



**INDEPENDENT ANALYSIS UNIT REPORT BRIEF:**

**AN INVENTORY OF ETHNIC STUDIES IN  
THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

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## **Introduction**

In March 2008, the Board adopted a resolution to commemorate the fortieth anniversary of 1968 high school walkouts to protest educational inequity, racial discrimination, and unjust learning conditions. At the time of the walkouts, there was a call for ethnic studies courses to be taught within LAUSD schools. To this end, Board Member Yolie Flores Aguilar asked the Independent Analysis Unit to examine the current status of ethnic studies in the District. In response, we examined the inventory of ethnic studies courses and student enrollment in those courses over the past few years.

## **Overview of Ethnic Studies**

Ethnic studies is a branch of social studies that offers middle and high school students the opportunity to study one or more ethnic groups at length. According to the History-Social Science Framework for California Public Schools, ethnic studies courses “focus on an in-depth study of ethnic groups, including their history, culture, contributions, and current status in the United States. They learn about the characteristics of America’s ethnic groups and the similarities and differences of these groups in both their past and present experiences....As a result of these studies, students should gain a deeper understanding of American society and its diverse ethnic composition and develop acceptance and respect for cultural diversity in our pluralistic society.”<sup>1</sup>

## **Ethnic Studies within LAUSD**

According to the District’s History/Social Science list of courses, LAUSD offers nine ethnic studies courses: African American History, American Indian Studies, American Intercultural Heritage, Asian Studies, Cultural Awareness, History of the Middle East, Latin American Pre-Colombian History, Latin American Studies, and Mexican American Studies. A description of each of these courses is available in Appendix 1.

None of the ethnic studies courses are core requirements for A-G or graduation; however, most may be taken as an elective that is counted toward graduation credit or toward the “A” (social science) or “G” (electives) requirements for A-G. Table 1 lists the LAUSD courses offered as well as the requirements for which these courses may be taken to fulfill.

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<sup>1</sup> Source: History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education, 2005. <http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>

**Table 1: Ethnic Studies Courses Offered by LAUSD**

<b>Course</b>	<b>Grade Level</b>	<b>A-G or Graduation Elective Requirement</b>
African American History	10-12	“G” Requirement elective
American Indian Studies	9-12	“G” Requirement elective
American Intercultural Heritage	8-12	Graduation credit elective
Asian Studies	10-12	“A” Requirement elective
Cultural Awareness	9-12	Graduation credit elective
History of the Middle East	10-12	“A” Requirement elective
Latin American Pre-Colombian History	6-8	N/A
Latin American Studies	9-12	“A” Requirement elective
Mexican American Studies	9-12	“A” Requirement elective

Aside from providing courses for students to fulfill graduation or A-G requirements, the District has other reasons to offer ethnic studies courses. First, the description of ethnic studies ties in neatly with LAUSD's intention of providing culturally relevant education, and the offering of such courses provides a curriculum that reflects many students' history and experiences. Second, LAUSD schools must comply with the standards listed in the Essential Safety Standards Checklist, which compiles the District's policies related to school safety, disaster planning, crisis intervention, environmental health and safety, and educating for diversity. The teaching of ethnic studies to secondary students is listed as one of the Curriculum, Instruction, Programs and Strategies components of “educating for diversity,” which intends that the educational process at all schools be designed to meet the academic and intellectual needs of all students and will prepare them to function effectively and harmoniously in a multicultural and diverse society.<sup>2</sup>

