

EQUITY ¹ STUDIES INFUSION FRAMEWORK	
PURPOSE ➤ Our students will analyze and critique existing systems of power (white supremacy, patriarchy, capitalism, cishetero-normativity, xenophobia) from the standpoint of historically dispossessed , disenfranchised, exploited and marginalized groups as root sources of historical, generational and compounded trauma in order to imagine, plan and create a healing centered society that is just and equitable.	
KEY PEDAGOGICAL ELEMENTS 1. Explore a Multiplicity of Narratives Across Race, Class, Gender, Sexuality, Nationality a. Humanize themselves b. Humanize “others” 2. Engage in Structural Analysis and Critique of Systems of Oppression 3. Explicitly Include Examples of Allyship & Solidarity 4. Apply/Embody Solidarity: Praxis and Solution Based Sensibilities	
CRITICAL MINDSETS	
Social Emotional	Socio-Political
★ Be responsible, be accountable. ○ Keep your promises. Handle your business. ★ Be honest, be clear. ○ Leaders don’t make excuses, they make improvements. ★ Work. ○ Be prepared to work, because (y)our life depends on it. ★ Believe and hope. ○ Doubters never win, revolutionaries never doubt. ★ Character over reputation. ○ Your actions define who you are. ★ Be self-critical. ○ Reflect on who you are to better yourself.	★ Love yourself. Love your people. ○ Love, trust, and respect yourself and others. Don’t be a hater. ★ Solidarity. ○ “Injustice anywhere is a threat to justice everywhere.” –MLK ★ Be a student, be a teacher. ○ Knowledge is power. Learn and teach from life, books, and each other. ★ Distinguish between individuals and systems. ○ Hate the game, critique the player. ★ Play your position. ○ Everyone has a role. No one can do everything, but everyone can do something.
OVER-ACHING ESSENTIAL QUESTION(S) FOR THE YEAR 1. How have race, class, gender, sexuality been constructed in the U.S. and around the world throughout history into the modern world? 2. How have these identities created both converging and diverging social, political and economic interests? 3. What would full democratic access to resources, opportunity and inclusion look like? 4. What would be the impact to society of full democratic access to resources, opportunity and inclusion?	

¹ SFUSD Vision 2025 defines equity as the work of eliminating oppression, ending biases, and ensuring equally high outcomes for all participants through the creation of multi-cultural, multi-racial and multi-ethnic practices and conditions; removing the predictability of success or failures that currently correlates with any social or cultural factor.

	Students will understand that: ²	Essential Questions: ³	Essential Vocabulary: ⁴	Students will be skilled at...	ISTE Standards/ Digital Learning Scope & Sequence
6th Ancient Civilization + 6th Grade ELA	<i>“The satiated [person] and the hungry [person] do not see the same thing when they look at a loaf of bread.”</i> -Rumi ★ Perspective/points of view shape narratives	1. How do our individual perspectives shape the way we experience the world? 2. What happens when different perspectives lead to divergent understandings? 3. How can differing perspectives be mediated?	Narrative Point of View Perspective Humanity Fairness Inclusion/Exclusion Community Culture Justice Citizenship	6th through 8th Grades: Key Ideas and Details: CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
7th Medieval History + 7th Grade ELA	<i>“At the end of the game, the king and the pawn go back in the same box.”</i> -Italian proverb ★ Systems shape societies	1. Can societies be organized efficiently AND fairly? 2. How have hierarchies impacted society? 3. Why and how have systems been utilized to organize society?	Hierarchy System Power Social Change Domination Exploitation Migration Human Rights	Craft and Structure: CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
8th American History + 8th Grade ELA	<i>“Until the lions have their own historians, the history of the hunt will always glorify the hunter....I had to be that historian... so that the story of the hunt will also reflect the agony, the travail — the bravery, even, of the lions.”</i> -Chinua Achebe ★ The master narrative is shaped by those who are in power	1. Who’s holding the power to tell stories? 2. Whose voice are we hearing? Whose voice is being left out? 3. Why is it important to consider a multiplicity of perspectives in developing our understanding of people and society?	Identity Lenses Master Narrative Counter Narrative Indigenous Resistance Immigration Displacement	Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
9th Ethnic Studies + “Ethnic Lit”	<i>“The single story creates stereotype and the problem with stereotype is not that they are untrue but that they are incomplete, they make one story become the only story”</i> – Chimamanda Ngozi Adichie ★ A multiplicity of narratives is essential to countering the “danger of a single story”	1. Why are singular stories of whole groups of people necessarily incomplete? 2. How have systems of oppression and models of resistance evolved over time? 3. How can a multiplicity of narratives broaden our understanding of events, people, and places?	White Supremacy 3 Types of Systems • Socio-cultural • Political • Economic (De)Humanization Stereotypes Social change movements Agency Objectification Race Nationality Culture Ethnicity Gender	9th and 10th Grades: Key Ideas and Details: CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Craft and Structure:	

² Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.

³ Refers to the SUGGESTED provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).

⁴ Refers to the SUGGESTED key vocabulary and terms students will be exposed to.

10th Modern World + “World Lit”			Sexuality The 4 I's of Oppression • Institutional • Interpersonal • Internalized • Ideological Transformative Resistance Privilege Praxis	CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
	<i>“If you want to know who benefits from a system, ask yourself, ‘who set it up?’”</i> - Michael Manley ★ Systems are generally created to serve those who are in power	1. What are historical factors that have created human diasporas over time? 2. How have colonial relations of power shaped our world? 3. What is the legacy of colonialism and its resulting manifestations on the present day?	Colonialism Neo-colonialism Liberation Occupation & Displacement Imperialism Refugee Fascism Genocide Nationalism Diaspora Revolution Eurocentrism Self-Determination Human Rights Alienation		
11th US History + American Lit	<i>“We don’t think you fight fire with fire, best; we think you fight fire with water, best. We’re going to fight racism not with racism, but we’re going to fight with solidarity.”</i> -Fred Hampton ★ Dehumanizing social constructs divide humanity and require re-imagining	1. How have people historically responded to dehumanizing social constructs? 2. Does American history exemplify a commitment to democracy and justice? 3. Is allyship across race, class, gender, sexuality possible? If so, how? If not, what barriers and obstacles persist?	Patriarchy Capitalism Hetero-normativity Social construction Intersectionality Allyship Xenophobia	11th and 12th Grades: Key Ideas and Details: CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure: CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
	<i>“There is no such thing as a single-issue struggle because we do not live single-issue lives. Malcolm knew this. Martin Luther King, Jr. knew this. Our struggles are particular, but we are not alone.”</i> -Audre Lorde ★ Our collective liberation is tied to our capacity for allyship and solidarity	1. What are the responsibilities of critically engaged citizens in a democratic society? 2. Is transformative social change possible when working within existing institutions? 3. What does equity look like in practice (locally, nationally, globally)?	Critical democratic citizenship Civic engagement Solidarity Equity vs. Equality Community Cultural Wealth (Yasso) Double Consciousness (Dubois) Critical Consciousness (Freire) Hegemony & Counter-hegemony (Gramsci)		

				<u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
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Adapted from Mapping The Big Picture, by Heidi Hayes Jacobs

What is the name/title of your project?

Roadmaps to an Equity Studies Collaborative

Provide a short description of your intended project. Describe the rationale/context for this project and your motivation for initiating this project. *

The goal of this PLC is to support San Francisco Unified School District (SFUSD) in its efforts to implement the recently passed 2019 Equity Studies resolution by engaging school site leaders and educators in theoretical study of Dr. Patrick Camangian's framework for humanization and then assessing and addressing areas of strength and need in their site contexts.

Describe how your project will support the goals and aspirations of one or more initiatives or strategies from SFUSD's Strategic Plan Transform Learning. Transform Lives and/or Vision 2025 (Ten Big Shifts, Vision 2025 Essentials). *

The Equity Studies Resolution specifically states that, "all SFUSD teachers and instructors center an Ethnic Studies pedagogy, as conceptualized by Dr. Allyson Tintiangco-Cubales, built on:

- Culturally Responsive Pedagogy
- Community Responsive Pedagogy
- Teacher Racial Identity Development,

and both this framework and pedagogy will be integrated across curricular and instructional areas, visibly present in the culture of schools."

The work is intended to bridge that gap between policy affirming equity and practice by supporting high school educator teams through theoretical study, research and action.

