



State of Arizona  
Department of Education

February 5, 2014

Dr. H. Sanchez  
Tucson Unified School District  
1010 E. 10th Street  
Tucson, AZ 85719

Dear Dr. Sanchez,

In a November 1, 2013 letter, ADE requested TUSD provide curricular materials being used to support the district's Mexican American and African American culturally relevant high school courses. The purpose of this letter is to repeat that request, and to insist that the following information be provided:

1. A description of how the recently approved texts will be used in the classes to which they are linked;
2. Copies of the curriculum maps and/or pacing guides which have been developed specifically for the culturally relevant courses in the three pilot sites and curriculum maps and/or pacing guides for the traditional English, history and government courses; and
3. Copies of the assessments which have been and will be administered in each of the culturally relevant courses.

The requested material relates to TUSD's culturally-relevant courses being piloted in three of your high schools this school year, which are under review by both our K-12 Academic Standards division, as well as our legal counsel. As you know, TUSD is required to submit this information to the Department as part of the Department's monitoring of your compliance with the settlement agreement between TUSD and the Department dated January 30, 2012. Pursuant to that Settlement Agreement, the Department of Education agreed not to withhold 10 percent of TUSD's state aid while the Department "monitor[ed] compliance with the Governing Board's resolution." That settlement specifies that TUSD is required to make available to the Department the work of its curriculum review team. The Department expects that TUSD will comply with the Agreement.

The Department is also acting pursuant to its statutory authority. As you know, the State Board of Education, aided by the Department of Education, has plenary authority with respect to establishing and enforcing education policy. A.R.S. §§ 15-203, 251. It is authorized to adopt academic standards. A.R.S. §§ 15-701 and 701.01. And, it may monitor school districts to ensure that they are implementing all applicable laws. A.R.S. § 15-239.

The Department thus expects that TUSD will respond to its request for information promptly, consistent with TUSD's obligations under the Settlement Agreement and pursuant to law. We note that your November 6, 2013, letter states that the requested documents will be provided. TUSD has not provided the requested documents yet – only samples. Given that the Department's request was made over three months ago, we look forward to receiving all of the information requested no later than February 14, 2014. It should not be

difficult as the Department has only requested materials that should already have been created for, and/or used in, the delivery of the courses to students.

In addition to requesting that TUSD provide the curricular materials, ADE is also providing feedback regarding the information that has been submitted to date. ADE content specialists carefully reviewed the material that was submitted keeping in mind two essential questions:

1. Does the curricular material TUSD submitted address our specific requests?
2. Based on the curricular material submitted, does it appear that the District may be out of compliance with A.R.S. 15-112?

**US History and US Government Culturally Relevant Course material feedback:**

The curricular material that was submitted for these courses does not address all of ADE's requests and therefore a comprehensive review was not possible. At best, the submissions provide a partial response which inhibited ADE's content specialists' ability to complete an adequate review. Concerns regarding missing information are as follows:

- Lists of supplemental resources were provided in Appendices A and B, but there is no explanation as to how these resources are to be used in classrooms
- The curriculum documents outlining the big ideas, essential questions and content overviews for US History and US Government that were adopted by the TUSD governing board in August have been provided, but these documents are not curriculum maps/pacing guides as was requested.
- Information for the traditional courses (curriculum documents, curriculum maps/pacing guides) was not provided and is not publically accessible online as a comparison to the culturally relevant US History and US Government courses.
- No assessments were provided for the US History or US Government courses.

Since the requested curriculum material was not submitted, ADE searched the TUSD website to ascertain if the missing information could be accessed online. It was determined that TUSD does not publish their curriculum framework for high school US History or US Government courses online. Additionally, TUSD does not publish online adopted curriculum for Literacy in History/Social Studies for high school although the district does provide information for Grades 6-8 Reading and Writing for Social Studies.

