

PPS Social Studies: K-12 Ethnic Studies Experience

Education Committee
May 2024



SOCIAL STUDIES ETHNIC STUDIES

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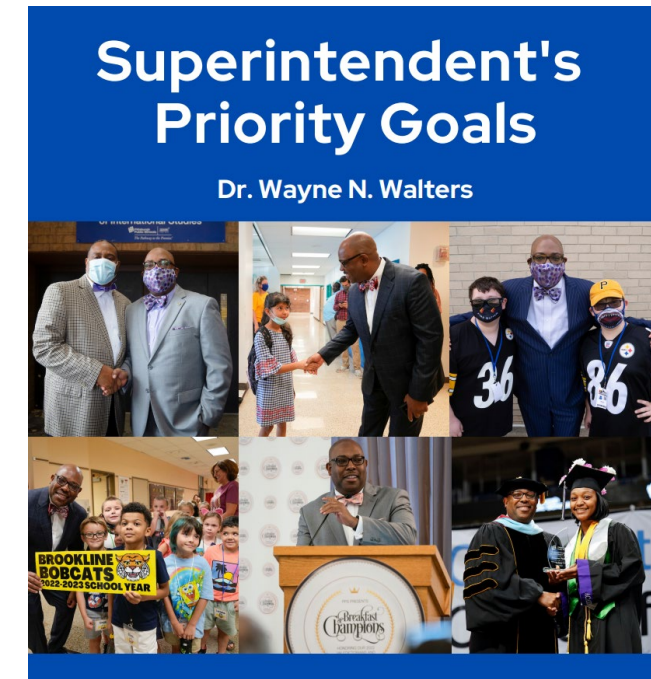
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SUPERINTENDENT'S PRIORITY GOALS

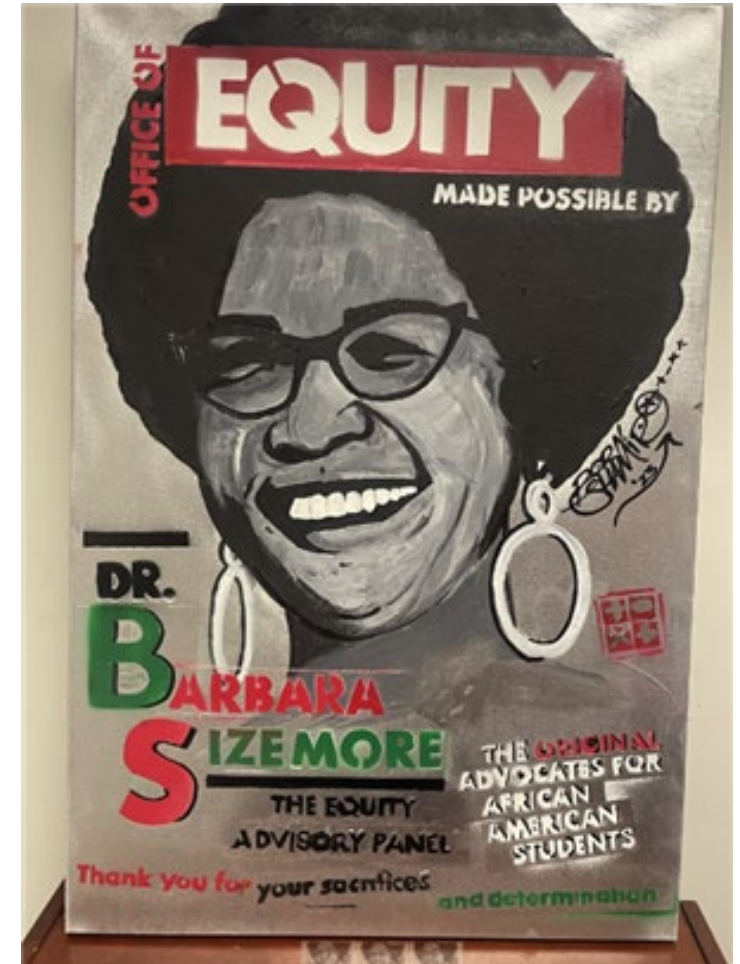
Goal #1: Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Goal #5: Strategically allocate resources to ensure equity, excellence, and efficiency.



Agenda:

- Historical Context and Call to Action
- Action Item Update
 - Integrations and Curricular Revisions
 - Ethnic Studies: Graduation Requirement
 - Ethnic Studies: Instructional Material Selection



HISTORICAL CONTEXT AND CALL TO ACTION

*"You can't really know where you are going
until you know where you have been."*

- Maya Angelou



HISTORICAL CONTEXT

1992-2006
Conciliation
Agreement

2018
Policy 102.5
Equity and
Excellence
in Education

2019
“On Track to
Equity”

2021
Ethnic
Studies
Advisory
Committee

2022
Board
Approved
Graduation
Req: Ethnic
Studies for
the Class of
2028

2023
C&I Ethnic
Studies
Research &
Evaluation

2023-2024
Curricular
Revisions
RFP—Grades
6-7
RFP—Ethnic
Studies

ACTION STEP 4

BLUEPRINT AND ACTION PLAN: CULTURALLY RESPONSIVE INSTRUCTIONAL MATERIALS

MOU ITEMS: V.c, VI.b

BRIEF DESCRIPTION OF INITIATIVE

PPS will continue to focus on teaching and learning content through a lens of cultural equity by offering Ethnic Studies in the Social Studies. Ethnic Studies critically examines historical and contemporary social issues from multiple perspectives, while centering the experiences of historically marginalized groups, to arrive at a plural and multicultural understanding of society. Ethnic Studies focuses on themes of social justice, social responsibility, and social change, allowing students to identify similar social patterns and universal qualities present in their own and other societies. Additionally, Ethnic Studies incorporates culturally responsive approaches to instruction through more communal, artistic, interactive and inquiry-based methods.

