



LAGUNA BEACH  
UNIFIED SCHOOL DISTRICT

# Multicultural Studies

[Ethnic Studies]

## LBHS Course Development

Assembly Bill 101 requires that all districts begin offering an ethnic studies course by the 2025-26 school year and establishes its place as a graduation requirement beginning in 2029-30. This course would replace Global Studies & Skills (GSS) at LBHS.



# *Key Components of Multicultural Studies (Ethnic Studies)*

- Benefits
- History/Social Studies Framework
- Ethnic Studies Model Curriculum  
(CA Department of Education)
- Guiding Principles
- Essential Learning Outcomes

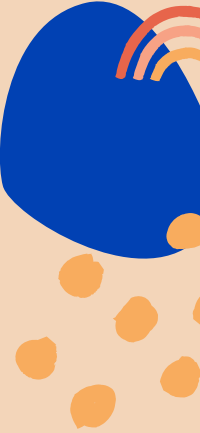
# Benefits of Ethnic Studies [\[Ch. 1 ESMC\]](#)

## Social-Emotional Learning

- Strong sense of **identity**
- Sense of **agency** and **academic motivation**
- Explore **historical and ancestral origins**
- **Reduced stereotype threat**
- **Social-emotional wellness**
- Increased youth **civic engagement** and **community responsiveness**
- Skills and language to **critically analyze, respond, and speak out on social issues**
- Classroom **environment of trust** between students and teachers, enabling them to discuss contentious issues and topics, as well as current events
- **Social and cultural awareness**

## Academic Outcomes

- **Critical thinking, problem solving, collaboration, and interpersonal communication skills**
- Increase in attendance
- Increase in standardized test scores
- Increase in GPA, especially in math and science
- Increase in graduation and college enrollment rates
- College level academic frameworks, theories, terms, and research methods



# *What is Ethnic Studies?*

[H-SS FRAMEWORK Ch.9]

- **Interdisciplinary field of study** that encompasses many subject areas including **history, literature, economics, sociology, anthropology, and political science.**
- Emerged to both **address content considered missing from traditional curriculum** and to **encourage critical engagement.**
- Central to any ethnic studies course is the **historic struggle of communities of color**, taking into account the **intersectionality of identity** (gender, class, sexuality, among others).
- Goal to **challenge racism, discrimination, and oppression** and interrogate the systems that continue to perpetuate inequality.
- Focus on an **in-depth comparative study of the history, politics, culture, contributions, challenges, and current status** of two or more **racial or ethnic groups** in the **U.S.**
- **Identity** and the use of **power** are central to ethnic studies courses.

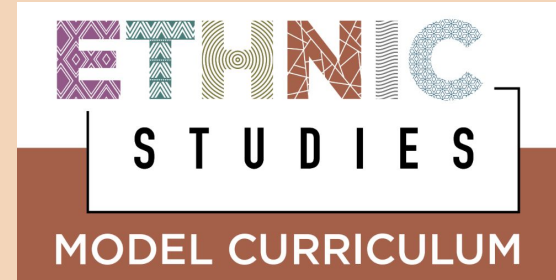
# *Ethnic Studies Guiding Principles (6Cs)*

1. **Cultivate** empathy, community actualization, cultural perpetuity, self-worth,.. of People of Color.
2. **Celebrate** and honor 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 pre-colonial, ancestral knowledge, narratives, and communal experiences of People of Color
4. **Critique** empire-building in history and its relationship to white supremacy, racism and other forms oppression
5. **Challenge** racist, bigoted, discriminatory, imperialist/ colonial beliefs and practices on multiple levels
6. **Connect** ourselves to past and contemporary social movements that struggle for social justice.



# 8 Essential Learning Outcomes

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



# Multicultural Studies

## LBHS Course Development Journey

Spring 2023

Summer  
2023

Fall  
2023

Winter & Spring  
2024

### Build Course Development Team:

District & Site  
Administrators,  
LBHS Social  
Studies Teachers

- **Ethnic Studies Model Curriculum** review
- **H-SS Framework Ethnic Studies Course** and **FAIR Act** review
- Explore multiple **current A-G Approved ES Courses**
- **Curriculum** from other districts
  - Anaheim UHSD, Los Al USD, Tustin USD, LAUSD, SLCUSD
- CA Council for Social Studies Ethnic Studies Webinar
- CADOE **Ethnic Studies “Train the Trainers”** certification

- **Student Surveys & Focus Group**
- **Field Trip** site visits
- **School planning meetings:**
  - Morro Bay
  - Encinitas
  - Anaheim
  - Palo Alto
  - Capo Unified
- **Interest groups meetings:**
  - Acjachemen nation
  - Jewish Federation of OC
  - District Digital Media
  - IVC
- Report/Update to the Board

- Present to **Curriculum Council** (January)
- Build lessons & supplemental curriculum resources
- **“Empathy Interviews”** with former students
- Board presentation
- Ongoing collaboration with other high schools
- Ongoing training and workshops - CDE, OCDE, UCI/CA History Project
- Ongoing meetings w/students, parents, community partners

# LBHS Multicultural Studies

## Unit Scope & Sequence

### Unit 1, Identity & Stereotypes

**Key Concepts:** identity, stereotypes, race, ethnicity, intersectionality

“Who am I?” Project: Students will examine their own ethnic background/identity

### Unit 2, First Nations/ Indigenous People

**Key concepts:** indigenous, colonization, resistance, genocide, sovereignty, caricature, cultural appropriation

### Unit 3, Black & African Americans

**Key Concepts:** Legacy of slavery and Jim Crow segregation, Civil Rights movement

### Unit 4, Latino/a/x & Chicano Americans

**Key Concepts:** land grant, equal protection, transnationalism, refugee, bilingual, vigilante, bracero, strike

### Unit 5, Asian Americans

**Key concepts:** internment vs. incarceration, imperialism, erasure, second generation, diaspora, xenophobia, push/pull factors, assimilation

### Unit 6, Capstone Research Project

Students will examine a cultural group of their choice and create a presentation of the learning



# LBUSD Student Voice

The main goal of Ethnic studies is to debunk all stereotypes of each culture of study by expanding the cultural lens of the student.

I think it is important to learn about diverse cultures outside of the US and Western Europe. I think not learning about different cultures limits our perspective on the world as a whole.

I wished that I learned more about modern day ethnic issues

During my time in school, I wish I really learned about more marginalized groups that are still present here in the States. Even though these groups exist, the school doesn't really teach us about their cultures, only the "main" four.



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