

Cultural Proficiency Continuum for History-Social Science

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Strands	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
<p style="text-align: center;">Curriculum Content and Resources</p> <p style="text-align: center;"><i>Identity</i> <i>Extent to which content and resources create a positive sense of self and others.</i></p> <p style="text-align: center;"><i>Perspective</i> <i>Recognizing the need for multiple perspectives.</i></p> <p style="text-align: center;"><i>Responsibility</i> <i>Accepting the responsibility to work for social justice.</i></p>	<p>Selects and uses curricula that denigrates culturally different groups through omissions, distortions and fallacious assumptions and inaccurate portrayals.</p> <p>Promotes values and ideas that denigrate different cultural groups and omits and distorts their perspectives leading to the promotion of negative stereotypes.</p> <p>Impedes or prohibits diverse groups from sharing cultural knowledge or perspectives and/or uses materials that reinforce the negative consequences of asserting one’s cultural voice.</p>	<p>Uses curriculum and instruction that portrays values, behaviors and styles of the dominant group to promote the assimilation to dominant culture, supporting the belief that assimilation is integral to success.</p> <p>Promotes perspectives that value assimilation to the dominant culture.</p> <p>Uses materials and approaches that promote a passive response to injustices that occurred in history and present them as being “inevitable.”</p>	<p>Utilizes state/district adopted history curriculum believing it accurately and fairly presents the voices and perspectives of all groups and meets the needs of all students.</p> <p>Uses materials with singular or limited perspectives believing them to adequately represent historical events, issues and themes.</p> <p>Uses materials and approaches that promote middle class rules and structures without seeing a need to teach students about social justice issues.</p>	<p>Understands that some state/district adopted curriculum is not culturally relevant to some groups of students and initiates a search for supplementary materials that may or may not reflect the cultural diversity of the classroom.</p> <p>Introduces materials with limited information about cultural contributions or events without integrating them into the curriculum (attention to them during holidays).</p> <p>Uses materials and approaches that promote an awareness of social injustices but provide limited opportunities to address issues. Impact may be limited or superficial.</p>	<p>Recognizes that some state/district adopted curriculum is not culturally relevant to some groups of students and develops content that includes and affirms cultural stories of diverse students in the classroom.</p> <p>Integrates into the existing curriculum historical lessons that respect one’s own and other’s cultural heritage, representing multiple perspectives about historical events, themes, and issues.</p> <p>Teaches the skills, knowledge, and attitudes of civic participation to enable students to be competent, responsible citizens who are willing to address issues of injustice in their communities.</p>	<p>Selects content and develops lessons to enable all students to seek and understand multiple cultural perspectives in the historical record beyond those represented in the school and classroom.</p> <p>Material helps students understand and address issues of social justice/equity.</p> <p>Promotes and provides opportunities for students to take action leading to social, political, economic change that ensures the rights and privileges guaranteed to all people in a democracy.</p>

