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# Senate Education Committee: Ethnic Studies & Language Arts

Alexa Pearson, Director of Standards and Instructional Support  
Tina Roberts, English Language Arts Specialist  
Amit Kobrowski, Social Science Specialist

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# Developments in Social Science

- 2016-2019** Standards Adoption- New Focus on Multicultural Education
- 2018-2021** Ethnic Studies Standards Integrated With Social Science Standards
- 2021-2025** Professional Learning and Instructional Materials Identification
- 2025-2026** New Standards Adoption Cycle- Civics, Financial Literacy, Ethnic Studies



# Five Themes of Ethnic Studies

- **Identity/Race/Ethnicity/Cultural** - Formation of identity. The intersection of identities. How identity shapes worldview/perspective.
- **Histories and Struggles** - Developing an understanding of the history of historically marginalized groups with or without interaction with the dominant/colonial society.
- **Legacy of Oppression**- Identify types of oppression (Institutional, political, legal, cultural, economic, custom, etc.), the creation and persistence of racism, discrimination, & prejudice.
- **Resistance/Perseverance/Triumph**- Exploration of individual and/or group strategies for undermining, combating, and overcoming oppression.
- **Taking Action/ Democratic Pluralism**- An understanding and appreciation of successful and unsuccessful movements working toward “Liberty and Justice for All.”



# Examples of Social Science Standards

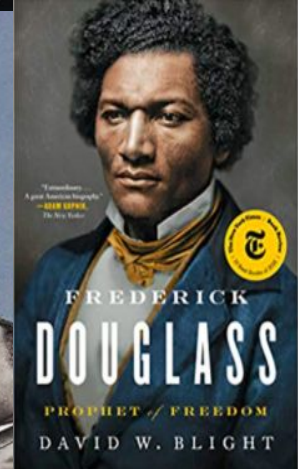
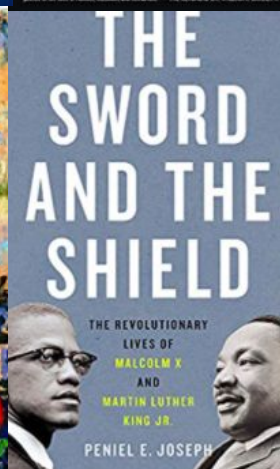
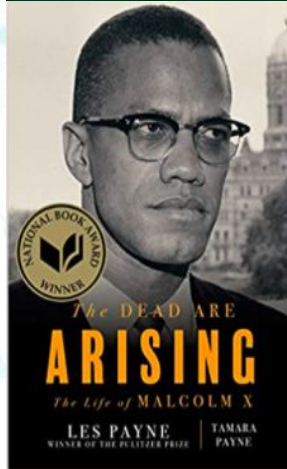
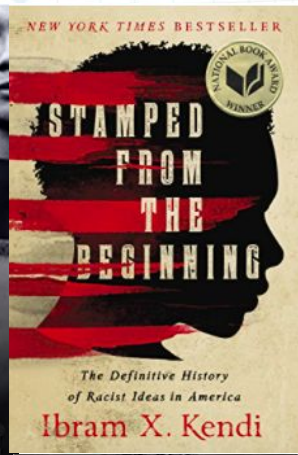
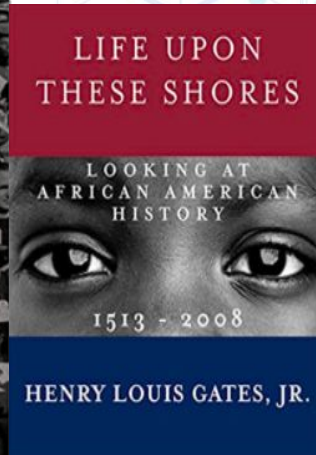
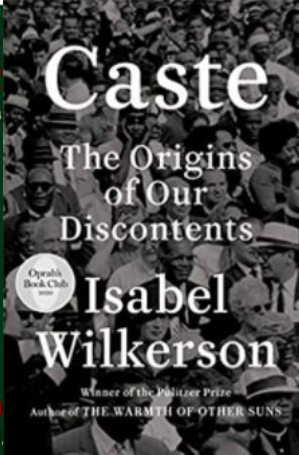
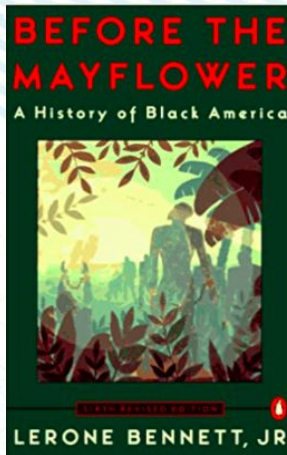
| Elementary  | Middle  | High  |
|---|---|---|
| <ul style="list-style-type: none"><li>● Identify examples of unfairness or injustice towards individuals or groups and the “change-makers” who worked to make the world better.</li><li>● Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.</li></ul> | <ul style="list-style-type: none"><li>● Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups.</li><li>● Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.</li></ul> | <ul style="list-style-type: none"><li>● Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.</li><li>● Analyze the significance of identity in the distribution and accumulation of social, political, and economic power.</li></ul> |



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## Ethnic Studies Supplemental Book List



# SB 617 and ELA - Current Context

| Standards  | Instructional Materials   |
|--|---|
| <ul style="list-style-type: none"><li>Standards in Reading Literature, Reading Informational Text, Speaking and Listening direct students to understand, interpret, analyze, and <b>evaluate multiple perspectives / points of view.</b></li></ul> | <ul style="list-style-type: none"><li>Standards-aligned</li><li>Culturally Responsive</li><li>Asset-based</li></ul> |

*“During the course of their education, students acquire more than skills and knowledge; they also find and continue to modify images of themselves, as they form attitudes toward other persons, races, and cultures... Therefore, to the extent that school does exert influence, it is essential that its materials foster positive student self-images deeply rooted in a sense of personal dignity. Additionally, school materials should also foster the development of attitudes grounded in respect for and understanding of the diverse cultures of American society.” --from **NCTE Position Statement on Indigenous Peoples and People of Color (IPOC) in English Language Arts Materials, January 16, 2020***

# English Language Arts Instructional Materials Criteria (IMET)

**Texts included in the instructional materials are place-based, culturally and linguistically responsive and relevant.**

- Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).
- Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative
- Language includes all protected classes and currently and historically underserved populations.
- Materials provide opportunities to see diverse cultures in significant roles.
- Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.
- Materials provide a social-emotional learning connection

**Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.**

- Materials support learning activities by representing diverse cultures with significant roles, various linguistic backgrounds, a range of interests.
- Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.
- Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experience.
- Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.
- Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.
- Materials provide evidence-based, high leverage instructional practices

# Questions...