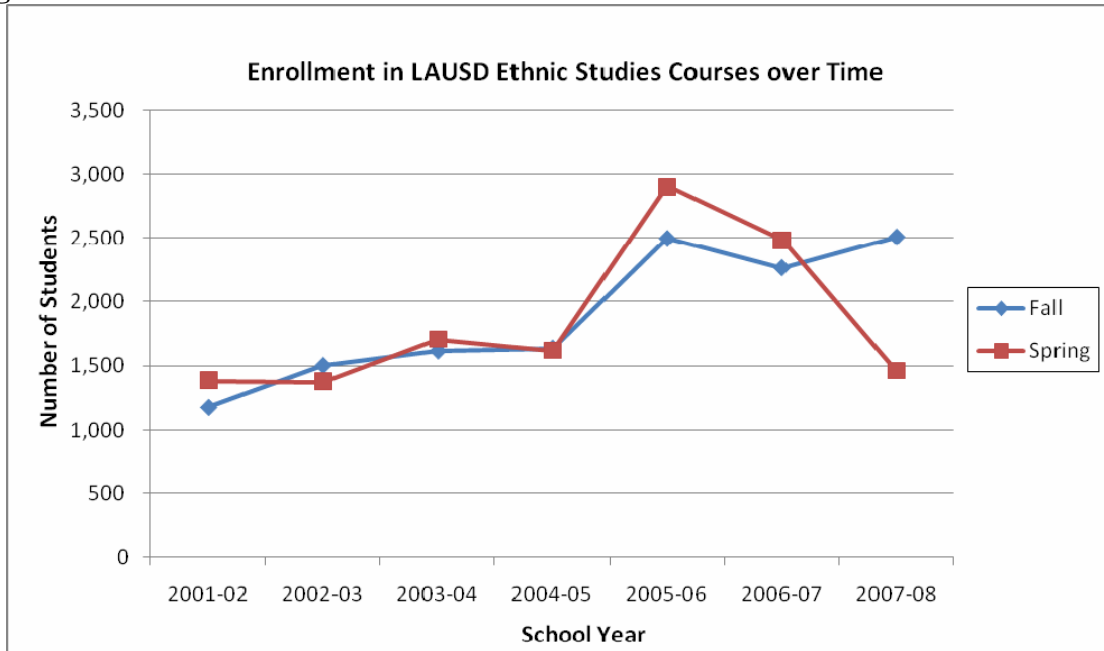
### **Enrollment in LAUSD Ethnic Studies Courses**

More than 2,500 LAUSD students took ethnic studies courses during Fall 2007, and almost 1,500 were enrolled in such courses in Spring 2008.<sup>3</sup> While these enrollment numbers are seemingly low, the number of students enrolled in ethnic studies courses during the fall semester has grown steadily since 2001; spring semester enrollment, however, has remained constant over time except for large shifts between Spring 2005 and Spring 2008 (see Figure 1).

<sup>2</sup> Source: Bulletin N-58 (Rev.), *Essential Safety Standards Checklist*, May 15, 2000.  
[http://www.lausd-oehs.org/docs/SSPVOLUME1/SSP%20V1\\_ResourceDocuments/BULL-N58.pdf](http://www.lausd-oehs.org/docs/SSPVOLUME1/SSP%20V1_ResourceDocuments/BULL-N58.pdf)

<sup>3</sup> Source: Decision Support System (DSS), June 11, 2008

**Figure 1: Enrollment in LAUSD Ethnic Studies Courses Between 2001-02 and 2007-08**



Since the 2001-02 school year, on average, two courses – Mexican American Studies and Latin American Studies – have accounted for about half of the ethnic studies enrollment during both semesters (see Table 2). African American History accounts for an average of 14% of ethnic studies enrollment.

**Table 2: Average LAUSD Enrollment in Ethnic Studies by Course, 2001-02 to 2007-08**  
(Average percentage of ethnic studies enrollment)

Course	Fall Semester	Spring Semester
African American History	273 (14%)	266 (14%)
American Indian Studies	54 (3%)	20 (1%)
American Intercultural Heritage	320 (17%)	211 (11%)
Asian Studies	53 (3%)	84 (5%)
Cultural Awareness	197 (10%)	241 (13%)
History of the Middle East	18 (1%)	23 (1%)
Latin American Pre-Colombian History	20 (1%)	10 (1%)
Latin American Studies	446 (24%)	497 (27%)
Mexican American Studies	503 (27%)	497 (27%)
TOTAL	1,885 (100%)	1,849 (100%)

A closer look at the enrollment in ethnic studies courses during Fall 2007 and Spring 2008 shows that students enrolled in ethnicity-specific courses (e.g., African American History) tend to be students of the ethnicity being studied (see Tables 3 and 4). For example, African American students make up 6% or less of the students taking ethnic studies courses, except for African

American History, where they make up more than one-half of the enrollment over both semesters. This is much higher than the overall 11% of African American student enrollment in LAUSD.<sup>4</sup>

**Table 3: LAUSD Enrollment in Ethnic Studies by Course and Ethnicity, Fall 2007**  
(Percentage of total course enrollment)