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<p>Curriculum Content and Resources</p>	<p>Example: The Westward Movement is deliberately presented as an American story of white (only) settlers moving west across the continent. It justifies and promotes the principles of Manifest Destiny and celebrates rugged individualism and the pioneer “spirit” as American ideals to be realized at any cost. It denigrates diverse groups by ignoring or distorting the stories of Latinos who migrated north into the area, Asians who migrated East, Africans who unwillingly arrived as slaves, and Native Americans who lived as indigenous peoples for centuries prior to European colonization. Non-dominant groups are presented as obstacles to the inevitable creation of an American nation: Indians and Latinos were “in the way,” Chinese immigrants were vital as laborers but not accepted into mainstream society as equals, slavery is presented as a “dilemma” for newly formed states.</p>	<p>Example: The Westward Movement is presented as a glorified, inevitable course of events prompted by the Louisiana Purchase, increasing white population on the East coast, and a “spirit of discovery”. Stories of diverse groups are not seen as integral parts of the story.</p> <p>Curriculum presents voices and perspectives of the dominant culture: The Lewis and Clark story is designated as the “Corps of Discovery” when in fact, the continent was already explored and quite familiar to Native Americans. Stories of Davy Crockett and others are glorified in American folklore as patriotic icons but stories from other groups are not included.</p>	<p>Example: The Westward Movement curriculum adopted by the school district is utilized with an assumption that the story accurately and fairly represents all groups. Little attention is given to the message or agenda presented to students.</p>	<p>Example: Attention is given to expand the story of the Westward Movement to include the voices and perspectives of diverse groups. However their contributions are presented as addendums to the mainstream story and not integrated into the collective history of America. Examples include the story of Sacajawea as a “helper” to Lewis and Clark, heroism of the Buffalo Soldiers, Indian chiefs who worked for compromise and reconciliation, and others who are largely recognized for supporting the success of westward expansion. These and other stories from diverse groups may be left out of the adopted curriculum but be recognized during Black History Month, Hispanic Heritage Month and other times of the year.</p>	<p>Example: The story of the Westward Movement begins to become a collective story of diverse people, places, and events woven together to explain a period of time in America’s past.</p> <p>Students understand that the expansion of America’s political borders came at a cost to non-dominant groups: Mexicans were militarily forced out of Texas, California and other territories, millions of Native Americans were killed or relocated, resulting in the extinction of a number of Indian cultures, languages and oral histories, Chinese laborers were discriminated against, tortured, imprisoned, or killed, and slavery expanded into new territories, eventually igniting a civil war.</p>	<p>Example: The <i>collective</i> story of the Westward Movement is utilized as a vehicle for helping students understand issues of equity and justice in the historical record and apply those teachings to understand and promote social justice in today’s world.</p> <p>Historical teaching and learning of concepts, understandings and applications becomes the vehicle for creating a responsible, informed citizenry committed to ensuring justice for all groups. Teachers may utilize service-learning or civic education programs that prompt students to identify problems in their communities, explore alternative solutions, create a public policy response, and develop an action plan to convince policymakers to adopt and implement plans that ensure the rights and privileges guaranteed to all people living in a democracy.</p>