As a result, ADE content specialists could not compare the curriculum materials for the courses with African-American and Mexican-American emphasis to the "traditional" courses offered by TUSD. When doing a comparison of all of the US History/Government documents just received in December 2013 with those adopted and provided in August 2013, there have been no changes to the curriculum documents. Therefore, all concerns expressed at the time this curriculum was adopted in August still exist and have not been addressed.

The only additional curricular information submitted to ADE in November 2013, that is different from the summer submissions, is the addition of the two appendices:

- Appendix A (Suggested Supplemental Resources for Culturally Relevant US History and US Government Courses) which provides resources for the African-American perspective course
- Appendix B (Suggested Supplemental Resources for Culturally Relevant US History and US Government Courses) which provides resources for the Mexican-American perspective course

These new documents, Appendix A and B, create additional concerns:

- Neither appendix document indicates which resource is intended to be used in which course (US History or US Government), nor does it provide information on where in the curriculum each resource may/should be used.
- The curriculum document does not specifically reference the resources in Appendices A or B, or provide information on when or where to use these supplemental resources within the curriculum. Additionally, the big ideas and essential questions within the curriculum documents do not refer to any of these resources. It is unclear which texts are being used for each unit or course.
- While the appendix documents show a pairing of texts, none of the documents (appendices or curriculum) indicate that these resources must be taught paired, allowing teachers to select one or both texts for use in any given lesson or instructional unit.

While a specific list of supplemental materials has been approved and adopted by the Governing Board of TUSD, the lack of clear and articulate explanations as to how and when these materials are to be used in the culturally relevant History and Government courses raises concerns that the development of a comprehensive curriculum for these new courses is incomplete. Careful monitoring along with determining any necessary curriculum revisions during the pilot rollout this year will be severely hampered if the initial development work remains unfinished. Curriculum maps and pacing guides serve as an essential roadmap for teachers in their classrooms, connecting the standards, a yearlong instructional plan (curriculum), instructional practice (teaching strategies), and the aligned resources that ensure lessons are meaningful, engaging and purposefully connected to the intended curriculum and required standards. The absence of a well-defined curriculum leaves individual teachers to figure it out for themselves, and places students at risk for missing key instruction.

In addition to a lack of evidence of a complete curriculum, the texts themselves in both Appendix A and B are potentially problematic in terms of A.R.S. 15-112 because TUSD provided no explanation as to how and when they are to be integrated into the teaching and learning process. ADE's concerns remain as follows:

- Most of the texts in Appendices A and B present biased viewpoints, either an extremely conservative viewpoint or an extremely liberal viewpoint. If texts presenting only one viewpoint are used in the classroom, students will likely be presented with an extremely biased view. There is no indication that teachers are to use texts presenting different and opposing viewpoints. If only one of the extremist claims is presented, use of the text could place TUSD at risk for violating A.R.S. 15-112 A. 2, which prohibits classes that, "Promote resentment toward a race or class of people."
- It is also unclear whether all or any of these texts are required for each course or if they only represent potential resources for each course. If they are suggested resources or lists that teachers (or students) select text from, then it is possible that an individual student or an entire class may only be exposed to one of the (extremist) perspectives (either conservative or liberal).
- Overall, both Appendix A and Appendix B provide resources for presenting diametrically opposite sides of arguments when the claim/counter claim texts are used in conjunction with one another. These texts make the subjectivity apparent and allow for the analysis of bias/point of view as well as the analysis and evaluation of argument required of the AZCCRS literacy standards. However, the appendix documents are deficient of texts showing a more moderate, balanced, or less biased perspective for each topic.

**English 5, 6, 7, and 8 Culturally Relevant course material feedback:**

The curricular material that was submitted for these courses does not address all of ADE's requests and therefore a comprehensive review was not possible. At best, the submissions provide a partial response which inhibited ADE's content specialists' ability to complete an adequate review. Concerns regarding missing information are as follows:

- Lists of supplemental resources were provided in Appendices A, but there is no explanation as to how these resources are to be used in classrooms.
- The curriculum documents outlining the big ideas, essential questions and content overviews for grades 11 and 12 English that were adopted by the TUSD governing board this past summer have been provided, but these documents are not curriculum maps/pacing guides as was requested.
- No assessments were provided for the English culturally relevant courses.