Course	American Indian/Alaska Native	Asian, Filipino, and Pacific Islander	Black	Hispanic	White	Total Course Enrollment
African American History	1 (0%)	11 (3%)	244 (61%)	100 (25%)	47 (12%)	403
American Indian Studies	1 (1%)	4 (5%)	1 (1%)	77 (91%)	2 (2%)	85
Asian Studies	0 (0%)	22 (35%)	3 (5%)	30 (48%)	8 (13%)	63
Latin American Pre-Colombian History	0 (0%)	1 (1%)	1 (1%)	102 (98%)	0 (0%)	104
Latin American Studies	4 (1%)	16 (2%)	22 (3%)	643 (93%)	6 (1%)	691
Mexican American Studies	0 (0%)	11 (2%)	10 (2%)	561 (96%)	5 (1%)	587

**Table 4: LAUSD Enrollment in Ethnic Studies by Course and Ethnicity, Spring 2008**  
(Percentage of total course enrollment)

Course	American Indian/Alaska Native	Asian, Filipino, and Pacific Islander	Black	Hispanic	White	Total Course Enrollment
African American History	0 (0%)	6 (2%)	166 (54%)	102 (33%)	36 (12%)	310
American Indian Studies	2 (7%)	0 (0%)	0 (0%)	25 (93%)	0 (0%)	27
Asian Studies	0 (0%)	15 (16%)	6 (6%)	70 (73%)	5 (5%)	96
Latin American Pre-Colombian History	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
Latin American Studies	0 (0%)	2 (0%)	28 (5%)	548 (94%)	3 (1%)	581
Mexican American Studies	2 (1%)	23 (7%)	17 (5%)	264 (84%)	7 (2%)	313

Similarly, student enrollment differed geographically, with Local District 5 accounting for about one-quarter of LAUSD's average enrollment in ethnic studies courses (see Table 5). While there was variation in the average enrollment – from 6% of ethnic studies enrollment coming from Local Districts 4 and 8 each to 26% in Local District 5 – there was little difference in the number of schools per local district that offered ethnic studies. This is partly due to the types of schools offering these courses within each local district. Community day schools, opportunity schools, and continuation high schools typically have classes with fewer students than do middle or senior high schools.

<sup>4</sup> Source: LAUSD Fingertip Facts 2007-2008

**Table 5: Average Enrollment in Ethnic Studies by Local District, 2001-02 to 2007-08**  
(Average percentage of ethnic studies enrollment)

	Fall Semester		Spring Semester	
	Number of Schools	Enrollment	Number of Schools	Enrollment
Local District 1	6	307 (16%)	5	236 (13%)
Local District 2	5	186 (10%)	5	187 (10%)
Local District 3	6	274 (15%)	7	278 (15%)
Local District 4	6	207 (11%)	5	111 (6%)
Local District 5	6	452 (24%)	6	478 (26%)
Local District 6	3	194 (10%)	3	238 (13%)
Local District 7	4	154 (8%)	4	201 (11%)
Local District 8	3	111 (6%)	4	120 (6%)
TOTAL	38	1,885 (100%)	38	1,849 (100%)

During the 2007-08 school year, ethnic studies courses were offered in 42 schools during the fall semester and 43 schools during the spring.<sup>5</sup> This was slightly higher than the average number of schools that offered ethnic studies between the 2001-02 and 2007-08 school years, as shown in Table 5. The schools offering ethnic studies courses represent the wide range of school types within the District: senior high, middle, span, magnet, continuation, opportunity, and community day.<sup>6</sup> (Appendix 2 provides a full list of these schools by type and their student enrollment in ethnic studies course offerings.) The majority of students taking ethnic studies classes were enrolled in senior high schools. However, only 25 of LAUSD's 64 senior high schools offered such courses during the Fall 2007 and/or the Spring 2008 semester.

According to Herman Clay, Director of the Secondary History and Social Science Branch, the decision to offer ethnic studies courses at a particular school is usually based on student demand, as assessed through counselor surveys of students' course preferences, and the availability of instructors who can teach those courses. Affecting the availability of ethnic studies instructors is the professional development provided (or, conversely, not provided) in this area. Professional development focusing specifically on ethnic studies has not been available, but rather the focus has been on the overall social science curriculum. Ethnic studies has been integrated within social science professional development over the past few years through specialists who have been brought in for workshops on related issues that fit into the overall social science standards (e.g., the Armenian Genocide).

### **Ethnic Studies within the Core Curriculum**

Although the number of students taking ethnic studies has grown only incrementally since 2001, there is reason to believe that students are being given some exposure to ethnic studies through the core curriculum. The current version of California's history and social science framework (2005), which guides the District's curriculum, lists as one of its distinguishing characteristics a focus on the experiences of different groups:

<sup>5</sup> Source: Decision Support System (DSS), June 11, 2008

<sup>6</sup> Note: Magnet centers are included with their "parent" schools. Independent charter schools were omitted.