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<p data-bbox="182 297 387 375">Instructional Methods</p> <p data-bbox="155 415 413 493"><i>Access to High Quality Instruction</i></p> <p data-bbox="182 813 387 849"><i>Learning Styles</i></p> <p data-bbox="209 1211 360 1247"><i>Vocabulary</i></p>	<p data-bbox="473 415 801 781">Refuses to adapt mandated curriculum materials to the learning needs of students and in this way denies underperforming students opportunities to acquire the knowledge, skills, and dispositions of high quality history-social science education, leading to negative long term educational and social consequences.</p> <p data-bbox="473 813 801 1179">Uses instructional approaches that reflect and promote dominant group learning styles, profiles, languages, often punishing students with diverse learning styles and languages by ignoring their needs, criticizing their cultures, and making decisions that have long term negative educational consequences.</p> <p data-bbox="473 1211 801 1422">Resists teaching discipline specific vocabulary believing it to be outside of the responsibility of the history-social science teacher, thereby impeding student learning readiness.</p>	<p data-bbox="827 415 1155 716">Delivers state adopted curriculum in a narrow, singular, “one-size-fits-all” method of instruction and in this way limits opportunities for underperforming students to acquire the knowledge, skills, and dispositions of high quality history-social science education.</p> <p data-bbox="827 813 1155 992">Uses instructional approaches that reflect and promote dominant group learning styles and languages without offering instructional support for underperforming students.</p> <p data-bbox="827 1211 1155 1471">Presents discipline specific vocabulary in isolation and out of context, irrespective of student culture or linguistic backgrounds of English learners and standard English learners, in order to reinforce the dominant language and learning styles.</p>	<p data-bbox="1180 415 1507 626">Implements district curriculum maps, adopted materials, pacing charts, and common assessments to drive instruction believing them to adequately meet the learning needs of all students.</p> <p data-bbox="1180 813 1507 1024">Uses teacher-centered, one size fits all instruction irrespective of individual student learning styles and profiles, believing such methods to benefit all equally.</p> <p data-bbox="1180 1211 1507 1357">Teaches discipline specific vocabulary unaware of the need to provide linguistic or cultural connections for diverse students.</p>	<p data-bbox="1532 415 1860 594">Acknowledges that curriculum may not be accessible to some students. Modifies curriculum for underperforming students but may compromise the rigor.</p> <p data-bbox="1532 813 1860 1024">Recognizes that a variety of culturally influenced learning styles exists in the classroom and uses a variety of instructional strategies, which may or may not engage some diverse learners.</p> <p data-bbox="1532 1211 1860 1422">Inconsistently uses SDAIE strategies to teach discipline specific vocabulary which may or may not build conceptual understanding for English learners and standard English learners.</p>	<p data-bbox="1884 415 2212 716">Modifies instructions to meet the needs of underperforming students, providing opportunities to complete challenging and rigorous assignments that incorporate inquiry and higher order thinking skills and scaffolding to maximize learning readiness.</p> <p data-bbox="1884 813 2212 959">Incorporates differentiated instruction to meet the learning needs of underperforming learners and increase their engagement.</p> <p data-bbox="1884 1211 2212 1422">Uses SDAIE strategies to teach discipline specific vocabulary to develop conceptual understanding and enhance learning for English learners and standard English learners.</p>	<p data-bbox="2236 415 2564 691">Monitors the effectiveness of programmatic and instructional modifications and accommodations to improve the learning of all groups while accelerating the learning of underperforming groups, thereby closing learning gaps.</p> <p data-bbox="2236 813 2564 959">Based on student profiles, differentiates instruction for all students leading to enhanced learning and engagement for all.</p> <p data-bbox="2236 1179 2564 1471">Consistently uses SDAIE strategies to teach discipline specific vocabulary in authentic situations and promotes on-going opportunities for students to practice using vocabulary and concepts of the history-social sciences to develop civic skills and dispositions.</p>

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Assessment	Use or misuse assessments and data analysis to promote deficit perspectives about culturally/linguistically diverse students, and to make decisions about placement and instruction that have long term negative educational consequences for them. (e.g. teacher uses a complicated language-dependent test to assess learning of low performing English Learners.)	Use assessments without accommodations and resulting data to justify remediation and low-level course work for underperforming diverse students. (e.g. teacher groups students according to achievement data and tracks lower performing students into an instructional program that uses “below standard” instruction.)	Uses traditional publisher made tests from textbooks believing that they meet the needs of all students and believing that data derived from them fairly evaluate all students’ learning and ability (e.g. teacher uses a publisher-generated multiple-choice test as an end-of-unit summative assessment and makes instructional and placement decisions solely on these test results.)	Uses and disaggregates student process and product data to modify instruction and accommodate assessments for culturally/linguistically diverse students. Modifications and accommodations may result in lowered expectations and rigor for some student groups. (e.g. after reviewing student assessment data, teacher rewrites test at a lower level rather than re-teaching the lesson based on student needs.)	Uses and disaggregates data from multiple performance measures to identify strengths and needs of underperforming students. Uses this information to develop instruction and formative and summative assessments that support student learning and provides accurate information about the progress of all students and student groups. (e.g. teacher selects and/or develops multiple measures of assessment based on student learning needs and styles and uses portfolios to track consistent progress towards standards mastery.)	Continues to use and disaggregate assessment data to identify learning strengths and needs of all students, to shape instruction and to create an environment where students participate in making decisions about their own learning and ways to demonstrate it. (e.g. teacher solicits student participation in developing authentic assessment and criteria for evaluating learning.)