and intersectional Ethnic Studies Pedagogy and curriculum from grades TK-12. Through this approach students will be empowered to develop and utilize a critical lens to civically engage and become agents of social transformation that address the needs of their community on a local and global level.

The HLPUSD IES Program will support teachers and students by:

1. Recruiting qualified teachers in HLPUSD to teach HS IES courses in different academic disciplines who will:
  - a. Embrace the HLPUSD IES definition, pillars of Intersectional Ethnic Studies, and themes of IES that will inform the creation of curriculum and pedagogical frameworks.
2. Providing quality Intersectional Ethnic Studies Pedagogy professional development for TK-12 teachers that are both infusing IES in their academic disciplines and developing IES classes, courses and pathways that supports:
  - a. Culturally Responsive Pedagogy, culturally relevant and culturally sustaining teaching practices, decolonial pedagogy, community responsive pedagogy, and anti racist/anti oppression pedagogy.
    - i. Understanding intersectionality
    - ii. Connecting with the community by engaging in youth participatory action research projects, civic engagement, and robust reading and writing practices.
    - iii. Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements.

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## **Guiding Values and Principles of Ethnic Studies**

(From the CA Department of Education Model Ethnic Studies Curriculum)

See the following link for further elaboration and citations:

<https://www.cde.ca.gov/ci/cr/cf/documents/esmcchapter1.pdf>

1. Cultivate empathy, community actualization, cultural perpetuity, 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 precolonial ancestral knowledge, 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 oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
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.

## **Eight Outcomes of TK-12 Ethnic Studies Teaching:**

(From the CA Department of Education Model Ethnic Studies Curriculum)

See the following link for further elaboration and citations:

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1. Pursuit of justice and equity—
2. Working toward greater inclusivity—
3. Furthering self-understanding
4. Developing a better understanding of others
5. Recognizing intersectionality—
6. Promoting self-empowerment for civic engagement—
7. Supporting a community focus
8. Developing interpersonal communication—

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## **The Four Major Goals of the Intersectional Ethnic Studies Program for the 2023-2024 School year are the following:**

1. Build out the Intersectional Ethnic Studies Course offerings at all five of our high schools moving from 11 sections being taught by 5 teachers to 18 sections taught by an increased amount of teachers by the start of the 2024-2025 school year.
  - a. We will accomplish this by adding sections and/or teachers to teach the existing Intersectional Ethnic Studies class in the social studies department.
  - b. Create and pilot an ELA Ethnic Studies course taught at multiple school sites in the 2024-2025 school year.
  - c. Create and Pilot a Ethnic Studies Spanish 2 Heritage speaker course taught at multiple school sites in the 2024-2025 school year
  - d. Create and Pilot a Ethnic Studies Film studies course taught at one high school in the 2024-2025 school year.
2. Building on existing civic engagement work done previously at HLPUSD we will create a Youth Participatory Action Research in each of the Intersectional Ethnic Studies Courses at our comprehensive high schools. This project will meet the requirements of the California State Seal of Civic Engagement with the goal of 75 of our seniors earning the state seal in the 2023-2024 school year.
3. Further Develop Age Appropriate Intersectional Ethnic Studies Curriculum, Classes, and Pathways across TK-12 for all schools. The Board resolution gave the timeline of completing this for all schools by March of 2027. The 2023-2024 Goal will be to make incremental progress on creating curriculum, classes, pathways, and ideas for TK-12 schools.
4. Continue to work collaboratively with parents, community members, staff members and stakeholders through the IES Learning partnership to further develop the Intersectional Ethnic Studies Program at HLPUSD.