Ethnic Studies in ARUSD

Board Meeting November 20, 2025

Land Acknowledgement

We acknowledge that Santa Clara County and our schools occupy the unceded territory of the Muwekma Ohlone Tribe, the sovereign tribe and original people of the skies, land, and waters where we work and learn. The Muwekma Ohlone people are the stewards of these lands and of the teaching and learning that comes from and responds to the needs of the land and people who share it. May our daily lives and work - research, teaching, and community engagement – support the evolving vision of the Muwekma Ohlone for their community and these lands.



Ethnic Studies Model Curriculum page 9

“As a field, ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for ethnic studies courses to document the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.”

Celebrating Alum Rock's Diversity Month by Month 2025-2026

September

- Latino/a/x Heritage Month (9.15-10.15)

October

- Latino/a/x Hispanic Heritage Month (9.15-10.15)
- Filipino American History Month
- Indigenous People's Day (10.12.26)

November

- Native American/ Indigenous Heritage Month
- Ruby Bridges Day 11.14.24

January

- Dr. Martin Luther King, Jr. Day (1.19.26)

February

- African American/ Black History Month
- Lunar New Year (2.17.26)

March

- Women's History Month
- Cesar Chavez Day/Celebrating Campesinos Month

April

- Arab American Heritage Month
- Dolores Huerta Day (4.2.25)

May

- Asian American, Native Hawaiian and Pacific Islander Heritage Month

June

- LGBTQ+ Pride Resolution



October 13, 2025 is Indigenous People's Day

November is Native American Heritage Month



Link to Toolkit

Ethnic Studies Model Curriculum page 8

“By affirming the identities and contributions of marginalized groups in our society, ethnic studies helps students see themselves and each other as part of the narrative of the United States. This helps students see themselves as active agents in the interethnic bridge-building process we call American life…”

Student Advisory Committee for Civic Engagement and Agency



Senator Cortese Bus for Education



California Native American Day



Women’s Power Lunch at the Santa Clara County Courthouse

Questions Responses 635 Settings

Alum Rock Union Elementary School District. Make this form public or upgrade now to have granular control over who can se

635 responses

Link to Sheets

Accepting responses

Summary Question Individual

What topics of Ethnic Studies interest you to learn more about in class?

635 responses

weaponry people used a long long time ago, as well as animals

I think I would like to learn about Black panthers and Chicano Culture.

i want to learn about ethnicity's.

cultural influence

A Ethnic studie that interests me that I want to learn more about in class is the After of Hiroshima because My mom is Japanese and I'm half Japanese, this year we went to Japan during our stay we visited Hiroshima and went to a museum there. We saw a building that was still standing after the bomb, inside there were horrific drawings when the bomb was dropped, one of the drawings was peoples skin peeling off and burned you couldn't recognize them anymore. Another one was showing the black rain that happened after the bomb was dropped I think if the rain got on you a burn or rash something would happen that would eventually kill you. Another one I want to learn more about in class is WW2 I have read books, watched videos and movies about it but I want to learn more in depth of what the soldiers had to go through and their strategies. Especially the Japanese against the USA I want to learn more about it because my great great grandpa or great grandpa was actually forced into the army many Japanese people were forced into the army, my mom told me he had a diary that he wrote in about it but we couldn't find it



Ethnic Studies Model Curriculum pages 8 and 77

- ... in ethnic studies it is crucial to focus not only on understanding oppression and fostering compassion, but also on recognizing advances in ways that promote student agency. This begins with each teacher seeing the assets and strengths every student brings to the classroom. Students should leave an ethnic studies class knowing their choices matter and compelled to think carefully about the decisions they make, realizing that their choices will ultimately shape the world.”

Dr. Daisy Martin

History Professor and Director of UCSC History and Civics Project

Mark Gomez

UC History and Ethnic Studies Educator

CALIFORNIA SUBJECT MATTER PROJECT

The Content, Literacy, Inquiry, and Citizenship (CLIC) Project

Implementing California's History-Social Science Framework

UCSC HCP

the history & civics project

@ UC SANTA CRUZ

EAST SIDE HIGH SCHOOL DISTRICT

Silicon Valley

ANDREW HILL FALCONS

JAMES LICK Comets

EVHS

INDEPENDENCE TORO

OVERFELT

PIEDMONT HILLS

FOOTHILL SAINTS

SILVER CREEK HIGH SCHOOL Rebels We lead. Others follow.

OAK GROVE EAGLES

Middle School Ethnic Studies in ELA

Unit 4 (Dates) A: DRS:	Claim 1/Target 5 **Analysis Within or Across Text** **RL.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Claim 1/Target 4 **Reasoning & Evidence** **RL.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Claim 2/Target 1b **Revise Brief Texts** **W.3b** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	Claim 1/Target 7 **Language Use:** **L.5a** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.	Claim 1/Target 3 **Word Meaning** **L.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words to better understand each of the words.
Unit 5 (Dates) A: DRS:	Claim 1/Target 12 **Analysis Within or Across Text:** **RI. 6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Claim 1/Target 10 **Word Meanings** **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Claim 2/Target 3b **Revise Brief Texts** **W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Claim 1/Target 10 **Word Meanings** **L.4b** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Claim 3/Target 4 **Listen & Interpret** **SL.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.



Ethnic Studies Curriculum Implementation Timeline

	2025-2026			2026-2027			2027-2028		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 8	Professional Development	Co-Designing Curriculum (2 Cycles)	Ready to Pilot for Feedback and Iteration	Feedback and Iteration Process	Ready to Implerment in Classrooms	Ready to Implement in Classrooms	Iterate and Update	Updates in classrooms	Updates in classrooms
Grades 6 and 7				Professional Development	Co-Designing Curriculum (2 Cycles)	Ready to Pilot for Feedback and Iteration	Feedback and Iteration Process	Ready to Implerment in Classrooms	Ready to Implement in Classrooms
Grades TK-5							Professional Development	Co-Designing Curriculum (2 Cycles)	Ready to Pilot for Feedback and Iteration

The following eight essential outcomes for ethnic studies teaching and learning are offered to assist with K–12 implementation of ethnic studies

(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

The power of our Ethnic Studies programming speaks for itself as it continues to grow in collaboration with educators, students, families, local politicians and community partnerships.