“This framework incorporates a multicultural perspective throughout the history-social science curriculum. It calls on teachers to recognize that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups. California has always been a state of many different cultural groups, just as the United States has always been a nation of many different cultural groups. The experiences of all these groups are to be integrated at every grade level in the history–social science curriculum. The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and one nation, of *e pluribus unum*, and of an unfinished struggle to realize the ideals of the Declaration of Independence and the Constitution.”<sup>7</sup>

Additionally, the framework includes criteria for each school district’s evaluation of instructional materials. Included is the criterion that materials present numerous examples “of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology.” The criteria also stipulates that materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement be included at each grade level.<sup>8</sup>

Specifically within LAUSD, there is some movement to add ethnic studies at the high school level through school redesign plans for small learning communities. A prominent example is Carson Senior High School’s plan for an Academy for Cultural and Ethnic Studies as one of its eight academies under its school redesign plan.<sup>9</sup> While no other school is currently planning to add an ethnic studies academy, several are adding academies related to culture. For example, Franklin Senior High School is adding a Cultural Discoveries Learning Academy and Roosevelt Senior High is adding a Cultural Experience and Creative Arts Academy. These new academies could add ethnic studies classes to enrich their curricular foci.

### **Concluding Remarks**

There appears to be a steady number of ethnic studies courses being offered, and student enrolled in those courses, within LAUSD over time. While not all students take specific ethnic studies courses, they are exposed to information on the experiences and contributions of men and women from different cultures within the core history and social science curriculum. The California Department of Education and the State Board of Education have recently begun work on updating the state’s History-Social Science Framework, with final action on the framework planned to take place by May 2010. This timing could provide the District with an opportunity to offer input on the new framework.<sup>10</sup>

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<sup>7</sup> Source: History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education, 2005. <http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>

<sup>8</sup> Source: History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve

<sup>9</sup> Source: Office of School Redesign [http://www.lausd.net/SLC\\_Schools/hs\\_slcs.htm](http://www.lausd.net/SLC_Schools/hs_slcs.htm)

<sup>10</sup> Information about the framework update process is available at <http://www.cde.ca.gov/ci/hs/cf/index.asp>

## **APPENDIX 1**

### **Description of LAUSD Ethnic Studies Courses<sup>11</sup>**

#### African American History

The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course investigates the historical significance of the origins of African Americans and considers the historical background of this group who began life in this nation as slaves and experienced the hopes and disillusionment of freedom. The course also includes a study of related current affairs and American ideals and institutions. Development of social science skills is stressed, including map reading, library research, outlining, and critical thinking.

#### American Indian Studies

The major purpose of this course is to study the culture and heritage of American Indians and the contributions of American Indians to American life and culture. The course presents the basic concept of conflicting cultures and how cultural conflicts affected Indian and White relationships. The course also helps to develop a greater understanding of the situation in which present-day American Indians find themselves in modern American society

#### American Intercultural Awareness

The major purpose of this course is to identify and emphasize the contributions and struggles of minority groups in the United States. The course also encourages belief in the worth and dignity of all people. The ethnic backgrounds of class members, special observances, teacher preparation, and availability of instructional materials may direct the content and the sequence of the topics covered.

#### Asian Studies

The major purpose of this course is to study the history, geography, philosophy, religion, intellectual contributions, and demography of China, Japan, India, Korea, Southeast Asia, and the emerging Asian nations. Development of social science skills is stressed, including map reading, library research, outlining, and critical thinking.

#### Cultural Awareness

The major purpose of this course is to foster an understanding about the nature of culture and how cultures condition their members. The course helps students develop their skills in intercultural communication and view the world from perspectives other than their own. This course is culture-general, but it includes cognitive content and activities related to specific cultures. By becoming familiar with the concepts, issues, and skills that have general application and are culture-general, students acquire a framework into which culture-specific information can be integrated.

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<sup>11</sup> Source: *History/Social Science Guidelines for Instruction Secondary, LAUSD* (June 2001).  
[http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction\\_guidelines/pdf/history\\_ss.pdf](http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction_guidelines/pdf/history_ss.pdf)  
Please note that no description for Latin American Pre-Colombian History is included.