Share your intended project goals and evidence to assess progress toward your goals. *

- Goal #1 - Close reading of 2019 Equity Studies resolution with an eye toward implementation
- Goal #2 - Identifying areas of strength/need along principles of humanization
- Goal #3 - Addressing areas of need through site specific plans of action

- Assessment of Goals and Evidence:
 - #1 - Creation of CDE and SFUSD Board Policy analysis 1-pager
 - #2 - Completed Draft of school site action plan
 - #3 - Evaluation and reflection on the initial implementation of site action plan

How will your project advance administrator equity-leadership?

Our PLC intends to create a school site-central office administrator partnership to identify solutions and options for implementation that are pragmatic and revolutionary, and center the voices/experiences of site administrators and leaders, especially those from marginalized communities, and provide a platform to lead this work.

How will that impact teaching and student learning, (direct or indirect), specifically the achievement and experience of historically underserved youth? *

Inclusive history and english language arts works. Based on a research study completed by the Stanford Graduate School of Education (2016) in collaboration with SFUSD, we know that high school ethnic studies courses -- which focus on examining the role of race, nationality and culture on identity -- saw a boost in attendance and academic performance of students at risk of dropping out, especially students of color (<https://stanford.io/2CYvumY>).

Similarly, LGBTQ people are seen throughout history and in all cultures around the world, however, their history is often erased and inconsistently taught in schools. Based on the data gathered by SFUSD through the [2017 Youth Risk Behavior Survey](#) (link), we know that LGBTQ students in SFUSD are at higher risk for being targets of violence, bullying and report higher rates of suicide ideation. This is also particularly true for LGBTQ students of color. We know that inclusive history is a strategy for increasing understanding of LGBTQ communities and affirming their lives.

As a school district, we have a legal and moral imperative to interrupt these cycles of violence and remove the predictability of success or failure correlated with any social or cultural factor. We can do this through affirming the narratives and histories of our student communities to foster safe and inclusive environments where “we nurture their growth and teach them life lessons so they can recognize their purpose and value” (SFUSD Graduate Profile).

How often will your group meet?

Monthly

List all the administrators that are already committed to this project (minimum of 2; at least 1 must be a site leader) *

- Christine Hardiman, Administrator, High School Wellness Centers, School Health Programs Department (HardimanC@sfusd.edu)
- Jessica Huang, Administrator, June Jordan School of Equity (

What is the maximum number of administrators that can be included in your group? *

5 administrators each will be accompanied with a site history department or program leader/chair.

If your project is not full, are you open to additional administrators joining this project? If so, describe the targeted participant. (Who would benefit most from this PLC? For example: middle school site leaders; administrators interested in balanced literacy; etc.) *

High school administrators with accompanying site history and/or ELA department leaders interested in working in partnership to infuse humanization framework and resources into their existing school culture and educator practice.

Include your anticipated timeline for the project (must fall within October 2018-July 2019). *

We are planning for series of 8 meetings from October 2019 to May 2020

- October-December 2019: Theoretical study of education for humanization
- January-March 2020: Meeting Focus: Identifying areas of strength/need in relation to the humanization principles at sites
- April- May 2020: Meeting Focus: Develop and implement school site action plans to address identified needs

List all known logistics regarding your meetings (structure of meetings, process/facilitation for meetings, etc.). *

- Meetings will happen in a central office with accessible public transportation
- Meetings will happen during weekday afternoons and be no longer than 2 hours
- Budget will cover meeting snacks and stipends for participation
- Meeting facilitation shared by C&I Ethnic Studies TSAs and School Health Program’s LGBTQ Support Services program leaders.
- Facilitators will meet a week prior to scheduled PLC meeting to plan the goal/objectives of each meeting
- Each meeting will be structured using the equity best practices and standards set by the Office of Professional Learning and Leadership (OPLL)

Include a proposed budget for your project. Find budget stipulations and simple budget table at this link:

Collaborative Budget:

<https://docs.google.com/document/d/1hW5FJYUpY3n-eBzHSVoW7DfQwDU-s4UaIABVTKRo0PE/edit?usp=sharing>

Anything else you would like us to know to better understand your project?

To jump start this PLC in October, Ethnic Studies TSA have begun to draft an [Emerging Studies Infusion Framework \(link\)](#).