DESIRED STATE

All PPS students K–12 will experience an Ethnic Studies curriculum through the design and/or adoption of teaching and learning materials in Social Studies. The District will continue to provide exposure to culturally authentic text throughout the ELA curriculum.

ON TRACK TO
EQUITY



INTEGRATING EQUITY THROUGHOUT PPS
AN IMPLEMENTATION PLAN



**Ethnic Studies
Advisory Committee
Draft Final Recommendations
April 15, 2021**

Recommendation: Definition of Ethnic Studies for the Pittsburgh Public Schools:





"Ethnic Studies will use an inter-disciplinary curricular and instructional approach to foster cross-cultural understanding and consciousness. Students will explore and value their own cultural and racial identity while appreciating the cultural and racial differences around them. Students will be able to demonstrate a more complex understanding of the human experience and all students will be empowered to engage socially and politically and to think critically about the world around them."

What is Ethnic Studies?

“Ethnic Studies will use an inter-disciplinary curricular and instructional approach to foster cross-cultural understanding and consciousness. **Students will explore and value their own cultural and racial identity while appreciating the cultural and racial differences around them.** Students will be able to demonstrate a more **complex understanding of the human experience and all students will be empowered to engage socially and politically and to think critically about the world around them.**”

- **PPS Ethnic Studies Advisory Subcommittee**

Top Research Backed Student Benefits of Ethnic Studies Courses

-  Improved Attendance
-  Improved Graduation Rates
-  Embedded Culturally Responsive Pedagogy
-  Collective Responsibility

Potential Benefits

- ✓ Improved Student Performance
- ✓ Improved Student Engagement
- ✓ Improved Quality of Education

*"There is no
beauty but the
beauty of action."
~African Proverb*

ACTION ITEMS and RESPONSES: Integrations and Curricular Revisions



**Ethnic Studies
Advisory Committee
Draft Final Recommendations
April 15, 2021**

Recommendations for Grades PreK-5:

Basic concepts associated with geography should be taught and assessed by grade 5 so that students can demonstrate mastery of skills such as:

- distinguishing from and using physical and political maps.
- distinguishing between cardinal and intermediate directions.
- being able to locate specific landmarks, mountain ranges, and bodies of water on a map.
- distinguishing between major cities, state capitols, states, countries, and continents.
- using information from maps to explain climate, climate change, land use, and the impact of geography on how people live.



**Curriculum & Instruction
Responses**

Social Studies K-5

- **Analyze Existing Relatable Elements**
- **Curricular Revisions to Increase Exposure & Practice of core Geography skills.**
- **Provide Professional Development Opportunities to Support Geography Skills in Social Studies that are relevant & engaging.**
- **Review Curriculum & Instructional Materials for Cultural Appropriateness & Representation**
- **Provide Professional Development Opportunities Supporting Culturally Responsive Pedagogy**
- **Complete C&I Site Visits of PPS K-5 Social Studies learning environments including specific focus on representation of Geography.**
- **Ensure Inter-Departmental Communication & Collaboration Opportunities including a Digital Hub for expanded educator access to locally created lessons & related teaching strategies**
- **Analyze & Evaluate Social Studies Vertical Alignment of all Standards, Skills, Competencies**
- **Ensure Curricular Alignment & Vertical Integration of K-5 Geography and related Social Studies Standards, Skills & Content, identify key mastery expectation benchmarks.**
- **Create, Implement Benchmark Competency Formative Assessment for data analysis & evaluation for grades 2, 5, 8.**



Recommendation for Grade 6-World Geography:

Align major themes that frame Social Studies curriculum in grades 6-8 with that established for ELA to create more interdisciplinary learning opportunities.
Reframe Grade 6 “World Geography” to focus on the People and Cultures of the Eastern Hemisphere with special emphasis given to Africa, Asia, and Oceania.

Recommendation for Grade 7:

Reframe Grade 7 “World History” to focus on the People and Cultures of the Western Hemisphere with special emphasis given to North America (Canada, Mexico, Cuba, and the Caribbean), Central America, and South America.