### History of the Middle East

The major purpose of this course is to examine the history and cultures of the Middle East. The ancient civilizations that contributed their cultures to present-day Middle Eastern societies and the establishment and urbanization of modern communities are examined. Countries selected for study are Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, and Turkey.

### Latin American Studies

The major purpose of this course is to survey the history and geography of Latin America and to offer an opportunity for intensive study of selected areas. The course includes the study of geography and its effects on the people and the study of the people themselves through their contributions, culture, government, and persistent problems. The course also develops understanding of current social, economic, and political problems facing Latin America and analyzes possible solutions of those problems.

### Mexican American Studies

The major purpose of this course is to provide an overview of significant periods in the history of Mexico as a basis for establishing a greater understanding of the Mexican people and Americans of Mexican descent. The course includes Mexican and Mexican American contributions to the development of the United States, with special reference to the present. The course also covers the political, economic, social, and cultural history of Mexico and includes related current affairs.

**APPENDIX 2**  
**LAUSD Enrollment in Ethnic Studies Courses during**  
**Fall 2007 and Spring 2008 by School and School Type<sup>12</sup>**

SCHOOL TYPE	SCHOOL	COURSE	FALL 2007 Enrollment	SPRING 2008 Enrollment	GRAND TOTAL	
Community Day School	Cooper Community Day School	American Intercultural Heritage	7	6	13	
		Mexican American Studies	15	10	25	
	Johnson Community Day School	Cultural Awareness	8		8	
	Tri-C Community Day School	Latin American Studies		1	1	
West Hollywood Community Day School		African American History	2	1	3	
		American Indian Studies	2		2	
		Latin American Studies	1		1	
<b>Community Day School Subtotal</b>			<b>35</b>	<b>18</b>	<b>53</b>	
Continuation High School	Boyle Heights Continuation High	Mexican American Studies	3	1	4	
	Central Continuation High	American Indian Studies		2	2	
	Cheviot Hills Continuation High	African American History		4	4	
	Ellington Continuation High	African American History		24	24	
	Hope Continuation High		African American History	1	2	3
			Mexican American Studies	3	2	5
	Lewis Continuation High	African American History	23	7	30	
	Mission Continuation High		Latin American Studies		3	3
			Mexican American Studies		6	6
	Newmark Continuation High		African American History	3	2	5
			Latin American Studies	3	1	4
	Rogers Continuation High		African American History	1		1
			Latin American Studies	1		1
Stoney Point Continuation High	Cultural Awareness	6	6	12		
View Park Continuation High	African American History		1	1		
Zane Grey Continuation High		African American History		1	1	
		American Intercultural Heritage	6	1	7	
		Cultural Awareness	3		3	
<b>Continuation School Subtotal</b>			<b>53</b>	<b>63</b>	<b>116</b>	

<sup>12</sup> Source: Decision Support System (DSS), June 11, 2008.

**Appendix 2 continued**

SCHOOL TYPE	SCHOOL	COURSE	FALL 2007 Enrollment	SPRING 2008 Enrollment	GRAND TOTAL
Magnet School	Bravo Medical Magnet	Latin American Studies		32	32
		Mexican American Studies	45		45
	Los Angeles Center for Enriched Studies	African American History	43		43
		Latin American Studies		29	29
		Mexican American Studies	35		35
<b>Magnet School Subtotal</b>			<b>123</b>	<b>61</b>	<b>184</b>
Middle School	El Sereno Middle School	Latin American Pre-Colombian History	104		104
	Gompers Middle School	American Intercultural Heritage	63	30	93
	Holmes Middle School	American Intercultural Heritage	48		48
	Le Conte Middle School	Cultural Awareness		18	18
	South Gate Middle School	American Intercultural Heritage	40		
	Wright Middle School	Cultural Awareness	48	38	86
<b>Middle School Total</b>			<b>303</b>	<b>86</b>	<b>399</b>
Opportunity School	City of Angels Independent Studies	African American History	9	22	31
		American Intercultural Heritage		10	10
		American Indian Studies	1		1
		Asian Studies		1	1
		Latin American Studies	3	5	8
		Mexican American Studies	11	19	30
	McAlister High School	African American History	2	6	8
		Latin American Studies	11	14	25
		Mexican American Studies	3		3
<b>Opportunity School Subtotal</b>			<b>40</b>	<b>77</b>	<b>117</b>

