

Hamline University

DigitalCommons@Hamline

School of Education and Leadership Student
Capstone Projects

School of Education and Leadership

Summer 2023

The Ethnic Studies Curriculum: A Student-Centered Approach at the High School Level

Erin Wentzel

Follow this and additional works at: https://digitalcommons.hamline.edu/hse_cp



Part of the [Education Commons](#)

**The Ethnic Studies Curriculum: A Student-Centered Approach at the High School
Level**

A capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Teaching

Erin Wentzel
Hamline University
Saint Paul, Minnesota
August, 2023

Capstone Project Facilitator: Susan Manikowski

Content Reviewer: Wes Whitesel

Peer Reviewer: Amanda Miskowski

TABLE OF CONTENTS

CHAPTER ONE	5
Introduction	5
Overview	5
Rationale	7
Context	9
My Journey to Ethnic Studies	9
Ethnic Studies in California	10
The Importance of a student-centered Approach in Ethnic Studies	11
Conclusion	12
CHAPTER TWO	14
Literature Review	14
Introduction	14
Ethnic Studies	14
Overview	14
The History of Ethnic Studies	15
Why Ethnic Studies is Needed	18
Criticisms of Ethnic Studies	21
Summary	23
Understanding the Student-Centered Approach	24
Teacher Actions and the Student Experience	26
Benefits of the Student-Centered Approach	27
Potential Drawbacks of the Student-Centered Approach	27
Summary	28
Adolescent Motivation and Engagement	29
Overview	29
Motivation and Engagement	30
Motivation and Engagement Determinants	31
Summary	35
Conclusion	36
CHAPTER THREE	
Project Overview	37
Introduction	37
Process of Design	37

Project Description	40
Setting & Audience	41
Assessment	42
Timeline	43
Conclusion	44
Introduction	46
Reflections	46
Revisiting the Literature Review	47
Major Learnings	49
REFERENCES	54

CHAPTER ONE

Introduction

Overview

The social sciences, and education in general, have a consistent history of amplifying white perspectives, stories, and worldviews. In order to combat the historic and dominant chokehold of systemic racism on education, schools across the nation took a stance and began making changes to their curriculum (Banks, 2020; Chapman et al., 2020; Sleeter & Zavala, 2020). Nevertheless, this is not to say that such action was met without resistance. The mainstream media and politics tugged education into the limelight. Echoed across televisions in America, people questioned what teachers should and should not teach in their classrooms. While some states imposed increasing numbers of restrictions on teachers, other states began enacting policy changes to provide a more diverse, equitable, and representative curriculum. One such course that has been advocated for heavily, as well as meticulously scrutinized, in this educational debacle is Ethnic Studies.

The resurgence of Ethnic Studies into the discussion of school coursework led me to my current teaching position and the inspiration for this project. That is, my research and capstone project are centered on the question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* This question touches on three key components: Ethnic Studies, student-centered pedagogy, and adolescent motivation and engagement. The first theme, Ethnic Studies, provides the basis for this project. Many states and districts have begun to mandate or consider mandating Ethnic Studies courses and are working to develop curriculums.

Although Ethnic Studies is not a new discipline, it may be new to some and require definition. In the words of Colorado State University Ethnic Studies professor Ernesto Sagás, Ethnic Studies is critical to understanding the past and present of the United States because, “By looking at the role played by race, ethnicity, class, gender, and sexual orientation in American society, ethnic studies provides a critical lens to examine and contextualize what is happening right now—and why it is happening” (Sagás, 2018). In order to address the complex demand Professor Sagás mentions, Ethnic Studies necessitates the integration of numerous components within the social sciences, including: social, political, economic, and historical perspectives (de los Ríos, 2020). Students are not only exposed to these interdisciplinary components, for students are also asked to synthesize this information. Additionally, Ethnic Studies centers counternarratives to the predominantly euro-centric, heteronormative history that students typically hear. The place of Ethnic Studies within the American Education system itself has required protest, advocacy, and persistence (Ehsanipour, 2020; Smith, 2021).

Moving forward, the second theme of this thesis is a student-centered curriculum. The curriculum must provide space, amplification, and safety for student stories and opinions. Although discussed in greater depth in Chapter Two, the student-centered approach is not an exact science. It is a collection of approaches and beliefs that shift the role of the teacher in order to emphasize student choice and the learning process (Lee & Hannafin, 2016). The third theme is adolescent motivation and development. Given that this curriculum project focuses on secondary school, it is important to understand the psychological development that impacts student engagement and motivation in the classroom. Considering the histories, politics, social issues, and economic inequalities

that Ethnic Studies discusses, an Ethnic Studies curriculum should emphasize ways that students can bring their knowledge into the world and fight not only for themselves but for their families and communities as well (Bonilla et al., 2021; de los Ríos, 2020; Nojan, 2020; Sleeter & Zavala, 2020).

For the remainder of this chapter, I will focus on three primary topics. The first, discussed in the rationale, will be my personal reasons for pursuing this topic, policies surrounding it, what I hope to learn, and the professional significance. Following this, I will discuss the specific context, including events and people, surrounding why I chose this question. To conclude this chapter, I will create a general layout for what can be expected from subsequent chapters.

Rationale

In general, education and curriculum spent a lot of time in the headlines over the last few years. Some states placed severe limitations on the books in teachers' classroom libraries, on discussions of Critical Race Theory, and on communications relating to sexuality and gender identity. Conversely, other states took steps to confront structural racism and discrimination within education. In this terse political climate surrounding education, the class of Ethnic Studies became situated at a point of advocacy and controversy.

The first Ethnic Studies Department in the United States came after the longest student strike in the nation's history at San Francisco State University in 1969. Continuing its connection with Ethnic Studies, California became the first state to require all students to take one semester of Ethnic Studies in order to graduate from high school and college. Passing Assembly Bill 101 in October of 2021, this bill requires that the

Ethnic Studies requirement to graduate begin with the class of 2030 (Fensterwald, 2021). With the passage of this bill, the State also laid forward a model curriculum for the course. However, not all groups in California agree with this model curriculum. A year prior to the passage of Assembly Bill 101, Governor Newsom vetoed an incredibly similar bill due to the intense opposition toward the drafted model curriculum, particularly by members of the Jewish community (Fensterwald, 2021).

While Ethnic Studies in California moves forward, other states seek to limit or ban Critical Race Theory or discussions of race and sexism in classrooms. The concept of Critical Race Theory is over forty years old, and it looks at racism through the lens of embedded systems, structures, and policies rather than individual actions or prejudices (Sawchuck, 2021). In 2021, forty-four states introduced bills that would ban or limit discussions of Critical Race Theory or racism and sexism in classrooms (Schwartz, 2023). Critics of Critical Race Theory and discussions of race in classrooms believe that discussions of such topics create negative dynamics between white students and students of color, centering on terms such as ‘oppressor’ and ‘oppressed’ respectively (Sawchuck, 2021). Out of the forty-four proposed bills mentioned above, eighteen states passed and signed such measures into law while twenty-four measures were vetoed, overturned, or stalled (Schwartz, 2023).

As an early career teacher with this debate swirling around me, I found the subject area compelling. Although some states chose the opposite direction, many states and districts are beginning to require Ethnic Studies as a course and the discussion of systemic racism in numerous courses. With more teachers taking on Ethnic Studies for the first time, I believe that creating additional resources can and will be beneficial to

other educators. As California moves forward and more schools implement Ethnic Studies, I hope to create a helpful resource for other teachers taking on the task.

Through this Capstone, I will further my understanding of Ethnic Studies as a movement, a curriculum, and an educational moment. First and foremost, as an early career teacher, I will further develop my skills in creating a cohesive, student-centered curriculum. In order to do this in a way that best serves my students, I must understand the unique developmental psychology of adolescents and how to best engage them and motivate them. Lastly, I will study the complexities of creating an Ethnic Studies curriculum and how to create it as equitably as possible.

Context

In the spirit of disclosing my motivation to research my chosen question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?*, I became inspired after accepting an Ethnic Studies position at a small, charter high school located in downtown Los Angeles. How I came to accept this position is not something I would have imagined happening just a year ago. Over the course of the first half of 2022, I found myself completing my time as a student teacher in Minneapolis, Minnesota and making the 1,858 mile move to California in order to live near family and fulfill a lifelong dream.

My Journey to Ethnic Studies

However, my interest in Ethnic Studies did not begin here. It began at my student teaching placement. At the high school I completed my student teaching, teachers avoided Ethnic Studies as much as they were physically able to. The predominantly white demographic of teachers at my old school were fearful of the attention it would put on

them to teach Ethnic Studies, which centers the stories of marginalized perspectives. My cooperating teacher chaired the Social Studies department with one other teacher, and I often heard them discussing the impossible nature of creating the department's schedule partially because nobody wanted to teach Ethnic Studies. This led me to be curious about the course, what it was about, and why so many teachers sought to avoid it.

Once I completed student teaching and began to substitute full-time, I spent a large portion of time researching and becoming familiar with the variety of different subjects that I may have the opportunity to teach as a first year teacher. While I was often told United States History would be my bread and butter, I found myself intrigued by the collaborative nature of Ethnic Studies. One example of this I found in California's Model Curriculum Guiding Outcomes (California Department of Education, 2021). Inside the Guiding Outcomes I found connections to topics that I created lessons for while student teaching AP Human Geography. Some of these topics included identity, culture, intersectionality, and community. While this is a small subset of topics covered in Ethnic Studies, they provided a solid foundation as I dove further into different Ethnic Studies models and curriculums.