While TUSD did not submit curriculum information for its traditional grade 11 and 12 English classes, ADE content specialists were able to access these documents on the district's website. Reviewers noted that the alignment to the ACCRS ELA standards, the Enduring Understandings (big ideas) and the examples of instructional strategies are identical across both the traditional and culturally relevant courses. This plan does provide the opportunity for students in both the traditional and culturally relevant courses to have the same potential access to instruction aligned to standards.

However, basic differences were evident in the culturally relevant course documents in the following ways;

- Thematic units specific to the grade 11 and 12 culturally relevant English courses were identified on a separate page in the document but were not clearly evident or integrated into the course descriptions. Clear directions for teachers are missing.
- The use of essential questions in the culturally relevant course curriculum documents is confusing. While essential questions are listed in each unit of study, there are also additional essential questions in Appendix A. There are no guidelines for teachers regarding which essential questions they should focus on, whether those in the main document are required or optional, or whether the essential questions are established by teacher discretion. Content in many of the essential questions is potentially leading thinking in a singular direction to support a pre-determined view within the program.
- The intended use of explanations and examples in the culturally relevant courses is unclear. The examples and explanations are very limited (1-3 per grade level) and give no indication as to whether they are required or just a suggestion to teachers. Content in some of the examples is potentially focused on a particular school of thought, rather than a balanced approach to the content.

ADE curriculum specialists remain concerned that the culturally relevant English curriculum documents do not clearly articulate a complete, comprehensive curriculum that includes a scope and sequence by grade level along with a pacing guide that clearly connects to identified instructional practices and aligned instructional resources. In addition the thematic units identified in the course documents do not connect clearly to the enduring understandings, essential questions, or the explanations and examples.

When comparing English culturally relevant course documents for grades 11 and 12 received in late November 2013 with those adopted by the TUSD governing board and provided to ADE in August 2013, ADE has determined that there have been no changes to the curriculum documents. The curriculum documents for the grade 11 and 12 English culturally relevant courses remain the same. Therefore, all concerns expressed at the time this curriculum was adopted in August still exist and have not been addressed.

The only additional curricular information submitted to ADE in November 2013 that is different from the summer submissions is the addition of an appendix:

- Appendix A – Suggested Supplemental Resources Culturally Relevant 11th and 12th grade English

The new document, Appendix A, creates some additional concerns:

- The appendix document does not indicate which resource is intended to be used in which course (Mexican American or African American), does not distinguish between grades 11 and 12 nor does it provide information on where in the curriculum each resource may/should be used.
- The curriculum document does not specifically reference the resources in Appendices A, or provide information on when or where to use these supplemental resources within the curriculum. Additionally, the big ideas and essential questions within the curriculum documents do not refer to any of these resources. It is unclear which texts are being used for each unit or course.
- While Appendix A is labeled as suggested supplemental resources, the document appears to be separate and distinct from the curriculum outline document itself.
- There is no evidence that specific texts are required reading at each grade level. This negatively impacts any opportunity for teachers to plan together and develop instructional materials within a professional learning community. Individual teachers' self-selection of texts leaves them to work independently and potentially to interpret the district curriculum through a narrow lens.

In addition to a lack of evidence of a complete comprehensive curriculum, the essential questions continue to be potentially problematic in terms of A.R.S. 15-112 especially because TUSD provided no explanation as to how and when they are to be integrated into the teaching and learning process. Some examples of essential questions that remain of concern are as follows:

- What makes an individual an insider or an outsider in American society?
- Why did some Mexican Americans use "passing" as a means to assimilate into white American society?
- How does racism affect Mexican Americans?
- How is the concept of race used to construct and reinforce power relationships?
- Why are certain aspects of minority cultures privileged in mainstream society?
- How do assumptions about skin color mask national or cultural heritage?
- How does propaganda influence public opinion about a group or race of people?
- How does the social status of racist, bigoted language fluctuate?