**Curriculum &
Instruction Responses**

Social Studies 6-7

- **Creation & Implementation of new courses 6/7 for 24-25 SY: EASTERN/WESTERN HEMISPHERE COURSES**
- **Evaluate Eastern/Western Hemisphere Course Design in Use, Design Course Description and Sequencing**
- **Implemented an RFP Seeking New Course Instructional Materials with IM Review Committee**
- **Committee Text Selection, Design an Outline of a Customized Text Prototype.**
- **Increase Professional Learning Opportunities for Educators Relating to Fostering Historical Connections to the Present, Increasing Relevancy, Engagement, & Strengthening Historical Thinking Skills**
- **Review Curriculum & Instructional Materials for Cultural Appropriateness & Representation**
- **Provide Professional Development Opportunities to Support Geography Skills and the study of World Cultures in Social Studies that are relevant & engaging.**
- **Provide Professional Development Opportunities Supporting Culturally Responsive Pedagogy**
- **Complete C&I Site Visits of PPS 6-7 Social Studies learning environments.**
- **Ensure Inter-Departmental Communication & Collaboration Opportunities.**
- **Ensure Curricular Alignment & Vertical Integration of 6-7 related Social Studies Standards, Skills & Content, identify key mastery expectation benchmarks. Specific focus on representation of culture & Geography.**
- **Create, Implement Benchmark Competency Formative Assessment for data analysis & evaluation.**



Ethnic Studies
Advisory Committee
Draft Final Recommendations
April 15, 2021



Recommendation for Grade 8:

Reframe Grade 8 U.S. History up to 1865 to focus on major social, political, economic, and cultural themes rather than dates, places, and historical events. Themes would include the impact of social and political issues, cultural imperialism, economics, and political conflict on various racial and ethnic groups when a topic is being studied and its relevance to students' lives in the 21st century.

- **Initial Review Curriculum & Instructional Materials for Cultural Sensitivity & Representation**
- **Provide Professional Development Opportunities Supporting Culturally Responsive Pedagogy**
- **Increase Professional Learning Opportunities for Educators Relating to Fostering Historical Connections to the Present, Increasing Relevancy, Engagement, & Strengthening Historical Thinking Skills**
- **Ensure Inter-Departmental Communication & Collaboration Opportunities**
- **Ensure Curricular Alignment & Vertical Integration of Social Studies Standards, Skills & Content, identify key mastery expectation benchmarks.**
- **Create, Implement Benchmark Competency Formative Assessment for data analysis & evaluation.**

PPS Social Studies: ETHNIC STUDIES PLANNING



Ethnic Studies
Advisory Committee
Draft Final Recommendations
April 15, 2021

Recommendation for Grades 9-12: Ethnic Studies:

Ethnic Studies courses would be offered across content areas to focus on major social, political, and cultural themes rather than dates, places, and historical events. An “ethnic studies” approach will require teachers to present content and create learning opportunities that are designed to help students understand how content associated with civics, history, economics, sociology, race, power, and social class relates to their ability to become a civically engaged and informed citizen.

Students would have the opportunity to earn .5 credit(s) toward graduation by taking an “ethnic studies” course or via an ethnic studies course pathway embedded in Social Studies course offerings.

Examples of Ethnic Studies curricular areas of focus:

Black Lives Matter

Religious Studies

Women’s Studies

Popular Culture: Film, Movies, Television, Literature, and Social Media

Latino Studies

Race, Protest Movements, and Politics

Genocide and Oppression

LGBTQIA Studies

Ethnic Studies Capstone Project



Social Studies 9-12 Course Catalog Analysis (Sample View)

CORE

“Civics”
“World History”
“U.S. History II”
(1865-Present)
“African American
History”

 “Ethnic Studies”

(This common base course studies
multiple groups, within one course.)

CURRENT PROJECT

Advanced Placement

“AP US Government”
“AP Anthropology”
“AP Human Geography”
“AP World History”

 “AP African American Studies”

(This course is available in our
course catalog. This course was
piloted in the previous SY at
Allerdice HS and analyzed by C&I.
This course gained national
attention in 2023.)

PILOT 22-23 SY

ACTIVE COURSE 23-24 SY

ELECTIVE

“Women Studies”
“Comparative
Religions”
“Psychology”
“Sociology”
“Anthropology”

 “Contemporary
World Issues”

ACTIVE COURSE 23-24 SY

**Curriculum & Instruction
Responses**

Social Studies 9, 10, 11

- Initial Review Curriculum & Instructional Materials for Cultural Appropriateness & Representation
- Provide Professional Development Opportunities Supporting Culturally Responsive Pedagogy
- Increase Professional Learning Opportunities for Educators Relating to Fostering Historical Connections to the Present, Increasing Relevancy, Engagement, & Strengthening Historical Thinking Skills
- Ensure Inter-Departmental Communication & Collaboration Opportunities
- Increase Professional Learning Opportunities for Utilizing Digital Platforms to support Relevancy & Engagement with Current Resources
- Ensure Curricular Alignment & Vertical Integration of all related Social Studies Standards, Skills & Content, identify key mastery expectation benchmarks.

CIVICS

Grade 9

Research/Planning for
Comprehensive Course
Revision



WORLD HISTORY

Grade 10

Research/Planning for Course
Revisions



US HISTORY (1865-Present)