Ethnic Studies in California

In education, balancing the perspectives and worldviews of our students, their families, and the surrounding community is a challenging aspect of every teacher's job. Ethnic Studies as a whole aims to elevate stories that were previously left out of mainstream curriculums and to create space for students to share their voices. Due to the challenge of implementing such a critical yet controversial curriculum and subject matter, California districts and school systems have not yet begun or are just beginning their

transition to teaching Ethnic Studies. This challenge became apparent to me as I interviewed for numerous teaching positions in California where the majority of these positions were specific to Ethnic Studies. Although this is only my personal experience, it helps to demonstrate the numerous Ethnic Studies positions open. In addition, a majority of schools with these positions mentioned this being their first year implementing Ethnic Studies.

The position I accepted is implementing Ethnic Studies. The school year of 2022 to 2023 was the first school year that they are offering Ethnic Studies as a course, and I did my best to craft a curriculum that reflected my students and other Los Angeles communities. From my time being introduced to Ethnic Studies at my student teaching placement, my light research, and then accepting a position to teach this course, I knew that I needed to create a capstone project centered around Ethnic Studies Curriculum. During my first semester teaching, the research and commitment I put towards this capstone the previous summer proved to be invaluable.

The Importance of a student-centered Approach in Ethnic Studies

Promising practices in teaching center the students in a variety of ways. Thus, as I design my Ethnic Studies curriculum, I will continuously aim to provide a variety of collaborative and independent student-centered learning experiences. I find this to be a critical component of my research question: *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* While I want to guide my students and encourage them to explore deeper thinking, I want to give space to their voices and ideas. Furthermore, it is important to supply them with practices

and the means to take their thoughts out into the world. In order to do this, students must feel confident in the skills they have gained and the opinions they have to share.

Teaching Ethnic Studies as a White Educator. Compounding the preceding, it is critical to consider what it means to teach Ethnic Studies as a white educator. In the United States for the 2017-18 school year, 79% of educators were white (National Center for Education Statistics, 2018). Given a majority of the teachers in the United States are white, there is a real possibility white educators may be asked to teach a subject they do not feel ‘comfortable’ teaching. Similar to the social studies teachers I encountered in Minneapolis during student teaching, as Ethnic Studies spreads there may be resistance from some teachers. In this context, a student-centered approach to teaching is not only a promising practice for student educational attainment in general, it is a critical tool available to educators to decentralize the eurocentric lens that can dictate our classrooms’ systems, routines, and curriculum. By centering student voice and student cognitive lift, white teachers place themselves in the background as facilitators allowing students to explore and confront the variety of challenging and intriguing topics covered in an Ethnic Studies classroom.

Conclusion

Overall, the purpose of this capstone is to answer the question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* My journey from student teaching in Minnesota to being a first year teacher in California led me to this particular topic. Additionally, it is important to consider teaching Ethnic Studies as a white educator. While the student-centered approach is a promising practice in general, it is critical to adopt as a white teacher in a primarily latiné

identifying school. As I continue forward, I hope to develop a curriculum based on research and promising practices that are student-centered.

In the following chapters, I will provide a review of relevant literature as well as an overview of the project. Inside the literature review, there will be a breakdown of the primary themes of this thesis. These themes are: Ethnic Studies, the student-centered approach, followed by adolescent motivation and engagement. Following this is the project overview. Within the project overview there will be discussion of the theoretical basis of my curriculum design, as well as the timeline, setting, audience, and methods of assessment.

CHAPTER TWO

Literature Review

Introduction

Developing curriculums takes countless hours and editing when resources are readily available, yet it is even more difficult when resources are still being developed. While highly controversial across the United States of America, literature surrounding Ethnic Studies makes the case for why it is a necessary course that should be implemented in every high school across the nation. In this chapter, I will discuss literature as it relates to the four main themes of my research question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* The four themes of my research question are: Ethnic Studies, the student-centered approach, followed by adolescent motivation and engagement. Each of these themes are intertwined, where one cannot exist to its full potential without the others.

Ethnic Studies

Overview

Although it may be a new class to many students, the K-12 course offering of Ethnic Studies is the fruit of labor from decades of activism. In relation to the research question guiding this study, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?*, Ethnic Studies is the centrifugal force holding the question together. Throughout this theme, I will discuss literature related to several key sub-themes within Ethnic Studies: a brief history of the course, why Ethnic Studies is needed, how Ethnic Studies addresses systems of oppression, and Ethnic

Studies curriculums. Each of these sub-themes is critical to understanding the theme of Ethnic Studies as a whole because they emphasize not only Ethnic Studies' historical significance, but they also show how deeply rooted the history of Ethnic Studies is within the discipline itself.

The History of Ethnic Studies

For the purpose of this thesis, the discussion of literature will begin in the year 1968 at San Francisco State University. In this historical moment, the United States entered its thirteenth year of the war in Vietnam, Martin Luther King Jr. was assassinated, and the Black Panther Party demanded action in regards to police brutality and poverty. On campus, the curriculum centered white perspectives and norms with the aim of nurturing the success of future middle-class, white citizens and the university was led by a largely white, male administration (Chapman et al., 2020; Ehsanipour, 2020). However, not all students were content with allowing this to continue.

The Third World Liberation Front Strike. While only 4% of its student body identified as students of color, San Francisco State had two prominent student activist groups dedicated to representing students of color (Ehsanipour, 2020; Kim, 2020). The first in the United States, the Black Student Union of San Francisco State University fought for an increase in the number of admitted Black students and hired Black faculty (Kim, 2020). Furthermore, the Black student Union fought for courses that represented Black and African-American perspectives, hopes, dreams, and histories (Banks, 2020). Additionally, there was the Third World Liberation Front. This student group was a coalition of ethnic student groups, such as the Asian American Political Alliance and Native American Students Union, who came together for several reasons. First, they

believed that they were united by their shared histories of colonial and imperial oppression (Ehsanipour, 2020; Kim, 2020). Second, the student groups believed that there were parallels between their tensions with the administration and the Vietnamese against the United States Government (Ehsanipour, 2020).

While the Black Student Union and the Third World Liberation Front remained separate student groups, a pivotal event brought them together. After speaking out on television about his beliefs that the Vietnam war was racist, a prominent English Professor at San Francisco State University, George Mason Murray, was suspended by the administration (Ehsanipour, 2020; Kim, 2020). Within five days of George Mason Murray's termination, the Black Student Union and the Third World Liberation Front joined together to declare a student strike (Kim, 2020). The students brought forward fifteen demands to the University's administration, including a Third World Studies department, a Black studies degree and program, as well as an increase in enrollment for students of color (Ehsanipour, 2020).

Little did they know at the time, the Black Student Union and the Third World Liberation Front would work together and embark on the longest student strike in United States history (Ehsanipour, 2020; Kim 2020). Initially, the strike tactics sought to disrupt the daily operations of the University by placing cherry bombs in toilets or overwhelming library systems (Ehsanipour, 2020). Almost immediately, the University administration called the police. Armed with five-foot batons and in full riot gear, police employed ruthless tactics to break the line (Ehsanipour, 2020). However, despite several violent altercations with the police, the Black Student Union, Third World Liberation Front, and their allies would hold the line. Five months into the strike, on March 20, 1969 the

administration of San Francisco State University negotiated a deal with the strikers (Ehsanipour, 2020; Kim, 2020). In this negotiation, the administration agreed to accepting virtually all non-white applicants for the fall of 1969 and establishing an Ethnic Studies department, along with its own curriculum geared toward the histories of students of color, which was the first in the country (Ehsanipour, 2020). Within a decade of the historic Third World Liberation Front Strikes, over 480 universities across the United States offer over 8,800 courses in Ethnic Studies (Kim, 2020).

The Fight for Ethnic Studies Continues. However, the fight for Ethnic Studies was far from over. Although Ethnic Studies did spread to many schools across the nation, it often stayed at the public university level due to the ability of the public being able to pressure them (Hu-Dehart, 1993). Oftentimes, when students and staff made demands for increased representation in the curriculum, universities made superficial adjustments by including topics such as individual achievements, holidays, or ethnic foods and music (Banks, 2020). Additionally, when budget cuts came to the universities that adopted Ethnic Studies courses, it was often these courses that were the first to go (Kim, 2020). In the 1970's and 1980's, the momentum pushing Ethnic Studies programs began to wane. After a revitalization in the 1990's, the call for Ethnic studies began to fade as calls for multicultural studies became louder (Hu-Dehart, 1993).

In the 2020's, Ethnic Studies once again makes a resurgence. In California, University students advocated for Ethnic Studies to become a requirement at the university level as well as in K-12 public schools (Kim, 2020). Throughout the United States, curriculum reform to provide Ethnic Studies courses occurred at the state level as well as within individual public school districts (Depenbrock, 2017). Why Ethnic Studies

resurged will continue to be discussed in the following section about why Ethnic Studies coursework is needed.

Why Ethnic Studies is Needed

While the Third World Liberation Front and the Black Student Union recognized and fought for many things, a primary goal of these two groups was to see themselves in the curriculum (Third World Liberation Front, n.d.). Prior to negotiating with the administration for the creation of an Ethnic Studies department and curriculum, students of color worked to create space for themselves on campus. At the Experimental College on the campus of San Francisco State University, students created their own space by teaching their own classes (Ehsanipour, 2020). Students created these classes to center around histories and experiences not addressed in the mainstream classroom. The topics of these classes included, but were not limited to: poverty, police brutality, lack of affordable housing, and other systemic issues (Ehsanipour, 2020). After the strike resulted in the creation of an Ethnic Studies program at San Francisco State University, the students who fought for it were tasked to create the curriculum.