**Appendix 2 continued**

SCHOOL TYPE	SCHOOL	COURSE	FALL 2007 Enrollment	SPRING 2008 Enrollment	GRAND TOTAL
Senior High School	Abraham Lincoln Senior High	Asian Studies		33	33
		Latin American Studies	57		57
	Bell Senior High	Latin American Studies		27	27
	Carson Senior High	Mexican American Studies	24	43	67
	Cleveland Senior High	Latin American Studies	56		56
		Mexican American Studies		30	30
	Crenshaw Senior High	African American History	31		31
	Fairfax Senior High	African American History	26		26
	Francis Polytechnic Senior High	Cultural Awareness	102	23	125
	Franklin Senior High	American Intercultural Heritage	87		87
		American Indian Studies	82		82
		Mexican American Studies	29		29
	Fremont Senior High	African American History		53	53
		Latin American Studies	56		56
	Gardena Senior High	Cultural Awareness	34		34
	Garfield Senior High	American Intercultural Heritage	28		28
		Latin American Studies		62	62
		Mexican American Studies	188	60	248
	Locke Senior High	African American History		37	37
	Los Angeles Senior High	Asian Studies		37	37
	Middle College High School	Latin American Studies	39	34	73
	Roosevelt Senior High	Latin American Studies	48		48
		Mexican American Studies	88		88
	San Fernando Senior High	Mexican American Studies		47	47
	Santee Education Complex	American Intercultural Heritage	63		63
		Latin American Studies	179	45	224
	South East Senior High	Latin American Studies	94	137	231
	South Gate Senior High	Mexican American Studies	48	52	100
	Sylmar Senior High	Latin American Studies		37	37
		Mexican American Studies	54		54
Taft Senior High	African American History	111	83	194	
Venice Senior High	Asian Studies	34	25	59	
	Latin American Studies	13		13	
Washington Prep Senior High	African American History	89	17	106	
Westchester Senior High	African American History	45	50	95	
Woodrow Wilson Senior High	African American History	17		17	
	Asian Studies	29		29	
	Latin American Studies	42	49	91	
	Mexican American Studies	41	43	84	
<b>Senior High School Subtotal</b>			<b>1,834</b>	<b>1,024</b>	<b>2,858</b>

**Appendix 2 continued**

Span School	Elizabeth Learning Center	American Indian Studies		25	25
		Latin American Studies	43		43
	Foshay Learning Center	American Intercultural Heritage	32		32
		Latin American Studies	45	105	150
Span School Subtotal			120	130	250
<b>GRAND TOTAL</b>			<b>2,508</b>	<b>1,459</b>	<b>3,967</b>

**APPENDIX 3**  
**Description of Cultural Literacy According to the History-Social Science Framework  
for California Public Schools<sup>13</sup>**

*To develop cultural literacy, students must:*

**Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.** Cultural literacy includes but is not limited to knowledge of the humanities. True cultural literacy takes many years to develop, whether one is a student of a foreign country or a student of one's own society. Students should not be under the illusion that they truly know another society as a result of studying it for a few weeks or even for a year. At the very least they should learn how difficult it is to master a culture and should be encouraged to recognize that education is a lifelong process.

**Recognize the relationships among the various parts of a nation's cultural life.**

Mature students should come to appreciate the ways that a nation's literature and arts react to and comment on events in its political and social development and also should study and appreciate the interactions among a nation's governmental system, economic structure, technology, arts, and press. None of the elements of a culture exists in a vacuum, and students will come to understand the connections as they develop a deeper knowledge of the constituent parts.

**Learn about the mythology, legends, values, and beliefs of a people.** Ideas are important; to understand a society, students must perceive what its members believe about themselves, what stories and tales explain their origins and common bonds, what religious tenets embody their ethical standards of justice and duty, what heroes capture their imagination, what ideals inspire their sense of purpose, and what visual images portray their idea of themselves as a people.

**Recognize that literature and art shape and reflect the inner life of a people.**

Artists and writers tend to have sensitive antennae. In their work artists and writers record the hopes, fears, aspirations, and anxieties of their society. A culture cannot be fully understood without knowledge of the poems, plays, dance, visual art, and other works that express its spirit.

**Take pride in their own cultural heritages and develop a multicultural perspective that respects the dignity and worth of all people.** Students should learn from their earliest school years that our nation is composed of people whose backgrounds are rooted in cultures around the world. They should take pride in their own cultural heritages, and should develop a multicultural perspective that respects the human dignity of all people and an understanding of different cultures and ways of life.

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<sup>13</sup> Source: History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, California Department of Education, 2005. <http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>