Grade 11

Research/Planning for Course
Revision

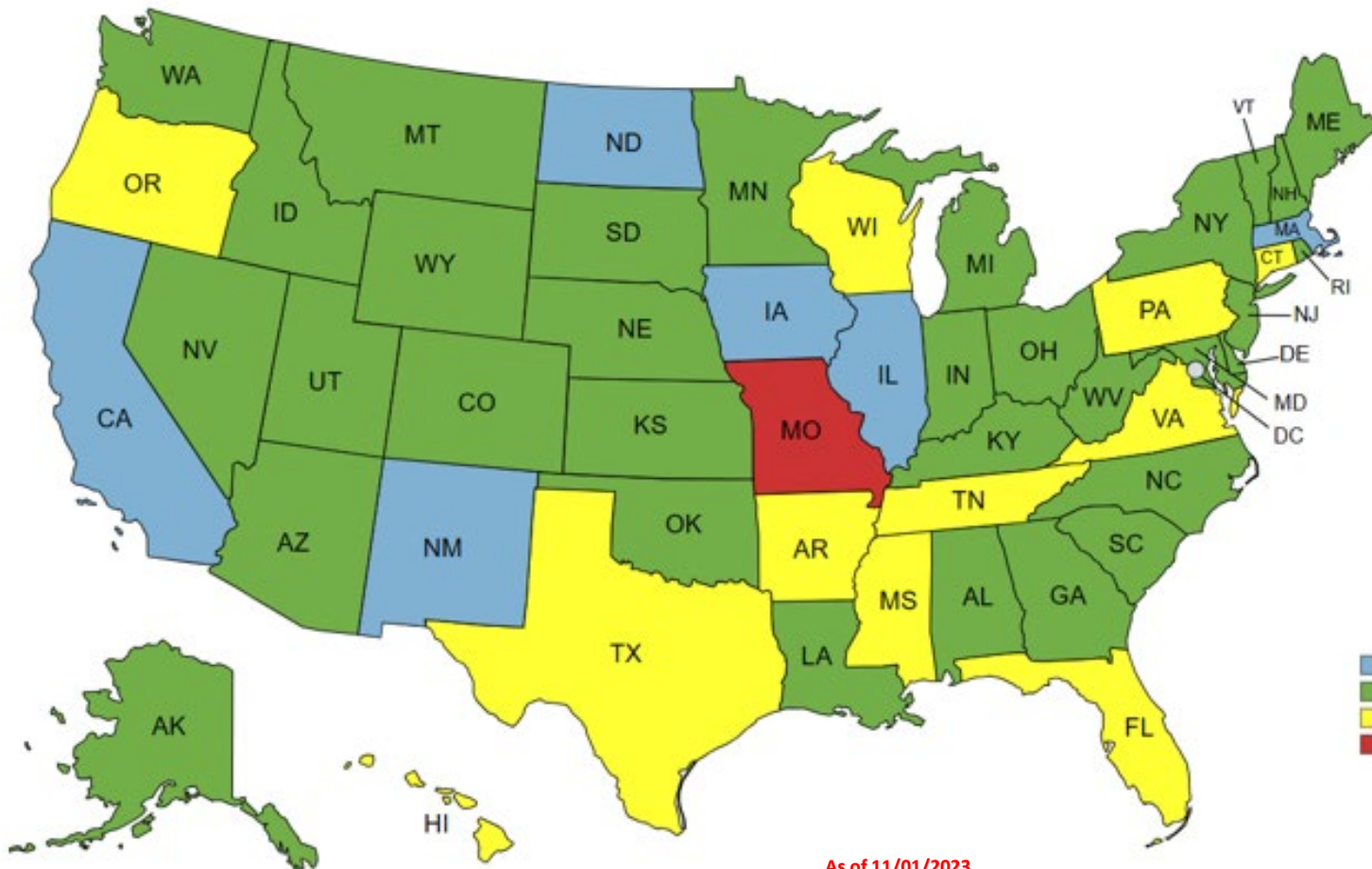


Ethnic Studies Base Course Graduation Requirement for Class of 2028

Social Studies <ul style="list-style-type: none"> All courses integrate geography, history, civics & government, and economics 	Four (4) units to include:	Units
	Civics	1
	World History	1
	American History	1
	African American History or Ethnic Studies Course	1
	Social Studies eligible options may include: Curriculum and Instruction approved equivalent courses/CAPSTONE Course (Ethnic Literature .5 + Ethnic Studies .5)/CAS (Honors)/Advanced Placement/International Baccalaureate/postsecondary courses	
Social Studies Total Units		4

ACTION ITEM:
Ethnic Studies
Graduation Requirement for the
Class of 2028
Course Development

SOCIAL SCIENCES & RELATED COURSES
STATE TO STATE



As of 11/01/2023

- **Green:** Represents states that Social Studies programs operate only on core components of K-12 Social Studies, not including Social Science specific standards, and showing little evidence of such related courses.
- Yellow:** Represents states that Social Studies programs operate on the core components of K-12 Social Studies. Although these states include no specific Social Science related standards, exposure to Social Sciences is included with evidence of related courses.
- **Blue:** Represents states that Social Studies programs operate on the core components of K-12 Social Studies, and which have also adopted specific Social Science based standards at the state level to introduce related courses.