#### **Conclusion:**

TUSD has not provided a sufficient response to ADE's request for specific curriculum documents for the culturally relevant courses in grade 11 and 12 English, grade 11 US History and grade 12 US Government. Significant information regarding scope and sequence, pacing guide, resource integration by grade level, instructional strategies, and classroom assessments still need to be submitted to ADE to enable agency content specialists to complete a comprehensive review.

Of the material that was submitted, TUSD has not provided sufficient evidence to address the concerns that ADE expressed in its earlier reviews of course documents. Therefore after completing this partial review, the district's status in terms of compliance with A.R.S. 15-112 remains unclear.

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The Department therefore reiterates that TUSD must submit the remaining documents that ADE has requested so that a full review can be completed. In addition, the Department makes the following recommendations:

1. TUSD district curriculum leaders should contact ADE for additional information as needed. ADE remains willing to provide additional clarification regarding these observations, information on the state academic standards, and more detailed feedback as needed.
2. ADE recognizes that this is a pilot year for implementation of the culturally relevant courses. As is customary, close monitoring by district educators of the rollout supports decisions regarding revisions to curriculum documents. ADE remains willing to provide additional feedback on revised drafts as the development process continues to unfold.
3. ADE remains willing to work collaboratively with TUSD on professional learning opportunities for district educators as they work to implement and integrate cross content academic standards.

Sincerely,

Dr. Jennifer Johnson  
Deputy Superintendent of Programs and Policy

CC:

J. Elliott Hibbs, Deputy Superintendent  
Kathy Hrabluk, Associate Superintendent  
Sarah Galetti, Deputy Associate Superintendent  
Jennifer Liewer, Director of Strategic Communications  
Leslie Cooper, Assistant Attorney General  
Steve Holmes, Assistant Superintendent for Curriculum, TUSD



State of Arizona  
Department of Education

July 30, 2014

Mr. Steven Holmes  
Tucson Unified School District  
1010 E. 10<sup>th</sup> Street  
Tucson, AZ 85719

Dear Mr. Holmes,

This letter is intended as a follow-up to curricular materials submitted by Tucson Unified School District (TUSD) to the Arizona Department of Education (ADE) on July 8, 2014, a reminder of ADE's need for additional instructional materials and documentation as well as a request for meeting.

On July 8, 2014, ADE received the following documents: MapELA-11 CRMA, MapELA-12 CRMA, MapSS-11 CRMA and MapSS-12 CRMA. As per the November 1, 2013 letter sent to Dr. H. Sanchez and the March 3, 2014 letter sent to you, ADE requested from TUSD the following curricular materials being used to support the district's Mexican American and African American culturally relevant high school courses:

1. A description of how the recently approved texts will be used in the classes to which they are linked.
2. Copies of the curriculum maps and/or pacing guides which have been developed specifically for the culturally relevant Mexican American and African American courses in the three pilot sites as well as curriculum maps and/or pacing guides for the traditional English, history and government courses.
3. Copies of the assessments which have been and will be administered in each of the culturally relevant courses.

The submitted documents do not address all three of the above requirements thus hindering ADE's ability to conduct a thorough review the culturally relevant curriculum. Specifically, the following documents are absent from the July 8, 2014 submission and must be submitted no later than August 13, 2014.

1. Course maps and/or pacing guides for African American culturally relevant courses.
2. Course maps and/or pacing guides for traditional English, history and government courses.
3. Assessments which have been and will be administered in each of the culturally relevant courses.
4. Description of how the listed texts will be used in the classes to which they are linked.