Eurocentric Curriculum in United States' Schools. The preceding piece of history provides an example of why Ethnic Studies is needed. In most schools, what is taught, who teaches, the valued relationships, and ways of learning are reflections of how white people see things (Sleeter & Zavala, 2020). This was true for San Francisco State University in the 1960s, and is true for public classrooms across the United States to this day. In fourth grade, a unit on missions may be the first and only place a student in California is exposed to the history of the indigenous nations who populated the land before it was called California (Schneider et al., 2019). Throughout the social studies

curriculum, African American and Black students are often only presented with history that shows people who look like them struggling and going through trauma (Yancey-Bragg, 2021).

Furthermore, these eurocentric tellings of history are incredibly damaging to students. Such renditions devalue the perspectives of marginalized communities, impacting the identity and sense of self of the young people within these communities (Sleeter & Zavala, 2020). By centering these eurocentric versions of history, the United States education system perpetuates mythical tellings of history (de los Ríos, 2020; Schneider et al., 2019). One such example is the focus on Spanish missions in California history classrooms rather than a focus on the indigenous peoples who inhabited the land we call California for hundreds of years (Schneider et al., 2019). In these contexts, the narratives perpetuated by white supremacy in the classroom render whiteness invisible to white students while simultaneously being strikingly visible to students of color (Sleeter & Zavala, 2020).

Compounding the issue of eurocentric curriculums is the fact that immigration patterns and changing demography are altering the United States's school-aged population to majority students of color (de los Ríos, 2020). By ignoring these changes and continuing to teach with traditional methods and means, we are not serving the majority of students within our educational system. If we focus on giving students the opportunities to hear each other's stories and to humanize each other, we can work to dismantle the fault between the oppressed and the oppressor (Sleeter & Zavala, 2020).

How Ethnic Studies Addresses Systems of Oppression. Ethnic studies addresses systems of oppression in several key ways. These methods include working

with students to: analyze events and issues from multiple sources, critically examine structures of institutionalized racism and inequity, take action for their communities, learn and reclaim ancestral knowledge, critique oppression (Banks, 2020; Chapman et al., 2020; de los Ríos, 2020; Sleeter & Zavala, 2020). However, first I would like to offer the caveat that Ethnic studies courses must be thoughtfully and thoroughly planned and delivered in order to achieve the preceding aims (Bonilla et al., 2021; Chapman et al., 2020). Teachers must focus on their students as whole beings by considering who they are, what knowledge they bring with them, what activities engage them, and what community knowledge students have access to that they can leverage in their studies (Sleeter & Zavala, 2020). This being said, the following paragraphs will focus on how Ethnic Studies addresses systems of oppression when the students, skills, and criticality of oppression is centered in a secondary-level Ethnic Studies classroom.

Goal One: Not an 'Other'. First, the goal of Ethnic Studies is not to create 'other' curriculums, but to tell students rich, full histories (Sleeter & Zavala, 2020). Another way of describing this is to carefully attend to knowledges rendered invisible by colonialism (de los Ríos, 2020). With the preceding goals in mind, students work to develop critical thinking skills which allow them to understand the ways they have been victimized by institutionalized structures and to understand how they can overcome internalized oppression (Banks, 2020). Additionally, by exploring these histories, students hone academic language skills to name and describe historical and current social, political, and racial realities that impact students of color (Chapman et al., 2020).

Goal Two: Developing Empathy. In addition, Ethnic Studies works to create empathetic relationships between students of different racial, cultural, and ethnic

backgrounds. This is because another goal of Ethnic Studies is to rehumanize experiences and build community solidarity (de los Ríos, 2017; Sleeter & Zavala, 2020). For example, a study conducted by Chapman, Jones, Stephens, Lopez, Rogers, and Crawford (2020) in a secondary, Ethnic Studies classroom uncovered several key findings related to community and empathy. First, students were able to articulate a new awareness of modern social issues as well as a knowledge of historical events and people (Chapman et al., 2020). Additionally, students expressed empathetic points of view and a desire to stand in solidarity with students from other racial groups (Chapman et al., 2020.). In an additional study conducted by de los Ríos, students explored what Ethnic Studies meant to them in their lives by describing it as humanizing, providing skills to critically evaluate narratives in the media, encouraging a sense of responsibility for members in their communities, and as raising awareness about problems permeating society like police brutality (de los Ríos, 2017). While Ethnic Studies is a class created with the aim of centering the needs of students of color, it is important not to single out students of color as the primary beneficiaries of Ethnic Studies programs (Chapman et al., 2020). Exploring the skills required to consciously critique systems of oppression, navigate relationships with empathy and compassion, and identify one's positionality in the world are critical for all students.

Criticisms of Ethnic Studies

Although Ethnic Studies has stallworth advocates, it also has numerous critics. Some critics provide their opinions in the hopes of altering the Ethnic Studies curriculum and making it more equitable through their lens. Conversely, other critics aim to stop

Ethnic Studies from entering more classrooms across the United States. Both of these positions are important to address when considering Ethnic Studies.

Criticism: Ethnic Studies as a Feel Good Curriculum. A commonly heard critique of Ethnic Studies is that it is a ‘feel good’ curriculum (Chapman et al., 2020; Planas, 2017). Such a critique is anchored in the belief that Ethnic Studies courses lack academic rigor (Chapman et al., 2020; Planas, 2017). In direct contrast to this, Ethnic Studies advocates argue how immensely important academic rigor is to ensuring that Ethnic Studies disrupts systems of oppression, for without academic rigor Ethnic Studies would be reinforcing deficit-based beliefs about students (Chapman et al., 2020; Sleeter & Zavala, 2020). In addition, Ethnic Studies and teachers who abide by high-academic standards for all students provide higher academic rigor for students of color by providing them with opportunities to engage in higher-order thinking tasks versus skill and drill methods (Yosso, 2002).

Criticism: Ethnic Studies as a Divisive Curriculum. Additionally, some critics deem Ethnic Studies as hateful towards the United States (Conklin, 2021; Smith, 2021). By challenging systems of oppression and working to dismantle curriculum as the property of whiteness, Ethnic Studies challenges the dominant narratives of the United States which causes some to view it as anti-American (Chapman et al., 2020). Contrarily, the goal of Ethnic Studies is not to divide, but to bring them together by understanding a variety of perspectives and exercising empathy (Banks, 2020; Chapman et al., 2020).

Criticism: Ethnic Studies as an Impossibly Comprehensive Curriculum. A final critique of Ethnic Studies that is important to bring up includes the differences of opinions between marginalized groups and their representation in the curriculum. An

illustrative example of this occurred in California over the last several years as they worked to create the Ethnic Studies Model Curriculum. Members of the Jewish community protested the initial release of the Ethnic Studies Model Curriculum due to their representation and anti-Semitic notions within it (Sales, 2021). Additionally, Sikhs and Armenians fought the first draft in order to be included in Model Curriculum, and they succeeded (Symon, 2021). While this is only an example from the recent development of a model Ethnic Studies curriculum in California, it illustrates the importance and difficulty of representation in curriculum meant to represent those whose stories are not told in the traditional, euro-centric curriculum.

Summary

In the context of the research question guiding this thesis, *How can teachers implement an Ethnic Studies curriculum that utilizes student-centered pedagogy in order to promote advocacy at the high school level?*, Ethnic Studies acts as the guiding force. Rooted in the Civil Rights movement and anti-war sentiment of the 1960's and 1970's, Ethnic Studies works to be anti-racist by unpacking, challenging, and eradicating racism as it exists in our schools and society at large (Sleeter & Zavala, 2020). This is needed because the traditional, euro-centric curriculum of the United States places the communities, cultures, languages, and ways of knowing of students of color as substandard (Chapman et al., 2020). However, there are still criticisms of the Ethnic Studies curriculum. Some critics deem Ethnic Studies as not rigorous, anti-American, or, conversely, not representative enough. In sum, Ethnic Studies demonstrates the importance of narratives as we form bonds and community with where we come from.

Student-Centered Approach

Overview

The student-centered approach is not one-single teaching method, rather it is a transformation of the role of the teacher and the responsibilities of the student within a classroom (Aytaç & Kula, 2020; Iversen et al., 2015; Land & Hannafin, 1996; Lee & Hannafin, 2016). In the context of the research question, *How can teachers implement a student-centered approach while teaching Ethnic Studies at the high school level*, student-centered approaches act as the vehicle by which Ethnic Studies is taught. The following theme will contain five subthemes: what the student-centered approach is, how the teacher's actions are adjusted, how the student experience is adjusted, the purpose and benefits of a student-centered approach, and potential drawbacks or complications of a student-centered approach. Each of these subthemes will help to clarify and address what the student-centered approach will mean in the context of this thesis and curriculum project.

Understanding the Student-Centered Approach

The student-centered approach aims to address the one-size fits all framework of traditional classrooms. Student-centered approaches can be difficult to find in classrooms, textbooks, or curriculums. In classrooms, student attributes of passiveness and compliance are valued and teachers provide assignments with narrow outcomes and little choice (Lee & Hannafin, 2016). However, the twenty-first century demands a workforce

who can question, produce, and utilize their knowledge to solve problems (Aytaç & Kula, 2020; Lee & Hannafin, 2016).

