

# Latinidad Curriculum Initiative: A Blueprint for NYC Schools

The Latinidad Curriculum Initiative (LCI) Blueprint is grounded in commitments to culturally responsive and sustaining pedagogies, transcultural awareness, inclusivity, accessibility, and intergenerational collaboration as a way to center youth voices and nondominant community perspectives in classroom learning. In keeping with our teaching and learning stance, the LCI blueprint depicted in this brochure draws connections between various resources, materials, and stakeholders for ongoing collaboration (Page 1), presents a conceptual framework and design principles for dynamic teaching and learning (Pages 2-3), and illustrates the mapping of sample lessons (Page 4). The blueprint will continue to evolve throughout the design and implementation phases of the project, based on feedback from all stakeholders.



View blueprint updates

## Conceptual Framework & Scope

To develop the conceptual framework for this initiative, the LCI project team envisioned broad outcomes related to the rich complexity of Latino cultures, histories, and contributions in New York City. In consultation with multiple stakeholders, including youth and community members, we started with these broad goals and used a backward design approach to identify the four main pillars that form our framework—a foundation for all phases of our project, from input to design to implementation. This infographic explains how the relationships between multiple partners and stakeholders throughout the scope of the initiative—from lesson plans, teacher planning guides, and curriculum resources, to an upper division elective course—are all guided by the conceptual framework for a Latinidad Curriculum.

### PARTNERSHIP & COLLABORATION

Belonging, as a core value, is enacted via ongoing partnership, through students, families, and communities' participation and opportunities for engagement in curriculum development and students' learning experiences.

### CONNECTIONS TO STANDARDS & NYCPS RESOURCES

LCI builds on critical skills across subjects to expand and deepen understandings, experiences, and critical perspectives about Latinidad and connections to other cultures, histories, and systems in New York City and beyond.



### EVOLVING CURRICULUM

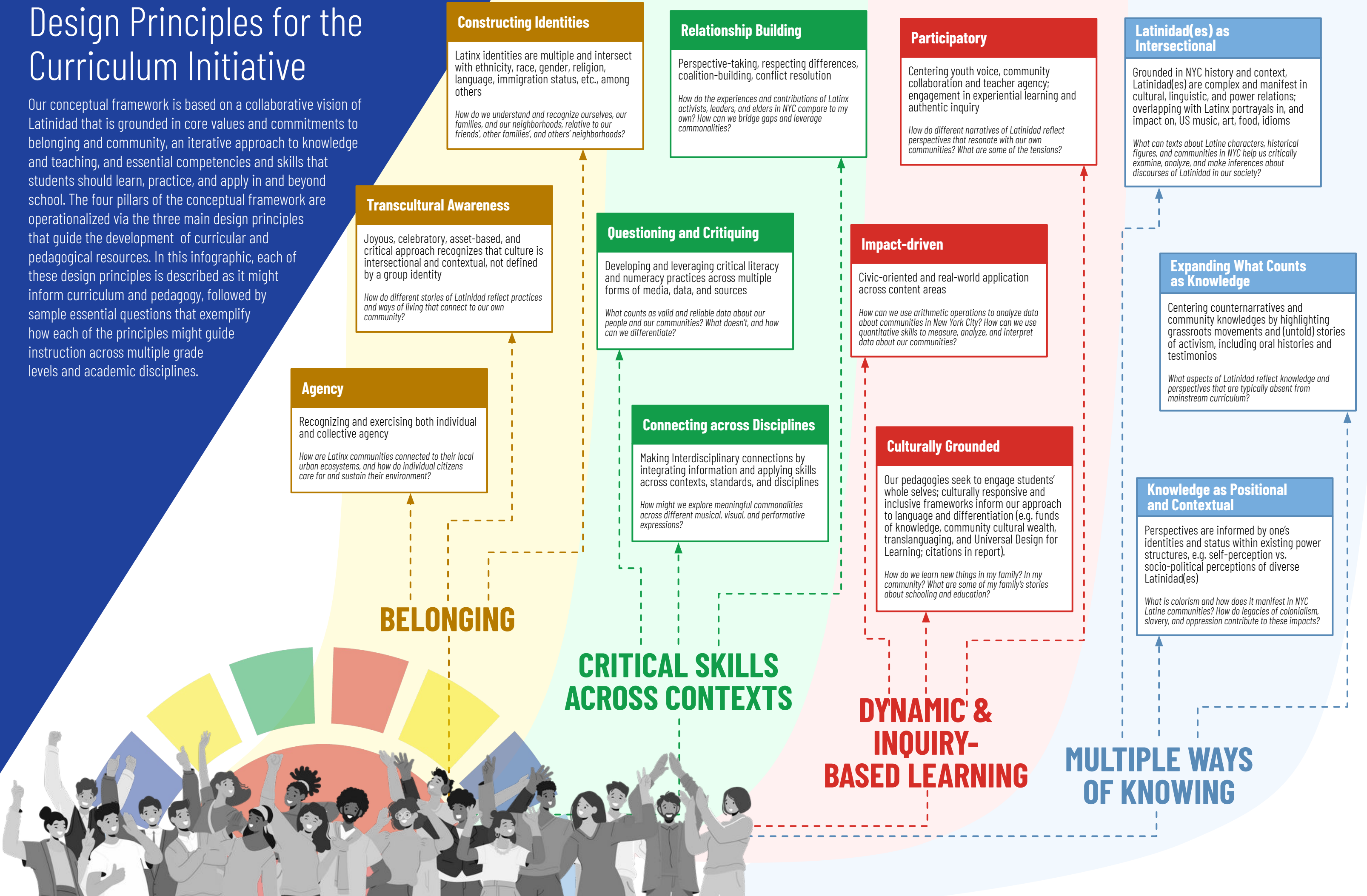
Our approach seeks to expand what counts as knowledge and whose perspectives are included in the curriculum by disrupting mainstream norms and recognizing youth and communities of color as knowledge producers.