Ethnic Studies Course Planning in Pittsburgh Public Schools



SUBJECT CODE ⚙

CODE TITLE AND DESCRIPTION ⚙

04 107

U.S. ETHNIC STUDIES

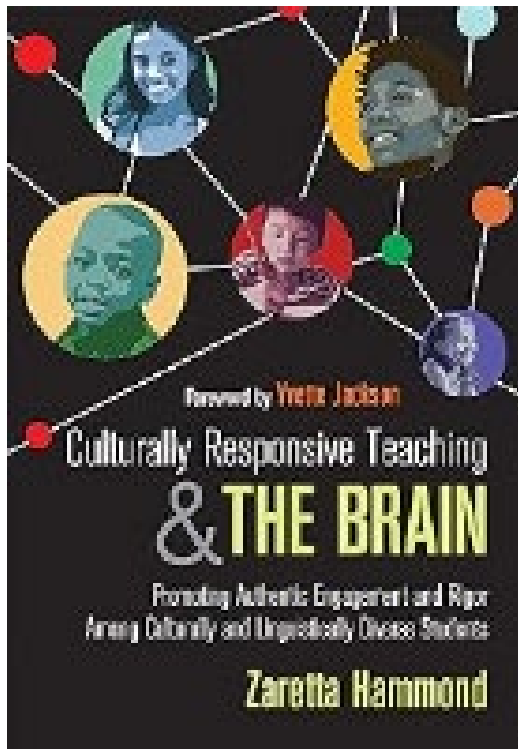
U.S. Ethnic Studies courses examine the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. These courses may focus primarily on the history of an individual racial/ethnic group or may take a more comprehensive approach to studying the contemporary issues affecting racial/ethnic groups overall.

“The Hallmarks of Ethnic Studies”

- ✓ Curriculum as Counter-Narrative
- ✓ Criticality
- ✓ Reclaiming Cultural Identities
- ✓ Intersectionality and Multiplicity
- ✓ Community-Based Pedagogy
- ✓ Culturally Responsive Pedagogy
- ✓ Students as Intellectuals
- *Psychological Safety in the Classroom

Critical Thinking Skills in Ethnic Studies

*Transforming **DEPENDENT** to **INDEPENDENT** Learners*



When we look at the educational experiences of many groups marginalized by race, language, or socioeconomic status, we see that they often get a “watered down” curriculum that doesn’t require higher order thinking. Consequently, they don’t build the capacity to do higher order thinking on their own. To empower dependent learners and help them become independent learners, the brain needs to be challenged and stretched beyond its comfort zone with cognitive routines and strategy.

-Zaretta Hammond CRP & The Brain

PPS Social Studies: ETHNIC STUDIES PLANNING

Groups of Study

Groups refer to the **Racial, Ethnic, and Cultural Groups of Study** available to learners within the course. The list of groups is not to be misconstrued as the only groups of study available to learners within the course.

Themes of Study

Themes refer to the **interwoven opportunities for analysis developing deeper understandings** of that which, including societal issues, are evident across multiple “strands” of Social Studies learning through time and which will be represented within course curriculum.

“Enduring Issues”

An “Enduring Issue” **is a challenge, topic, or issue that a society has faced, debated, or has been challenged by across time and attempted to address with varying degrees of success.** Examples of “Enduring Issues” are often; conflict (war/competition), armed struggle, resistance, invasions, threats to the balance of power, human rights violations (injustice, discrimination, unfair treatment, persecution for beliefs, threats to cultural identity, restrictions of movement). “Enduring Issues” are connected to Themes.

Time of Study

Time refers to the **chronological guidelines** attached to the chrono-thematic course design. Course source encounters will naturally align within periods of time with context. Recent times are an emphasis of the course.

Groups of Study

➤ *Course priority focus is subgroups that have been historically underrepresented in curriculum(s), also included/represented are ethnic and cultural groups relevant and relatable to course themes of study and aligned to local characteristics.*


Groups that have been included in courses elsewhere:

- African
- Latino
- Asian
- Indigenous
- Middle Eastern/North African
- Jewish
- Indian
- Pacific Islander
- Irish
- Italian
- Religious Perspectives
- Socioeconomic Perspectives
- Social Groups

PPS Course will aim to include populations represented in PPS:

- Native languages spoken by students: 95
- Countries represented: 57
- African-American students: 52%
- White students: 31%
- Multi-Racial students: 9%
- Hispanic students: 4%
- Asian (not Pacific Islander): 3%
- Native Hawaiian, other Pacific Islander or American Indian: .26%

Themes of Study

- **Geography**
 - **Historical Analysis**
 - **Civics**
 - **Economics**
- 
- Power & Oppression
 - Enduring Issues
 - Joy & Resilience
 - Enduring Issues
 - Social Movement & Resistance
 - Enduring Issues
 - Society & Identity
 - Enduring Issues
 - Human Movement & Interactions
 - Enduring Issues
 - Contributions & Expressions
 - Enduring Issues

Time of Study

- **Prior to 1600**
- **1600-1800**
- **1800-1900**
- **1900-2000**
- **2000-Present** *(EMPHASIS)*

ACTION ITEM:
ETHNIC STUDIES GRADUATION
REQUIREMENT FOR CLASS OF 2028
Materials Selection

- In-person and virtual sessions
 - 12 committee members provided feedback for 3 resources
 - Teachers
 - Community Members/Parents
 - EAP
 - Student



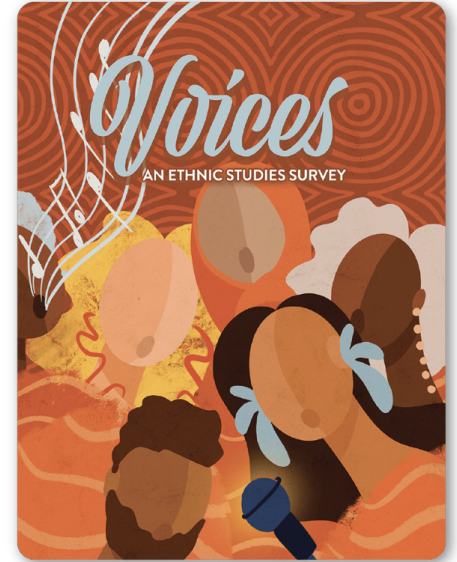
- Request for Proposals (RFP) for instructional materials was issued.
- The RFP was advertised on the PPS website in multiple places and the committee opportunities were shared through PPS Social Media Outlets.