When looking at student-centered approaches (SCA) across classrooms, disciplines, and districts, they can appear different and disconnected (Land & Hannafin, 1996). However, student-centered approaches, despite appearing different, are linked by their theoretical foundations and several key assumptions.

Key Assumptions of the Student-Centered Approach. Vygotsky's constructivist theory, specifically the concept of scaffolding, greatly contributes to and shapes the practice of the student-centered approach to education (Demink-Carthew & Netcoh, 2019; Lee & Hannafin, 2016). Another unifier of student-centered approaches, relates to SCAs being not one single teaching method but rather a collection of assumptions and beliefs (Aytaç & Kula, 2020; Land & Hannafin, 1996; Lee & Hannafin, 2016). Thirdly, a critical component of the SCA is choice. In order to best serve students and actively engage their interests, students must be given the opportunity to choose, in varying degrees, the direction of their learning (Iversen et al., 2015; Land & Hannafin, 1996; DeMink-Carthew & Netcoh, 2019; Lee & Hannafin, 2016). Lastly, in their research, Land and Hannafin (1996) developed eleven specific key assumptions seen across a majority of classrooms following the student-centered approach.

Land and Hannafin's Key Assumptions. For the purpose of this thesis, we will focus on four of the eleven listed assumptions: 1) traditional instruction is too narrow to support varied ways of promoting learning, 2) activities should focus on not only the products but the cognitive process, 3) knowledge is dynamic and evolving, and 4) the individual student should have more responsibility over their learning. These key

assumptions guide the structure and environment of the classroom. In a student-centered classroom, the attention shifts to students' learning rather than the teacher as the instructor (Aytaç & Kula, 2020). With the student at the center, there is a replacement of lectures with active learning experiences (Iversen et al., 2015). These activities are not only interactive, but they are complementary to each other and work to address each student's unique interest (Land & Hannafin, 1996).

Teacher Actions and the Student Experience

Student-centered teaching greatly changes the actions of the teacher within the classroom. In this approach, teachers must focus on their students to understand who they are, what each student brings to their classroom, what engages them in the classrooms, and how their community knowledge may be utilized in the classroom (Sleeter & Zavala, 2020). With this knowledge in hand, teachers work to incorporate it with course subject matter in order to create opportunities for inquiry (Ali, 2019). Three additional components for design come from Lee and Hannafin's 2016 study design to enhance student-centered learning. Lee and Hannafin (2016) found that when designing their curriculum educators must give students the means to own their learning by setting relevant and personal goals, learn their content by providing scaffolds and support, and share their newly developed knowledge in authentic ways. In order for this to be done effectively, teachers must be curious, humble, and flexible within their classrooms (DeMink-Carthew & Netcoh, 2019).

With the change in teacher actions comes a profound change in the student experience. In a student-centered classroom, students become active creators of knowledge and owners of their individual learning (Heafner & Friedman, 2008; Lee &

Hannafin, 2016). Students are only able to take this central role if they are given the opportunity to influence content, materials, their classroom environment, and activities (Snorten, 2020). Additionally, the student-experience shifts from solitary, text-book based learning to active engagement in groups to generate ideas and solve problems (Ali, 2019; Iversen et al., 2015). In sum, the student experience is greatly changed by the teacher's adoption of a non-central role.

Benefits of the Student-Centered Approach

The student-centered approach has numerous benefits when implemented properly in a classroom. The SCA allows space for education to cater to the whole student including their cognitive, behavioral, emotional well-being (Iversen et al., 2015; Lee & Hannafin, 2016). Concurrently, a classroom utilizing the SCA can see an increase in attendance, joy of learning, and performance (Heafner & Friedman, 2008; Snorten, 2020). Student-centered approaches put greater emphasis on the process of acquiring information rather than output-centered traditional classrooms (Akmal & Ayre-Svingen, 2002). Specifically, students gain a variety of valuable skills transferable to higher education as well as the modern workforce (Aytaç, 2020). Students gain the ability to not only search for knowledge but also learn to select, analyze, and evaluate criteria by questioning findings and producing their own knowledge (Iversen et al., 2015). With these outcomes students are able to enter adulthood in a democratic nation with the abilities to make informed decisions considering the public good (Akmal & Ayre-Svingen, 2002).

Potential Drawbacks of the Student-Centered Approach

Although many argue about the student-centered approach's merits, these methods have numerous critiques as well. In order for the student-centered approach to succeed, there is a heavy reliance on the teachers actions and efficiency. First, the teacher must work with students to develop community and various social and emotional skills in order to successfully engage in the classroom (DeMink-Carthew & Netcoh, 2019). Additionally, this approach will not succeed if the teacher fails to facilitate discussions, construct genuine problems, or facilitate students' navigation through the problem solving process (Ali, 2019). In regards to the critical role that choice plays in the SCA, DeMink-Carthew and Netcoh describe "the paradox of choice" in their study, which describes that while choice can be an effective tool for supporting student autonomy, that choice can negatively affect student motivation and engagement as well (2019). Lastly, a final critique resides not within the classroom but in the political world surrounding education. Schneider and Bershire argue that modern schools are not factories that push students out like assembly lines; rather they argue that the movement to personalize education is being used to argue for the privatization of the public education system (2020).

Summary

The student-centered approach alters the role of the teacher and the experience of the student in the classroom. While the student-centered approach may appear disconnected across various classrooms and disciplines, each piece is joined at the foundation by several key assumptions and the constructivist theory of learning. Teachers work to understand their students, crafting environments and problems ripe for student

independence and choice. Additionally, students make meaningful choices to further personalize their learning. However, the student-centered approach does not come without its critics. While some critics argue that the student-centered approach is inefficient and not the best for students, others argue that the argument for education personalization is under the guise of privatizing public education. All in all, this project chooses to emphasize the merits of the student-centered approach while utilizing the critiques to inform practice and planning of the curriculum.

Adolescent Motivation and Engagement

Overview

In order to create an Ethnic Studies curriculum utilizing a student-centered approach for a high school setting, it is critical to understand adolescent motivation and engagement. In the research question guiding this thesis, *How can teachers implement a student-centered approach while teaching Ethnic Studies at the secondary school level in order to promote advocacy?*, the student age is specified because Ethnic Studies courses are largely only taught at the secondary school level. Adolescents are qualitatively distinct from children (Moshman, 2011). Building off of this, adolescents are not only expected to navigate the world by the rules and laws of adult society, but they are also expected to execute increasingly complex academic tasks in the classroom setting (Mahatmya et al., 2012). This requires adjustments to the curriculum and classroom environment to best serve students and to challenge them in order to maintain engagement. In particular, youth who are socially vulnerable may experience disproportionate amounts of risk factors daily (Newman et al., 2021). This only amplifies the importance of creating a classroom environment that nurtures all adolescents’

motivation and engagement because behaviors demonstrating engagement are responsive to teachers' and schools' practices (Finn & Zimmer, 2012). For this sub-topic, we will define both terms and examine factors that contribute to and detract from student motivation and engagement. In addition, we will look at the long-term benefits of creating environments that nurture student engagement and motivation.

Motivation and Engagement

Engagement and motivation are equally critical to student success in the classroom. While some researchers see these as separate constructs, other researchers see motivation as a necessary but not solely sufficient contributor to engagement (Mahatmya et al., 2012). As mentioned in the introduction to this sub-topic, working to consistently engage and motivate adolescents is critical for the success of all students, but it is uniquely critical to the success of at-risk youth. Student risk is greatly influenced by their sociodemographic characteristics such as their family's socioeconomic status, family structure, race, ethnicity, and if English is spoken at home (Finn & Zimmer, 2012). Focusing on student engagement and motivation has proven to be particularly powerful for students described as 'at risk' due to the clustering of the aforementioned sociodemographic characteristics (Dotterer & Lowe, 2011). In the remainder of this section, we will define motivation and engagement.

Types of Motivation. Beginning with motivation, there are several types. Identified by Vallerand et al., motivation can be described as intrinsic, extrinsic, and amotivation (1992). Intrinsic motivation centers on a student doing an activity for itself; Extrinsic motivation sees a task as a means to an end; Amotivation is where students do not see the connections between the outcomes in a task and their own actions (Vallerand

et al., 1992). In general, each type of motivation is correlated with not only engagement but also academic achievement (Froiland & Worrel, 2016). Higher extrinsic motivation is associated with decreased distraction and boredom, and higher levels of intrinsic motivation leads to feelings of safety and happiness in the classroom (Dierendonck et al., 2021).

Components of Engagement. Engagement also plays a critical role in student achievement. Mahatmya et al. describes three components to engagement: behavioral or student participation, cognitive or student investment and thoughtfulness, and emotional or student relationships (2012). Behavioral engagement may be defined as the time spent on task or attendance percentage (Mahatmya et al., 2012). Additionally, cognitive engagement can be defined as attention to tasks or preferring challenging tasks, and emotional engagement can be attributed to decreased levels of fear, anxiety, and boredom (Mahatmya et al., 2012). Engagement is essential to learning because the persistence required to remain engaged is a critical outcome of K-12 schooling (Finn & Zimmer, 2012).

Motivation and Engagement Determinants

While there is a steady decline in engagement as students transition to junior high school and student engagement decreases each year thereafter (Mahatmya et al., 2012; Reyes et al., 2012), there are also numerous ways to keep students engaged. The following section discusses two primary determinants of motivation and engagement, relationships and environments, as well as how relationships and environments overlap to positively or negatively influence students. In addition to these, several other

determinants of motivation and engagement will be discussed including the effects of Covid-19 and gender.