### COMMUNITIES OF PRACTICE

Because educators' identities, experiences, and content knowledge influence their pedagogies, LCI communities of practice range from district and school collaborations to individual teachers using the Latinidad conceptual framework to revisit their own curricula.

# Design Principles for the Curriculum Initiative

Our conceptual framework is based on a collaborative vision of Latinidad that is grounded in core values and commitments to belonging and community, an iterative approach to knowledge and teaching, and essential competencies and skills that students should learn, practice, and apply in and beyond school. The four pillars of the conceptual framework are operationalized via the three main design principles that guide the development of curricular and pedagogical resources. In this infographic, each of these design principles is described as it might inform curriculum and pedagogy, followed by sample essential questions that exemplify how each of the principles might guide instruction across multiple grade levels and academic disciplines.



# From Conceptual Framing to Curriculum Mapping: Sample Lessons across Grade Bands

A curriculum grounded in NYC communities' perspectives and values, and designed in collaboration with them, offers a powerful model for educational equity in NYCPS. Building on the design principles and indicators illustrated in Pages 2-3, the LCI team worked with United Way NYC and Hispanic Federation to seek input on what youth, educators, and families in diverse Latine communities hope to see in a curriculum that recognizes their histories and contributions. Along with reviews of relevant research, these data have informed the planning guide and sample lesson plans presented in our strategic report, *The Need to Advance the Study of Latinidad in New York City Public Schools*. The table below demonstrates the range and breadth of concepts, competencies, experiences, and values that we envision as part of a curriculum that broadens horizons by building on this conceptual framing of Latinidad(es). In the next phase of the project, the LCI team will lead the development and implementation of collaboratively-designed lessons and guides, professional learning, curricular resources, and an upper division elective, in order to fully realize the vision of the Latinidad Curriculum Initiative (LCI).



Scan QR code to see the full Sample Lesson Plans in the report.

**K-2**

**Sounds of Latinidad: Exploring Family & Traditions through Music**

Students recognize how music can connect to and reflect their family traditions and practices.

**3-5**

**Latinidad in My Community**

Students explore the cultural identities of their neighborhoods in New York City.

**6-8**

**Exploring Latinidad through Photography**

Students explore personal connections to Latinidad through photographs and images, and recognize how their own experiences contribute to the creation of a shared visual memory of New York City.

**9-12**

**Mobilizing for Equity in Education: The Save Hostos Movement**

Students recognize the importance of the Save Hostos Movement in demanding educational equality and creating a sense of belonging and identity for communities in New York City.

## BELONGING

an overall value or ethic that guides all subsequent elements of the Latinidad project, including design processes, professional development, pedagogy, and content.

## MULTIPLE WAYS OF KNOWING

a perspective on knowledge that requires teachers and students to reflect not only on what they know but how; in other words, that recognizes that there are a variety of sources of data that can inform knowledge creation.

## DYNAMIC & INQUIRY-BASED LEARNING

a pedagogical approach that emphasizes problem-based, student- and community- centered, and experiential learning whenever possible.

## CRITICAL SKILLS ACROSS CONTEXTS

competencies that encourage perspective-taking, the ability to understand, appreciate, interact, and collaborate with people from different cultures, and questioning to draw conclusions.

Students examine how music can reflect family values, traditions, and experiences and contribute to spaces that bring people together to share memories and care for each other.

Students identify features of New York City neighborhoods that express the community life and multiple ways to access the cultural heritage at the heart of Latinidad by analyzing narratives and works of art.

Students use photographs as historical evidence, documenting the diverse expressions of Latinidad across different New York City neighborhoods, including everyday practices, community engagement, and meaningful interactions with urban spaces.

Students learn how collective action and advocacy help to preserve ways of living and knowing, improve educational experiences, and develop community resources by engaging in primary source analysis.

Students consider how different rhythms, instruments, and songs connect to family traditions and everyday life.

Students ask questions about how community and identity are connected.

Students ask questions about how photography can reveal both visible and hidden dimensions of Latinidad in their neighborhoods and day-to-day lives.

Students ask questions about how the fight to save Hostos Community College reflects the broader struggles for educational equity and representation in New York City.

Students identify key instruments and rhythms associated with Latinidad and express how music makes them feel connected to their families and communities.

Students create a drawing of their neighborhood, incorporating ways of life, practices, and cultural elements they have learned about from New York's Latino communities.

Students analyze photographs to identify specific elements of Latinidad and compare representations across different communities.

Students analyze primary source materials as a way to understand the motivations and outcomes of the Save Hostos Movement.

## Curricular Connections

*Literacy, Music, and Social Studies*

*Art, Literacy, and Social Studies*

*Art, English Language Arts, and Social Studies*

*English Language Arts, Social Studies, World Languages - Spanish*



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