- RFP was issued for instructional materials in **September 2024**
 - 2 proposals received
 - 1 publisher reviewed
 - RFP was issued a second time in **November 2024** to solicit additional resources
 - 2 proposals received
 - 2 publishers reviewed
- ✓ **2 resources selected**

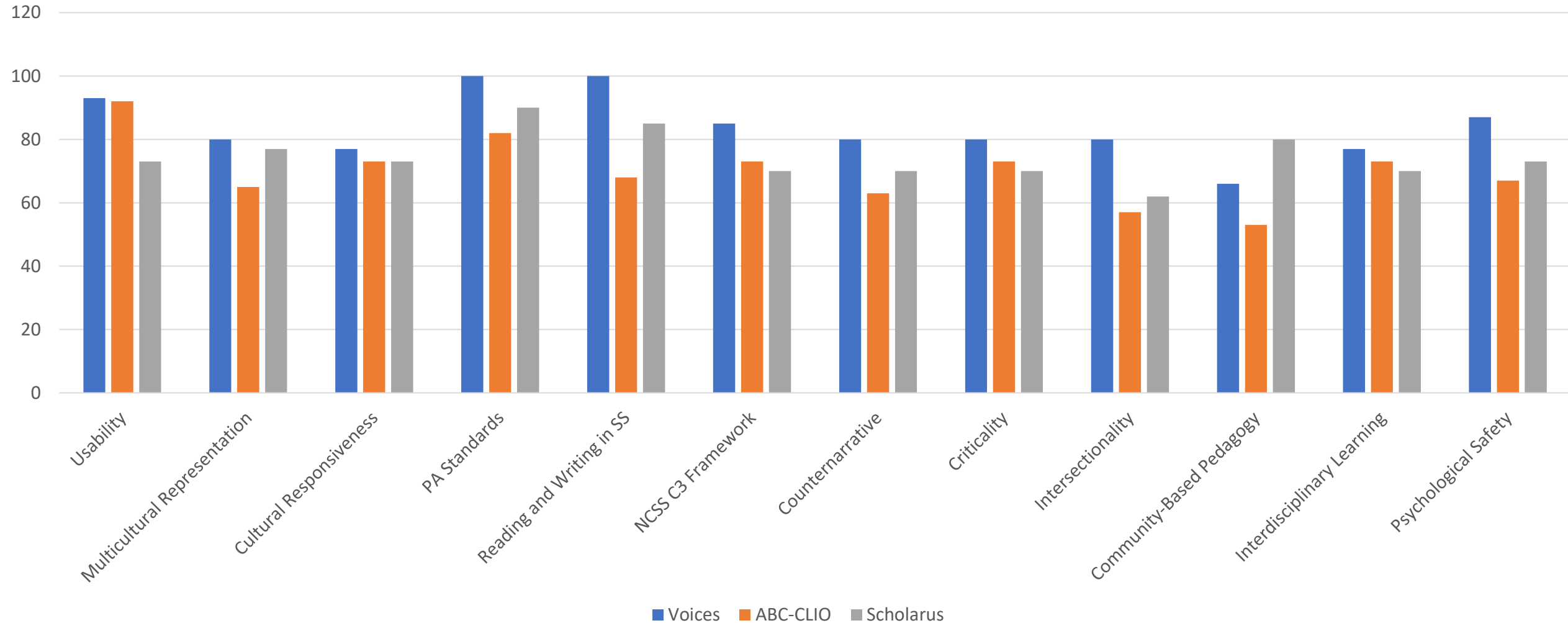
Proposal Materials Review Presentations

- **Gibbs Smith**
Education: *Voices*
- **Scholarus**
- **ABC-Clio**



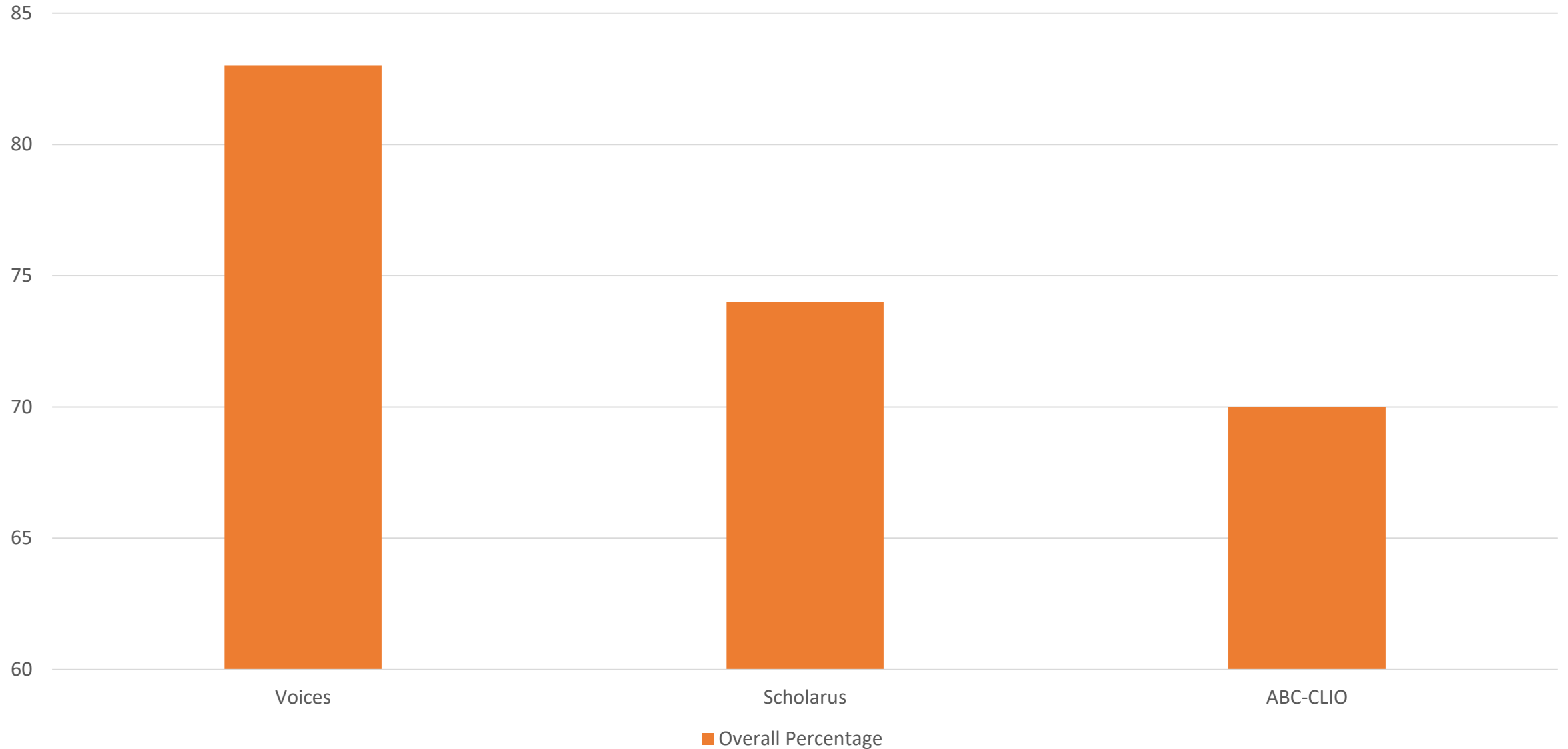
Component Ratings: % of Points Earned

Category Data

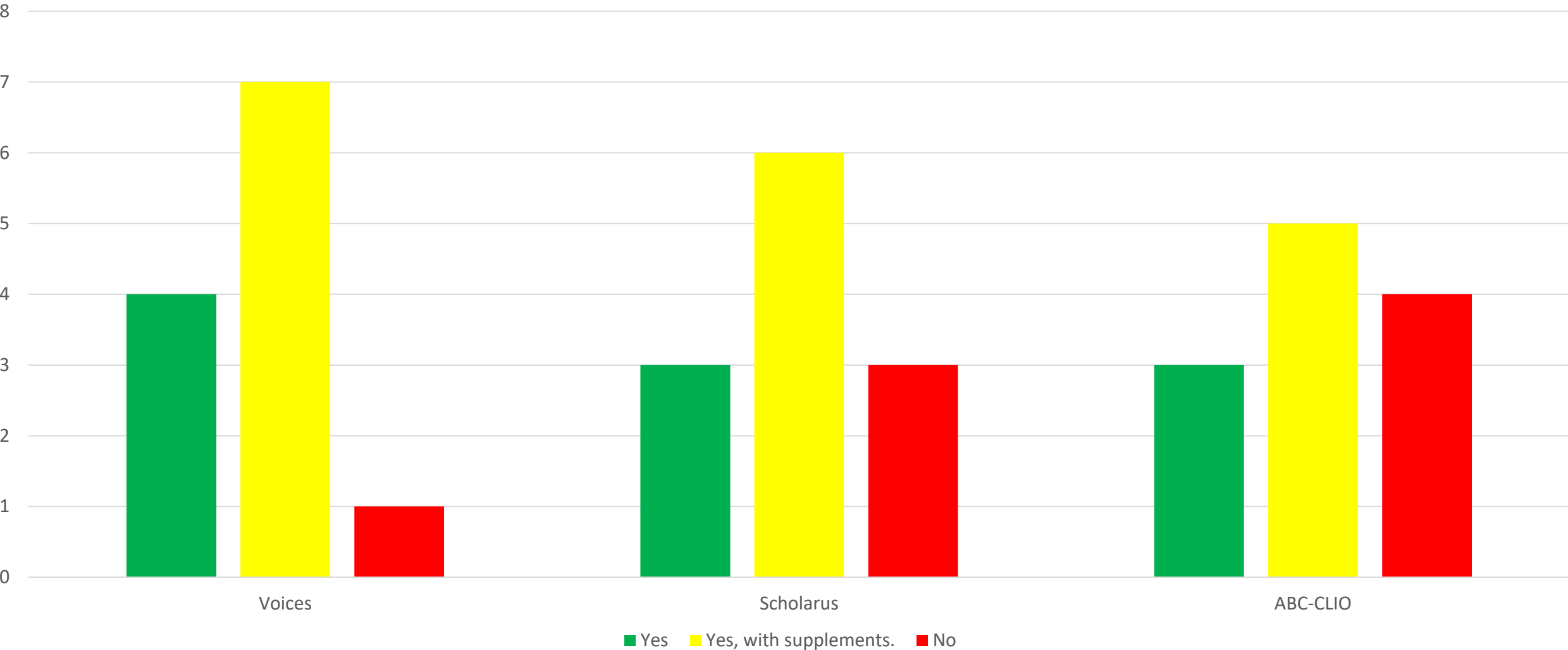


Total Percentage Findings