Relationships. One of the most powerful factors identified in the literature to increase student motivation and engagement in the classroom is relationships. Student relationships to teachers and peers are directly linked to a student's sense of school community. Stemming from this, a student's sense of school community is associated with higher math scores, less work avoidance, and increased class enjoyment (Juvonen et al., 2012).

In the classroom, there are two primary relationships that we can look at: peer-to-peer relationships and student-to-teacher relationships (Pianta et al, 2012). In general, stronger relationships with teachers and peers correlates to higher academic performance and levels of well-being (Wu et al., 2022). Student engagement has been found to increase significantly when students feel their teachers are warm and supportive (Finn & Zimmer, 2012). Contributing to this, when students perceived a negative relationship with their teacher it correlated with poor academic performance, low engagement, and antisocial behavior in the classroom (Wu et al., 2022). In a study done by Jiang, Huebner, and Siddal, it was found that teacher relationships contributed more to school satisfaction than peer or parental relationships (2013). However, the importance of peer relationships should not be understated. When students experience peer rejection, peer exclusion, or peer bullying, students are at a higher risk of not adjusting to their school (Wu et al., 2022). Conversely, positive peer-to-peer relationships contribute greatly to a sense of school community and belonging (Juvonen et al., 2012).

In general, relationships between teachers and students are reflective of a classroom's capacity to promote student social, emotional, and academic development (Pianta, 2012). Positive teacher-student and student-student relationships increase class participation, exam preparation, increased attendance, and completion of homework (Juvonen et al., 2012). Additionally, self-efficacy, a measure of a student's beliefs about their abilities to accomplish difficult tasks, increases with perceived positive peer and teacher relationships (Wu et al., 2022). On the other side of relationships, negative interactions have detrimental effects on student outcomes. Such data demonstrates how critical relationships developed on a school campus can be to student motivation and engagement.

Connections Between Relationships and Environments. Directly related to student relationships, classroom and school environments are important determinants of student motivation and engagement. Although overlapping in many ways, classroom and school environments are distinct from, albeit greatly influenced by, relationships. This is due to the fact that relationships are just one component of the complex environments created within classrooms on a small scale and in the school campus on a larger scale. Intrinsic motivation greatly decreases from childhood onward (Mahatmya, 2012), and often leaves teenagers feeling completely disengaged and apathetic towards their education by high school (Pianta et al., 2012). Nevertheless, because student engagement and motivation is tied to school and teacher practices, it means that there are multiple ways of improving achievement, engagement, and attainment for students (Finn & Zimmer, 2012).

Classroom and Whole School Environments. Classroom environments are significantly tied to student engagement. The classroom context refers to the quality of instruction, socioemotional climate, and student-teacher relationship dynamic (Dotterer & Lowe, 2011). In an environment where the majority of class-time is spent in either a lecture format or individual work format (Pianta et al., 2012), student-student work time and interactions are critical in the development of student motivation and engagement (Finn & Zimmer, 2012). In classrooms formatted for largely lecture or individual work, students report feeling that educational experiences feel irrelevant and lack meaningful challenges (Pianta et al., 2012). When left without these meaningful challenges, students feel disengaged, contributing to the feeling of dissatisfaction and an increase in classroom disruptions (Mahatmya, 2012). Ways to counteract these feelings are to provide playful challenges, emphasize redevelopment of internal motivation, and fortify teacher-student and student-student relationships (Froiland & Worrell, 2016; Juvoven et al., 2012; Newman et al., 2021).

Other Determinants. In addition to relationships and environments discussed above, there are several other determinants that influence student motivation and engagement. First and foremost, it is important to address the changes that Covid-19 brought upon students and our education system. Additionally, how a student identifies along the gender spectrum as well as their race provides additional insight regarding their levels of motivation in school. While there are many other determinants that could be mentioned, in our present day and age these factors are particularly relevant.

Covid-19. It may go without saying that Covid-19 impacted student motivation in numerous ways. First, some students experienced a shift away from how important peer

relationships were pre-pandemic due to an increased emphasis on family and time at home (Thompson et al., 2021). In addition to the shift in relationship importance, a shift in the environment also impacted student motivation. Where some students responded positively to learning from home, other students found the lack of structure to be overwhelming. Students who reacted positively to distance learning found the increase in autonomy over their daily lives to be invigorating as they discovered new hobbies in their free time (Thompson et al., 2021). Other students reported feeling overwhelmed by the expanse of the internet and lack of structure as they worked to create their own schedules (Thompson et al., 2021). Lastly, even for students who initially adjusted well after the pandemic, the majority of students reported a decrease in motivation over time and extreme difficulty adjusting to schoolwork after such an extended break (Thompson et al., 2021).

Gender. Although each student is unique, gender provides insight into some marked trends in motivation and engagement during adolescence. Overall, students who identify as a boy described experiencing lower motivation, higher test anxiety, less engagement, and higher emphasis on peer relationships than students identifying as girls (Wu et al., 2022; Yu et al., 2020). In addition, conformity to American gender norms shows a correlation to school adjustment. Yu et al., in *Which boys and which girls are falling behind? Linking adolescents' gender role profiles to motivation, engagement, and achievement* found that students who conformed to American gender norms were less academically adjusted than students who resisted traditional gender norms (2020).

Race. Race can also be used to inform understanding of adolescent motivation and engagement. In their study, Uink et al. found that student experiences of racism

negatively affect student engagement and achievement while increasing student risk of academic self-sabotage (2022). Additionally, this risk was found to be higher for indigenous students compared to other groups (Uink et al., 2022).

Summary

Student engagement and motivation are key components of student academic success, with each component influencing the other. Students' relationships with others are critical to their achievement in the classroom and wider school community. Whether these relationships are student-to-teacher or peer-to-peer, positive relationships significantly impact the actions that demonstrate student engagement. Additionally, although student intrinsic motivation decreases steadily throughout middle school and into high school, if teachers are able to harness and inspire motivation it will greatly increase student motivation to learn.

Conclusion

The discussion of literature demonstrates the importance of each component in my research questions, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* Implementing a student-centered approach is required while teaching Ethnic Studies because Ethnic Studies coursework must center student identity and perspective. Additionally, the student-centered approach is a promising practice for increasing both student engagement, by encouraging positive student interactions, and student motivation by directly connecting content to student's lives outside the classroom as well as their interests. In the next chapter, I will focus on the design process of my completed curriculum through discussion of theories of learning, a curriculum overview, assessments, setting and audience, and timeline.

CHAPTER THREE

Project Overview

Introduction

In order to best understand the completed project, Chapter Three provides context for the choices made while designing the curriculum. Each decision was intentional and thoughtful to best reflect the research question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* In order to achieve the desired result, the process of designing the curriculum is outlined below in several subsections: Process of Design, Project Description, Assessment, Setting and Audience, and Timeline. Each of these contribute to the identity this curriculum carries as a whole, in order to best support students as they begin highschool and work to understand their unique perspectives.

Process of Design

Student identity and voice is the center of the Ethnic Studies curriculum. With this in mind, I wanted to create a curriculum that took into account the intersectionalities, diverse learning needs, and realities of students' lives outside of school. Due to this, the designed curriculum was inspired by several theories and studies. The research utilized to guide this curriculum directly relates to the research question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* This is due to the inherent overlap of the three themes within the aforementioned question: Ethnic Studies, the student-centered approach to curriculum planning, and adolescent engagement and motivation.

Connections Amongst the Three Themes.

Ethnic Studies curriculums require discussion of the outside world, student interaction and trust in one another, as well as collaboration on interpreting source materials. Student-centered curriculums are favored for implementing Ethnic Studies in classrooms because they bring student voice, identities, and lenses to the forefront of the planned lessons. Additionally, both Ethnic Studies and student-centered curriculums require comradery between not only peers but the student and teacher as well. Ethnic Studies requires comradery due to the challenging and controversial topics it covers. Additionally, student-centered curriculums require the preceding because of the vulnerability and trust required to share personal information as well as process new ideas.

Theories of Learning.

Considering all of the above, I chose several theories and studies to guide my curriculum development. I chose to rely upon Vygotsky's sociocultural theory (1978), Maslow's humanistic theory (1943), Finn and Zimmer's work on student engagement (2012), and lastly Juvonen et al.'s work on designing and implementing student-centered experiences (2012). Overall, I chose these theories to guide my curriculum development because they provided insight into how this curriculum can work in real classrooms with a variety of students, who have a variety of teachers, and live in a variety of places.

Vygotsky and Maslow's works act as general, overarching umbrellas for the theories guiding this curriculum. Maslow's work focuses on the individual person being inherently good, and how, provided all of their needs are met, individuals will naturally seek to become better people through learning (1943). Continuing with this idea, Maslow

is widely known for his Hierarchy of Needs. The curriculum design reflects this hierarchy by first focusing on the basic need of student safety and the psychological needs of love and belonging through student relationships. Then, work can be done towards students' esteem needs as they gain feelings of accomplishment through teamwork and choice within their curriculum.

Vygotsky's work compliments this well because their work focuses on the impacts society has on individuals (1978). In the planned curriculum, where the unit focuses on identity, how society influences individuals is a key theme. Additionally, the connection Vygotsky adds to society provides an important foil to centering individuals through Maslow's theory. Vygotsky also developed the theory of Zone of Proximal Development which is heavily utilized in student-centered approaches and the planned curriculum with teachers creating environments and facilitating learning with students through the use of scaffolds and explicit modeling (1978).

