Latinidad Curriculum Initiative: A Blueprint for NYC Schools

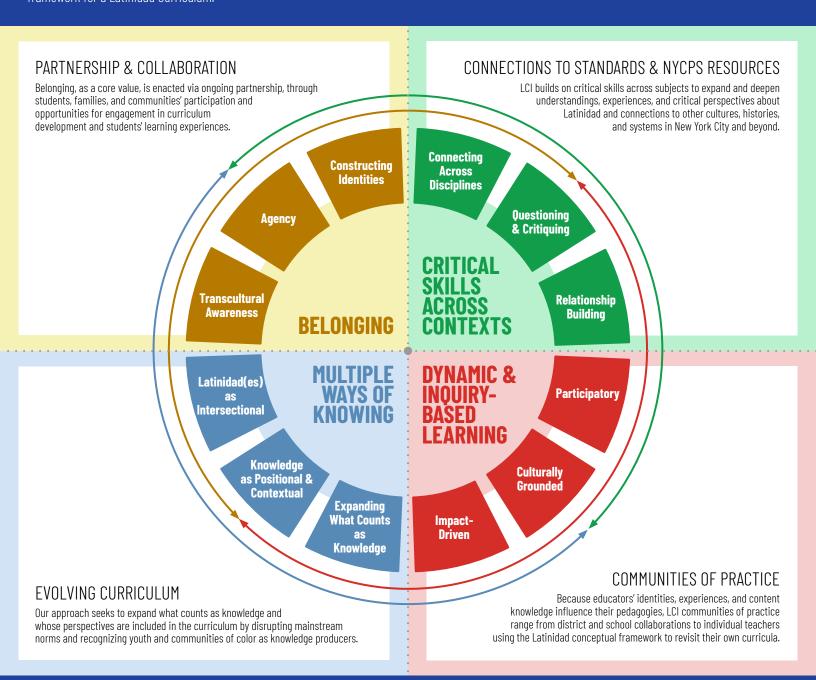
The Latinidad Curriculum Initiative (LCI) Blueprint is grounded in commitments to culturally responsive and sustaining pedagogies, transcultural awareness, inclusivity, accessibility, and intergenerational collaboration as a way to center youth voices and nondominant community perspectives in classroom 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.





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.



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.

Constructing Identities

Latinx identities are multiple and intersect with ethnicity, race, gender, religion, language, immigration status, etc., among others

How do we understand and recognize ourselves, our families, and our neighborhoods, relative to our friends', other families', and others' neighborhoods?

Relationship Building

Perspective-taking, respecting differences, coalition-building, conflict resolution

How do the experiences and contributions of Latinx activists, leaders, and elders in NYC compare to my own? How can we bridge gaps and leverage commonalities?

Participatory

Centering youth voice, community collaboration and teacher agency; engagement in experiential learning and authentic inquiry

How do different narratives of Latinidad reflect perspectives that resonate with our own communities? What are some of the tensions?

Latinidad(es) as Intersectional

Grounded in NYC history and context, Latinidad(es) are complex and manifest in cultural, linguistic, and power relations; overlapping with Latinx portrayals in, and impact on, US music, art, food, idioms

What can texts about Latine characters, historical figures, and communities in NYC help us critically examine, analyze, and make inferences about discourses of Latinidad in our society?

Transcultural Awareness

Joyous, celebratory, asset-based, and critical approach recognizes that culture is intersectional and contextual, not defined by a group identity

How do different stories of Latinidad reflect practices and ways of living that connect to our own community?

Agency

and collective agency

Recognizing and exercising both individual

How are Latinx communities connected to their local

urban ecosystems, and how do individual citizens

care for and sustain their environment?

Questioning and Critiquing

Developing and leveraging critical literacy and numeracy practices across multiple forms of media, data, and sources

What counts as valid and reliable data about our people and our communities? What doesn't, and how can we differentiate?

Impact-driven

Civic-oriented and real-world application across content areas

How can we use arithmetic operations to analyze data about communities in New York City? How can we use quantitative skills to measure, analyze, and interpret data about our communities?

Connecting across Disciplines

Making Interdisciplinary connections by integrating information and applying skills across contexts, standards, and disciplines

How might we explore meaningful commonalities across different musical, visual, and performative expressions?

Culturally Grounded

Our pedagogies seek to engage students' whole selves; culturally responsive and inclusive frameworks inform our approach to language and differentiation (e.g. funds of knowledge, community cultural wealth, translanguaging, and Universal Design for Learning; citations in report).

How do we learn new things in my family? In my community? What are some of my family's stories about schooling and education?

as Knowledge Centering counternarratives and

Expanding What Counts

community knowledges by highlighting grassroots movements and (untold) stories of activism, including oral histories and testimonios

What aspects of Latinidad reflect knowledge and perspectives that are typically absent from mainstream curriculum?

Knowledge as Positional and Contextual

Perspectives are informed by one's identities and status within existing power structures, e.g. self-perception vs. socio-political perceptions of diverse Latinidad(es)

What is colorism and how does it manifest in NYC Latine communities? How do legacies of colonialism, slavery, and oppression contribute to these impacts?

BELONGING

CRITICAL SKILLS ACROSS CONTEXTS

DYNAMIC' & INQUIRY-BASED LEARNING

MULTIPLE WAYS OF KNOWING

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).



BELONGING

and content.

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

an overall value or ethic that guides all

subsequent elements of the Latinidad

project, including design processes,

professional development, pedagogy,

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

Exploring Latinidad through Photography

6-8

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.

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.

Mobilizing for Equity in

Education: The Save

Hostos Movement

9-12

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.

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.

DYNAMIC & INOUIRY-BASED LEARNING

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

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.

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 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 Stúdies, World Languages -Snanish

