

Woodland Joint Unified School District Ethnic Studies Curriculum Alignment

Statement of Purpose

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as an active citizen in a global society.

California History-Social Science Framework

“Ethnic studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science.”

“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.”

“[C]entral 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), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality.”

California., & California. (2017). *History-social science framework for California public schools: Kindergarten through grade twelve*. Sacramento, Calif: California Dept. of Education.

Woodland Joint Unified School District Ethnic Studies Standards

In WJUSD, Ethnic Studies courses that fulfill the graduation requirement will:

1. Be centered on the experiences of historically marginalized communities.
2. Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements.
3. Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two.
4. Empower students to advocate and become agents of social transformation by developing a multicultural perspective and the skills and knowledge that address the needs of the individual, community and the world.