Moreover, there are ample opportunities for students to build community and to work together incorporated into the curriculum. Community building is critical to the success of this curriculum because, in order for students to feel comfortable expressing ideas and perspectives, students need to feel safe enough to take risks inside of the classroom. In addition, the commitment to community building in the created curriculum reflects the project commitment to student engagement. Additionally, student engagement and student motivation are responsive to teacher actions, school practices, and peer relationships (Finn & Zimmer, 2012). Lastly, students were given ample opportunities to practice and prepare before participating in whole class discussions. This included opportunities to write their thoughts down prior to sharing, to share in a pair or small

group before whole group discussion, and/or proper guiding questions or responses prompted by the teacher in response to student ideas and sharing.

Project Description

Building off of the previously discussed theories, I chose to use additional curriculum resources and approaches. First and foremost, as an educator in California, I chose to utilize the California's Ethnic Studies Model Curriculum (California Department of Education, 2021) and the 9th Grade Ethnic Studies Curriculum Map (Alliance College Ready Public Schools, 2023) which is still in development by my charter network in order to best address the needs of California students. In addition, I chose to utilize Wiggins and McTighe's (2011) Understanding by Design approach with a guide and template developed by Ryan Bowen at Vanderbilt University (2017). This design practice focused on beginning with the desired outcome of a task or the purpose and working backwards down to the daily activities. The process utilized in the designing of the curriculum includes: choosing standards, designing the assessment, creating an exemplar, formatting a specific rubric for each standard on a 4 point scale, then creating daily lesson plans, and formative assessments to best prepare students to execute on the summative assessment. By utilizing the backwards design approach, I ensured that the curriculum is cohesive and incorporates meaningful opportunities for collaboration, community building, and independent practice.

This curriculum was designed for the two months of a block schedule school year. Each week consists of two 95 minute classes and one sixty minute class. Additionally, the curriculum was centered around a single unit, Unit 1, based around the question, 'Who Are We?'

Unit 1.

Unit 1 centers self exploration, identity mapping, community building, and developing literacy skills. Students were introduced to terms and definitions that provide a common language for our class to use as we navigate through challenging topics throughout the school year. Placed in each week are thoughtful opportunities for students to explore who they are and what contributes to the formation of their identities. Students are also provided opportunities for self-expression and choice in the resources available for them to choose from, where they choose to focus, and opportunities for creativity. Specific literacy skills are introduced in order to set a solid foundation for student academic growth in highschool. These skills begin with exploring reading vocabulary, identifying key information through text-dependent questions, summarizing information, and coming to conclusions through thoughtful examination of materials. Lastly, Unit 1 puts an emphasis on consistent community building through games and meaningful opportunities for teamwork.

Setting & Audience

The intended audience for this curriculum is any teacher who finds themselves in the position of taking on Ethnic Studies, a class whose offerings across the country are both challenged and rapidly increasing. While the curriculum is adaptable to any secondary grade level, it was designed for freshman students. The activities and assignments are optimal for 20-30 students per class, and, while a diverse set of student identities is beneficial, it can also be taught in a homogenous setting as well. For example, the setting I designed this project in was relatively homogenous with over 90%

of the student population identifying as Latine and Hispanic. However, race and ethnicity are not the only metrics by which to evaluate the diversity of a student group.

To elaborate, Ethnic Studies as a course serves to center the stories of peoples not traditionally included in white, heteronormative classrooms. Intentionally, this curriculum design focused on examining the formation of identity as a foundation for the beginning of the school year. With students obtaining a base understanding of their own identities as well as their peers, they can utilize these skills to further engage with historical figures different and similar to them within the curriculum.

Assessment

In order to assess the question guiding this project, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?*, with fidelity, teachers must have several methods of assessment. First, there were several formative assessments created with the purpose of gauging student understanding. The implemented design of these assessments aimed to hit all major skills needed for the summative: use of technology to create a presentation, discussion of various influences on the formation of identity, reading and content vocabulary, and personal connections to class content through journaling. Student performance on these assessments can be used to discern if a reteach on the content or skill is necessary. These formative assessments were designed to fit a standards-based grading system but are flexible to fit in a variety of classrooms.

Lastly, there are two summative assessments attached to the project. One summative is a multiple choice and open-response Google Form created to assess content vocabulary and reading vocabulary. The second summative is a multi-day project where

students utilize templates to write an 'I AM Poem' and reflection. Once the templates are complete, students utilize them to create a visual representation of their poem in Google Slides.

A method to measure the effectiveness of the project is built into the system of assessments. Purposefully, at the beginning of Unit 1 there were a series of pre-assessment activities for the teacher to gain insight regarding student previous knowledge about what identity means, what influences its formation, and what words are available to define or describe identities. Following the series of activities to engage and build this knowledge in students, is the two-part summative assessment. Based on student performance regarding these summative assessments, teachers are given the data needed to evaluate the effectiveness of the project.

Timeline

The timeline required to complete this project was about fifteen months. Beginning in June of 2022, I continued to work on this project throughout my first year teaching in California and concluded it in August of 2023. The summer of 2022 focused on developing a preliminary curriculum, as I would be teaching Ethnic Studies as a first time course offering in August, and on establishing the theoretical basis for this project through the creation of my literature review. Although I did not work on this project directly from September 2022 to May of 2023, I did work on it indirectly through the constant experimentation and creation of the curriculum within my own classroom. Initially, I was worried about the large amount of time between my two project coursework classes, but in the end I feel this was for the best. Through my first year teaching in a K-12 setting, I was able to develop a sense of what is important to me as an

educator, what inspires the students in my classroom, and what teaching in a busy place like downtown Los Angeles is like. Returning to this curriculum in June 2023 was exciting. After two months of additional development over the summer, I felt excited to implement it in my first weeks of teaching.

A proposed timeline for the implementation of this project is in the first weeks of the school year. While the curriculum is planned for seven weeks of consistent instruction, it may be beneficial, depending on your student population, to implement it over the course of eight or nine weeks. This implementation timeline adds additional time to allow for flexibility that may be needed for reteaches, introducing and reinforcing classroom routines, or if additional time is needed to complete certain activities or assessments.

Conclusion

In this chapter, I discussed the process of the design implemented to create a project that answers the question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* The theoretical basis of this project is established in Maslow's (1943) and Vygotsky's (1978) work, as well as the studies from the literature review to establish my curriculum's foundation. In order to build the curriculum itself, I discussed the importance of the Universal by Design method developed by Wiggins and McTighe's (2011). Lastly, I discussed the setting, audience, timeline, assessments, and the means to evaluate the effectiveness of the planned curriculum. In Chapter Four, I provide a critical reflection of my project as a whole including components such as: major learnings, connections to literature, implications,

limitations, future research, recommendations, dissemination of the project, the project's benefits, and how it can help others.

CHAPTER FOUR

Conclusion

Introduction

This project sought to answer the question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* In Chapter Four, I reflect on what I learned throughout the capstone project process. I then elaborated further on potential implications, limitations, future recommendations, and methods of dissemination for the project. Lastly, I discussed how this project is helpful for others in education.

Reflections

With this project, I sought to help those who found themselves in the same or similar position I found myself in—hired as a first year teacher in late July, learning that in just two weeks you will be leading a new course that your school has little to no resources for. Whether an early career teacher or not, as Ethnic Studies courses continue to spread across California and the United States, I hoped to provide a jumping off point for other educators taking on this course for the first time.

Complexity of Ethnic Studies

Ethnic Studies covers several different areas of study underneath the umbrella of social studies. When looking at one event, students may be asked to evaluate and synthesize information relating to the historic context, the economic situation, the state of the government, the intersectionality of a leader's identity, how the passage of time changes our perception of events, systems of oppression, and systemic racism. There is then the choice for educator's to make on what events, movements, or themes they

choose to teach. These events can span from indigenous cultures and genocide to current immigrant rights cases or from United States actions in other countries to police brutality during the East LA Blowouts. Because of the wide breadth of topics available to cover, looking at all of the different directions curriculum planning can go is often overwhelming. Here lies one of the overall purposes of the developed curriculum. While this curriculum does not even begin to cover all the various topics and complexities included within Ethnic Studies, it does seek to establish a foundation upon which to build by focusing the first weeks of school on building classroom community, developing collaborative relationships, and examining identity formation. Taking this approach aims to develop the rapport needed to maintain adolescent engagement as well as have the challenging conversation necessitated by Ethnic Studies. Additionally, this curriculum seeks to build student understanding of identity and identity formation to inform their future study of other topics in class.

Revisiting the Literature Review

In order to address the research question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?*, this project contained three sections. These three sections include Ethnic Studies, student-centered curriculum, and adolescent motivation and engagement. Each of these sections intertwine to answer the research question in a comprehensive way through the created curriculum.

Ethnic Studies. Considering this is an Ethnic Studies curriculum, it is not surprising that Ethnic Studies is a key component of the literature review. Beyond the subject matter, the history and context of Ethnic Studies contributed greatly to the

curriculum. What we know as Ethnic Studies was born from the Third World Liberation Front movement. This movement fought for many things, but for the purpose of this project, I focused on the movement's fight for diverse curricula by challenging the dominant white, eurocentric, heteronormative curriculum of the time (Ehansipour, 2020; Sleeter & Zavala, 2020). In this sense, similar to the created curriculum for this project, the Third World Liberation Front fought against the 'single story' that university students were being told in their courses. Ethnic Studies seeks to center diverse student stories and experiences.