Overall Percentage



Component Ratings: Out of 5 pts. Possible



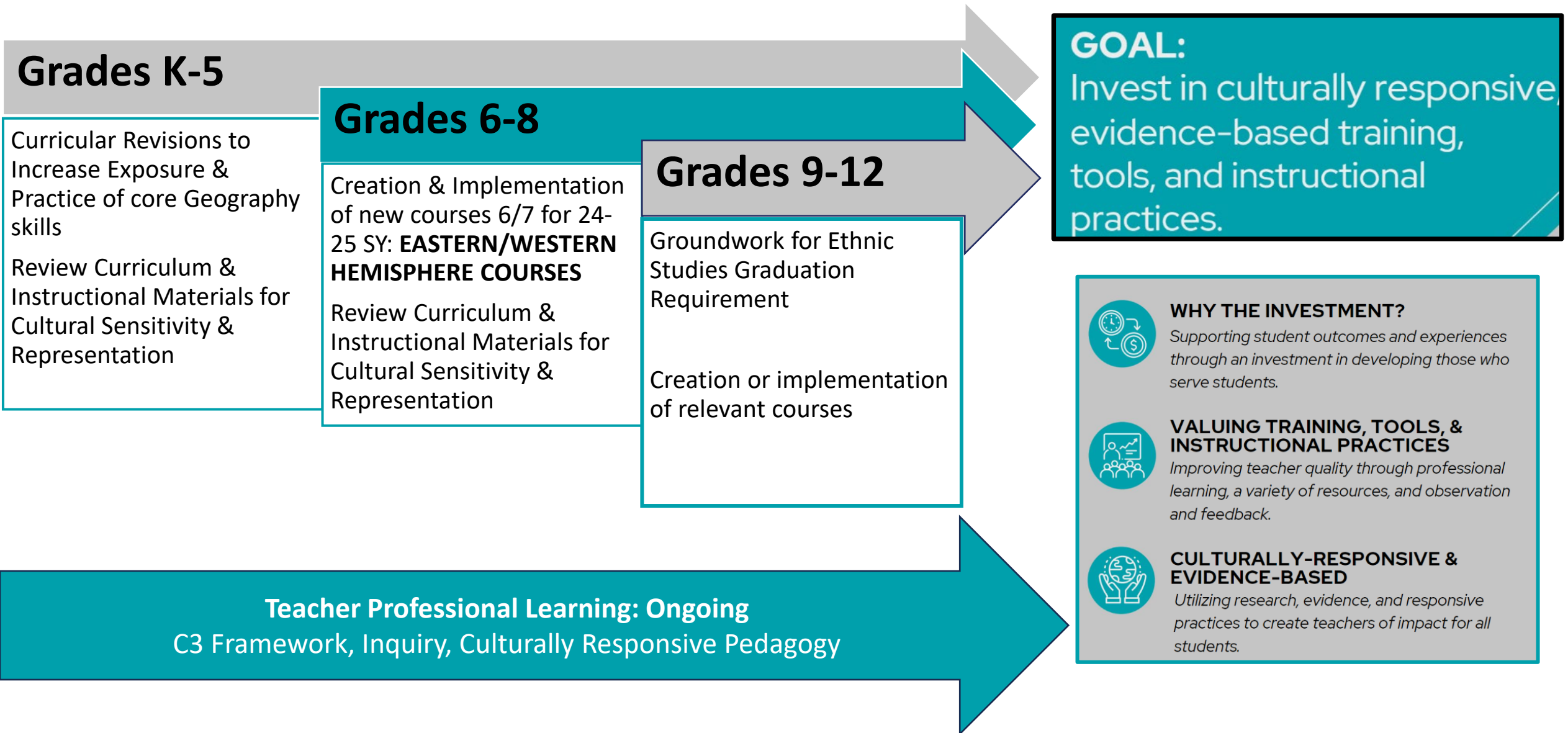
Next Steps

- Focus Groups starting this school year
 - Teachers, Principals, EAP, Students, Parents, Community Members
- Curriculum Planning and Development starting this school year
- Designing professional learning for all Social Studies Teachers for the 24-25 school year
- Professional Learning for Principals during the 24-25 school year.
- Course creation and scheduling for school master schedules and full implementation in 25-26
- Working with PPS Communications Team to advertise the course
- Work with PPS Student Services to ensure appropriate scheduling

Engagement with the Equity Advisory Panel

- Member of the EAP on the Instructional Materials Review Committee
- Updates provided to the EAP on 2/20/24 by Dr. Fillmore
- Updates provided to the EAP on 4/23/24 by Dr. Cruz
- Planning to meet with the EAP in August during their retreat to review the curriculum framework and additional updates
- Continue to meet and consult with the EAP

PPS Social Studies: ETHNIC STUDIES PLANNING



Thank You!

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