Stemming from the historically white-washed curriculum in the United States, is the need of beginning an Ethnic Studies class with a thorough study of identity. Not only due to the fact it is a content requirement, but also because it is critical to counteract the damaging stories many students have been exposed to throughout their years in public education. As stated by Sleeter and Zavala, eurocentric renditions of history are damaging to students because they devalue the diverse communities they come from which impacts their identity and sense of self (2020). Hence, the created curriculum centers examining the process of identity for each student themselves and encourages them to consider other people's process of identity formation as well. This serves the purpose of building community solidarity as well as rehumanizing other people and their experiences (de los Ríos, 2017; Sleeter & Zavala, 2020).

Student-Centered Approach. The student-centered approach is critical to the success of implementing the planned highschool level Ethnic Studies curriculum. While this literature impacted the curriculum in several ways, there are two primary examples that stood out most. First, the student-centered approach focuses more on the cognitive

processes that students engage in rather than solely focusing on the products students create (Land & Hannafin, 1996). This stands out in specific activities students engage in, collaboratively and independently, including station activities as well as exploring a variety of resources in order to learn about specific topics but through their chosen means. Additionally, the student-centered approach necessitates a shift from the traditional role of the teacher. Rather than focusing on the teacher as the sole instructor, focus is put on the students' learning (Aytaç & Kula, 2020) through the utilization of active learning activities rather than lectures (Iversen et al., 2015).

Adolescent Motivation and Engagement. Lastly, an Ethnic Studies curriculum and student-centered activities mean little if the adolescents in class are not engaged. While there are numerous ways to address student engagement, including through a thoughtfully designed curriculum, sometimes the answer lies outside the content. Sometimes the answer lies in the relationships students have with their peers and teachers. In general, relationships are a powerful factor in determining student motivation and engagement. Students with stronger relationships with teachers and peers demonstrate higher academic performance and well-being (Wu et al., 2022). Then, while student engagement and motivation is important for all students, it is particularly important to the academic success of at-risk youth due to the intersectionality of sociodemographic characteristics (Dotterer & Lowe, 2011).

Major Learnings

A key piece of knowledge I took away from this project is the interconnectedness of my entire, holistic classroom. Before this project, on a surface level, I understood how different pieces of education connected together. However, after working to answer the

question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?*, I realized I was barely scratching the surface. For example, I understood how relationships impacted classroom management or how student-engagement was tied to interest in the subject matter. However, looking at just the three key components of my literature review, Ethnic Studies, student-centered approach, and adolescent motivation and engagement, I began to see a plurality of connections. One such example is the interconnected nature of student motivation to learn due to positive relationships, in order to learn and share about students' individual identity formations, which aids in student development of the skills needed to address historic damages due to eurocentric curriculums. A concrete way this is seen in the curriculum is when students explore stations or resources through scaffolded activities with other students they built relationships with at the very beginning in order to better understand influences on identity. As educators, we may never be able to see and address all possible connections, but thoughtful planning puts us in a prime position to note and nurture these connections.

Project Implications and Limitations

Implications

Two ideal implications for this project are that Ethnic Studies coursework should not live within the walls of a single classroom and that educators should allow for students to be the center of their curriculum. First, as noted throughout the project, it is damaging to students' identities and sense of self to be taught from a solely white, eurocentric, heteronormative perspective. One class alone does not solve this problem. Different pieces of Ethnic Studies need to be incorporated in other social studies classes and in an interdisciplinary fashion in order to best serve students and their wellbeing.

Secondly, although our student bodies are growing increasingly diverse, as of the 2017-18 school year, 79% of educators were white (National Center for Education Statistics, 2018). Although a student-centered curriculum is a promising practice in general, when a white educator finds themselves as the teacher of a course designed to decentralize the eurocentric point of view, a student-centered approach is necessitated.

Limitations

While creating this curriculum project, I faced several limitations. The first set of limitations relate to the curriculum itself. One limitation was the sheer magnitude of choices available to create an Ethnic Studies curriculum. Although this project covers approximately eight weeks of class time, it barely scratches the surface of Ethnic Studies content. Due to this, I chose to design this curriculum to coincide with the beginning of the school year beginning with foundational work to examine the formation of identity. With this being said, another potential limitation of this curriculum is its placement at the beginning of the school year. The beginning of the school year requires teachers to implement and reinforce classroom expectations and routines. This may make implementing the curriculum more difficult.

The second set of limitations relate to me personally. As a white educator, there are inherent limitations in creating a curriculum for a course created to disrupt eurocentric visions of history. An enormous amount of our own thoughts, perspectives, and personalities pour into our curriculum. I do not expect that mine would be any different. Lastly, I feel a final limitation regarding my length of time in the profession. Entering my second year teaching, I feel I still have so much to learn, try, and develop.

However, I do believe this project provided a substantial opportunity for growth as I learnt through research and planning.

Recommendations, Sharing the Project, and Benefits

Recommendations

Future recommendations for this project would be to continue the curriculum design into additional units. Even with eight weeks covered by this curriculum, there are still nine months left in the school year to dive into other topics in Ethnic Studies.

Additionally, I would like to see the project implemented in a variety of school settings.

While successful in my classroom, it is in an urban setting with a largely homogenous group where over 90% identify as Latinx. A key determinant of the success of this project would be successful implementation in a variety of classrooms, including but not limited to: classrooms that are relatively homogenous but in a different demographic, heterogeneous classrooms, suburban classrooms, rural classrooms, or any combination of the preceding.

Results

The results of the project, specifically this paper and the accompanying project, will be provided to other educators at my school site and the social studies curriculum director for my charter network. The success of this project may take multiple forms. First, if a teacher taking on Ethnic Studies for the first time finds this curriculum to be helpful for them and beneficial to students, it will be a success. Second, if a teacher, of Ethnic Studies or not, finds value in providing students with a space to explore their own identities in order to better access later content, this project will be a success. Lastly, if

this curriculum simply provides a starting point for another educator as they build their Ethnic Studies curriculum, this project will be a success.

Benefits

Overall, this project benefits the field of education. As Ethnic Studies continues to spread across the United States, there are few free resources that are comprehensive and target the first weeks of school. There are several curriculum resources that teachers can buy that have wonderful ideas and individual activities, but there are few systematically planned Ethnic Studies units for the high school level. This project aims to add to the growing resources available to teachers taking on Ethnic Studies for the first time and thereafter.

Conclusion

Summary

Chapter Four reflected on the process of creating a curriculum to address the question, *How can teachers implement a student-centered approach to teaching Ethnic Studies at the high school level?* In this chapter, I discussed my specific thoughts regarding the complexity of ethnic studies, revisiting the literature review from chapter two, and my major learnings from the process of creating this curriculum. Additionally, Chapter Four discussed my implications for and limitations of this project. Lastly, I shared my recommendations, results, and the benefits the project contributes to the professional field.

Concluding Remarks

In conclusion, I have learned a great deal from this experience. Creating this project deepened my understanding of curriculum development, the intricacies of our

curriculums, and the importance of developing student relationships. While there are many opportunities for growth in this project, I believe it is an asset to the field of education and a helpful resource to other educators as well.

REFERENCES

- Akmal, T. T., & Ayre-Svingen, B. (2002). Integrated biographical inquiry: A student-centered approach to learning. *Social Studies*, 93(6), 272-276.
<https://doi.org/10.1080/00377990209600178>
- Ali, S. S., (2019). Problem based learning: A student-centered approach. *English Language Teaching*, 12(5), 73-78. <https://doi.org/10.5539/elt.v12n5p73>
- Alliance College Ready Public Schools (2023, n.d.). *9th grade ethnic studies curriculum map*.
<https://docs.google.com/document/d/1autMPuGtzswiSkhcT79dQV3RmYqOYF5O/edit?usp=sharing&ouid=106111693537271182419&rtpof=true&sd=true>
- Aytaç, T., & Kula, S. S. (2020). The effect of student-centered approaches on students' creative thinking skills: A meta-analysis study. *International Journal of Contemporary Educational Research*, 7(2), 62-80.
<https://doi.org/10.33200/ijcer.723894>
- Banks, J. A. (2020). Series Foreword. In C. E. Sleeter, & M. Zavala, *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, & Research* (pp. vii-xi). Teachers College Press.
- Bonilla, S., Dee, T. S., & Penner, E. K. (2021). Ethnic studies increases longer-run academic engagement and attainment. *PNAS*, 118(37), 1-10.
<https://doi.org/10.1073/pnas.202638611>
- Bowen, R. S. (2017, n.d.). *Understanding by design*. Vanderbilt University.
<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

- California Department of Education. (2021, March 18). *Ethnic Studies Model Curriculum*. California Department of Education.
<https://www.cde.ca.gov/ci/cr/cf/esmc.asp>
- Chapman, T. K., Jones, M., Stephens, R., Lopez, D., Rogers, K. D., & Crawford, J. (2020). A necessary pairing: Using academic outcomes and critical consciousness to dismantle curriculum as the property of whiteness in K-12 Ethnic Studies. *Equity & Excellence in Education*, 53(4), 569-582.
<https://doi.org/10.1080/10665684.2020.1791767>
- Conklin, A. (2021, April 28). California Ethnic Studies program criticized as ‘hate for america’ by opponents, praise by supporters. *Fox News*,
<https://www.foxnews.com/us/los-alamitos-ethnic-studies-program-criticized-letter>
- de los Ríos, C. V. (2020). Writing oneself into the curriculum: Photovoice journaling in a secondary Ethnic Studies course. *Written Communication*, 37(4), 487-511.
[10.1177/0741088320938794](https://doi.org/10.1177/0741088320938794)journals.sagepub.com/home/wcx
- DeMink-Carthew, J. & Netcoh, S. (2019). Mixed feelings about choice: Exploring variation in middle school student experiences with making choices in a personalized learning project. *Research in Middle Level Education Online*, 42(10), 1-21. <https://doi.org/10.1080/19404476.2019.1693480>
- Depenbrock, J. (2017, August 13). *Ethnic studies: A movement born of a ban*. NPR.
<https://www.npr.org/sections/ed/2017/08/13/541814668/ethnic-studies-a-movement-born-of-a-ban>
- Dierendonck, C., Tóth-Király, I., Morin, A., J., S., Kerger, S., Milmeister, P., & Poncelet, D. (2021). Testing associations between global and specific levels of student

academic motivation and engagement in the classroom. *The Journal of Experimental Education*, 1(24).

<https://doi-org.ezproxy.hamline.edu/10.1080/00220973.2021.1913979>

Dotterer, A., M. & Lowe, K. (2011). Classroom context, school engagement, and academic achievement in early adolescence. *Journal of Youth Adolescence*, 40, 1649-1660. DOI 10.1007/s10964-011-9647-5

Ehsanipour, A. (2020, July, 30). *Ethnic studies: Born of the bay area by history's longest strike*. KGED.

<https://www.kqed.org/news/11830384/how-the-longest-student-strike-in-u-s-history-created-ethnic-studies>

Fensterwald, J. (2021, October 8). California becomes first state to require Ethnic Studies in high school. *EdSource*.

<https://edsources.org/2021/california-becomes-first-state-to-require-ethnic-studies-in-high-school/662219>

Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 97-131). Springer.

Froiland, J., M. & Worrell, F., C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in Schools*, 53(6), 321-336. DOI: 10.1002/pits.21901

Heafner, T. L., & Friedman, A. M. (2008). Wikis and constructivism in secondary social studies: Fostering a deeper understanding. *Computers in the Schools*, 15(3-4), 288-302. <https://doi.org/10.1080/07380560802371003>

- Hu-Dehart, E. (1993). The history, development, and future of Ethnic Studies. *Phi Delta Kappan*, 75(1), 50-54. <https://www.jstor.org/stable/20405023>
- Iversen, A., Pedersen, A. S., Krogh, L., & Jensen, A. A. (2015). Learning, leading, and letting go of control: Learner-led approaches to education. *SAGE Open*, 5(4), 1-11. <http://dx.doi.org.ezproxy.hamline.edu:2048/10.1177/2158244015608423>
- Jiang, X., Huebner, E., S., & Siddal, J. (2013). A short-term longitudinal study of differential sources of school-related social support and adolescents' school satisfaction. *Social Indicators Research*, 114(3), 1073-1086. DOI 10.1007/s11205-012-0190-x
- Juvonen, J., Espinoza, G., Knifsend, C. (2012). The role of peer relationships in student academic and extracurricular engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 387-401). Springer.
- Kim, I. (2020, September 15). *California plans to make ethnic studies a requirement for public schools. Here's the history behind the idea.* Time. <https://time.com/5888853/ethnic-studies-california/>
- Land, S., M., & Hannafin, M., J. (Eds.). (1996). *Student-centered learning environments: Foundations, assumptions, and implications.* Department of Education. <https://files.eric.ed.gov/fulltext/ED397810.pdf>
- Lee, E. & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: own it, learn it, and share it. *Education Technology Research and Development*, 64(4), 707-734. 10.1007/s11423-015-9422-5
- Mahatmya, D., Lohman, B. J., Matjasko, J. L., & Fedlman Farb, A. (2012). Engagement

- across developmental periods. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 45-63). Springer.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. <https://doi.org/10.1037/h0054346>
- Moshman, D. (2011). Adolescents and their teenage brains. *Human Development*, 54, 201-203. DOI: 10.1159/000330300
- National Center for Education Statistics (2020). *Race and Ethnicity of Public School Teachers and Their Students (2020-103)* [Data Set]. U.S. Department of Education.
<https://nces.ed.gov/pubs2020/2020103/index.asp#:~:text=In%20the%202017%E%80%9318%20school,were%20Black%20and%20non%2DHispanic.>
- Newman, T. J., Santos, F., Black, S., & Bostick, K. (2021). Learning life skills through challenging and negative experiences. *Child and Adolescent Social Work Journal*, 39, 455-469. <https://doi.org/10.1007/s10560-021-00739-y>
- Nojan, S. (2020). Why Ethnic Studies? Building critical consciousness among middle school students. *Middle School Journal*, 51(2), 25-35.
<https://doi.org/10.1080/00940771.2019.1709259>
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interaction. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 365-386). Springer.
- Planas, R. (2017, January 10). Neither banned nor allowed: Mexican american studies in limbo in arizona. *Fox News*,

<https://www.foxnews.com/world/neither-banned-nor-allowed-mexican-american-studies-in-limbo-in-arizona>

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700-712. DOI: 10.1037/a0027268

Sagás, E. (2018, n.d.). Why we need ethnic studies (now more than ever). *Colorado State University College of Liberal Arts Magazine*.

<https://magazine.libarts.colostate.edu/article/why-we-need-ethnic-studies-now-more-than-ever/>

Sales, B. (2021, February 6). Jews as US minority: The controversy over California's ethnic studies curriculum. *The Times of Israel*.

<https://www.timesofisrael.com/the-controversy-over-californias-ethnic-studies-curriculum/>

Sawchuck, S. (2021, May 18). What is critical race theory, and why is it under attack?. *EdWeek*.

<https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>

Schneider, J. & Berkshire, J. (2020). *A wolf at the schoolhouse door: The dismantling of public education and the future of school*. The New Press.

Schneider, K., Allender, D., Berta-Ávila, M., Borunda, R., Castro, G., Murray, A., & Porter, J. (2019). More than missions: Native californians and allies changing the story of california history. *Journal of American Indian Education*, 58(3), 58-77. <https://www.muse.jhu.edu/article/798563>.

- Schwartz, S. (2023, June 13). Map: Where critical race theory is under attack. *Edweek*.
<https://www.edweek.org/policy-politics/map-where-critical-race-theory-is-under-attack/2021/06>
- Sleeter, C. E., & Zavala, M. (2020). *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, & Research*. (J. A. Banks, Ed.). Teachers College Press.
- Smith, H. (2021, April 28). Orange country debates Ethnic Studies: Vital learnings or ‘anti-white’ divisiveness?. *Los Angeles Times*,
<https://www.latimes.com/california/story/2021-04-28/ethnic-studies-slammed-as-anti-white-in-orange-county>.
- Snorten, C. L. (2020). *Big picture learning network graduates’ perceptions about student-centered learning* (Publication No. 28000326) [Doctoral dissertation, Tennessee State University]. ProQuest.
- Symon, E. (2021, March 19). New high school ethnic studies curriculum passed unanimously by state board of education. *California Globe*.
<https://californiaglobe.com/articles/new-high-school-ethnic-studies-curriculum-passed-unanimously-by-state-board-of-education/>
- Third World Liberation Front (n.d.). List of 15 demands. *Third World Liberation Front*. Retrieved from Special Collections, San Francisco State University via
<https://diva.sfsu.edu/collections/strike/bundles/187915>
- Thompson, J., A., Fraser, S., L., Archambault, I., Beauregard, N., Dupéré, V., & Frohlich, K., L. (2021). Schooling, interrupted: A critical account of motivation and education during the first wave of the covid-19 pandemic in quebec. *Journal of Teaching and Learning*, 15(2), 60-80.

[HTTPS://DOI.ORG/10.22329/JTL.V15I2.6722](https://doi.org/10.22329/JTL.V15I2.6722)

- Uink, B., Bullen, J., Martin, G., Paradies, Y., Bennett, R., Lin, A., & Woods, J. (2022). Racism and indigenous adolescent development: A scoping review. *Journal of Research on Adolescence*, 32(2), 487-500. <https://doi.org/10.1111/jora.12754>
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., & Vallières, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Education and Psychological Measurement*, 52, 1003-1017. <https://doi-org.ezproxy.hamline.edu/10.1177/0013164492052004025>
- Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Association for Supervision & Curriculum Development.
- Wu, F., Jiang, Y., Liu, D., Konorova, E., & Yang, X. (2022). The role of perceived teacher and peer relationships in adolescent students' academic motivation and educational outcomes. *Educational Psychology*, 42(4), 439-458. <https://doi.org/10.1080/01443410.2022.2042488>
- Yancey-Bragg, N. (2021, March 2). Mock slave auctions, racist lessons: How US history class often traumatizes, dehumanizes Black students. *USA Today*, <https://www.usatoday.com/story/news/education/2021/03/02/heres-why-racist-school-assignments-slavery-persist-u-s/4389945001/>
- Yosso, T. J. (2002). Toward a critical race curriculum. *Equity & Excellence in Education*, 35(2), 93-107. <https://doi.org/10.1080/713845283>
- Yu, J., McLellan, R., & Winter, L. (2020). Which boys and which girls are falling

behind? Linking adolescents' gender role profiles to motivation, engagement, and achievement. *Journal of Youth and Adolescence*, 50, 336-352.

<https://doi.org/10.1007/s10964-020-01293-z>