Although the submitted materials do not provide all of the needed information for a complete determination regarding the curriculum's adherence to A.R.S. §15-112, ADE's content specialists have made a good faith effort to review the provided documents and provide specific feedback to TUSD. The review is provided as an attachment to this letter and should be used as a guide for the future preparation of required documentation.

Furthermore, as indicated in both the follow-up conversation to last year's classroom observations and the November 1, 2013 letter, ADE does intend to perform additional classroom observations in the 2014-2015 school year. These observations provide vital data for the Department as we make our determination of the culturally relevant courses' adherence to A.R.S. §15-112. To facilitate these observations please submit the following documentation:

1. 2014-2015 master schedule of culturally relevant courses including the course name, school name, period(s) offered, classroom number, and instructor name.
2. Student enrollment numbers and demographics for each section of culturally relevant courses.
3. Bell schedule and school calendar for the schools which offer culturally relevant courses.

Mrs. Carol Lippert, Associate Superintendent for the High Academic Standards for Students Division, will be contacting your office to arrange an in-person meeting prior to the date of the next required submission. The purpose of this meeting will be to ensure that ADE's expectations for TUSD are clearly communicated and TUSD questions are adequately addressed. The following ADE personnel are expected to be present at this meeting: Dr. Jennifer Johnson, Deputy Superintendent for Policies and Programs; Mr. J. Elliott Hibbs, Deputy Superintendent; Mrs. Carol Lippert, Associate Superintendent High Academic Standards for Students Division; and Mrs. Sarah Galetti, Deputy Associate Superintendent K-12 Academic Standards.

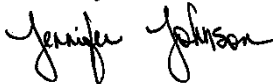


It is very concerning that, to date, ADE has not received sufficient information from TUSD regarding the culturally relevant curriculum. Since school begins for TUSD students on July 31, 2014, and students are enrolled for the culturally relevant courses, it would be my expectation that the required documents have already been produced in preparation for the 2014-2015 school year and submission of these documents to ADE done in a timely manner.

In summary, it is expected that you take the following actions prior to August 13, 2014:

1. Submit the following documents to my office:
  - a. Course maps and/or pacing guides for African American culturally relevant courses.
  - b. Course maps and/or pacing guides for traditional English, history and government courses.
  - c. Assessments which have been and will be administered in each of the culturally relevant courses.
  - d. Description of how the listed texts will be used in the classes to which they are linked.
  - e. 2014-2015 master schedule of culturally relevant courses including the course name, school name, period(s) offered, classroom number, and instructor name.
  - f. Student enrollment numbers and demographics for each section of culturally relevant courses.
  - g. Bell schedule and school calendar for the schools which offer culturally relevant courses.
2. Work with Mrs. Carol Lippert to organize a face-to-face meeting prior to the materials submission extended deadline of August 13, 2014.

Sincerely,



Dr. Jennifer Johnson  
Deputy Superintendent  
Arizona Department of Education

CC: Superintendent Huppenthal  
Dr. H. Sanchez  
J. Elliott Hibbs, Deputy Superintendent  
Carol Lippert, Associate Superintendent  
Sarah Galetti, Deputy Associate Superintendent  
Jennifer Liewer, Special Assistant to Deputy Superintendent  
Leslie Cooper, Assistant Attorney General

Attachment: ADE Review of Curricular Materials July 2014

### ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014

As per the November 1, 2013 letter from Dr. Jennifer Johnson to Dr. H. Sanchez, ADE requested from TUSD the following curricular materials being used to support the district's Mexican American and African American culturally relevant high school courses:

1. A description of how the recently approved texts will be used in the classes to which they are linked
2. Copies of the curriculum maps and/or pacing guides which have been developed specifically for the culturally relevant courses in the three pilot sites and curriculum maps and/or pacing guides for the traditional English, history and government courses
3. Copies of the assessments which have been and will be administered in each of the culturally relevant courses

The ADE received the following materials for review:

- Grade 11 English Language Arts Curriculum Map: Mexican-American Culturally Relevant Viewpoint
- Grade 12 English Language Arts Curriculum Map: Mexican-American Culturally Relevant Viewpoint
- US History Curriculum Map: Mexican-American Culturally Relevant Viewpoint
- US Government Curriculum Map: Mexican-American Culturally Relevant Viewpoint

The ADE did not receive any of the following materials for review:

- Grade 11 English Language Arts: African-American Culturally Relevant Viewpoint
- Grade 12 English Language Arts: African-American Culturally Relevant Viewpoint
- US History Curriculum Map: African-American Culturally Relevant Viewpoint
- US Government Curriculum Map: African-American Culturally Relevant Viewpoint
- Formative or summative assessments for any of the Culturally Relevant Viewpoint social studies or English Language Arts courses
- Curriculum maps for traditional US History, US Government, and English Language Arts courses
- Lessons, lesson plans, formative or summative assessments, student projects, or examples of student work for any of the traditional social studies and English Language Arts courses

ADE content specialists carefully reviewed the material that was submitted keeping in mind two essential questions:

1. Does the curricular material TUSD submitted address our specific requests?
2. Does any of the curricular material submitted have the potential to be out of compliance with A.R.S. 15-112?

The curricular material that was submitted for these courses does not address all of ADE's requests; therefore, a comprehensive review was not possible. At best, the submissions provide a partial response which inhibited ADE's content specialists' ability to complete a thorough review. Concerns regarding missing information are as follows:

- Information for the traditional courses (curriculum documents, curriculum maps/pacing guides) has not been provided and, for most courses, is not publically accessible online as a comparison to the culturally relevant US History, US Government, and English Language Arts courses.
- TUSD submitted curriculum materials on July 8, 2014, only for the Mexican American viewpoint courses and did not submit any information for the African-American viewpoint courses.
- Curriculum materials were only submitted for the Mexican American viewpoint courses. In these documents, specific texts were indicated by grade level.

### ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014

- General feedback for all reviewed documents:
  - Interdisciplinary connections should be tied to content standards rather than a topic. Some of the connections are inaccurately labeled (i.e. "Ethnography" is not a science connection as it is not a scientific topic.)
  - The connection between essential questions and enduring understandings to the selected texts is not apparent, nor is the connection between the teaching of indicated standards and the selected texts apparent.
  - While the Essential Questions and Enduring Understandings appear to be written from fairly balanced perspective, it is unclear, at times, how the texts provided will help to accomplish those understandings or foster rich discussion of the questions.
  - While the provided documents indicate "what quarter" a text will be used, it does not indicate "how" the text will be used, and it cannot be clearly inferred. Therefore, there is insufficient evidence to determine potential violation of 15-112. Text selections and pairings of text could lead to potential violation of 15-112, but violation cannot be determined without additional instructional information.
  - It is unclear if all or any specific texts are required for each course or if they only represent potential resources for each course. If they are suggested resources or lists that teachers (or students) select text from, then it is possible that an individual student or an entire class may only be exposed to one perspective.
  - Documents provided titles of extended texts and supplementary texts, but there is no explanation as to how these resources are to be used in classrooms.

#### **Grades 11 and 12 U.S. History and Government – Mexican American Viewpoint**

- The curricular material that was submitted for the Grades 11 and 12 U.S. History/Government – Mexican American viewpoint courses appears incomplete. At best, the submissions provide a partial response which inhibited ADE's content specialists' ability to complete an adequate review. Concerns and questions are as follows:
  - Grade 11 – Mexican American viewpoint – U.S. History (Quarters 1-4 provided)
    - Quarter 1: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
      - Enduring understanding:
        - Will the history be analyzed from only the indigenous perspective or will other viewpoints be considered?
      - Unit topics:
        - 5<sup>th</sup> bullet – Casta system? Should this be "Caste System?"
      - Writing and Reading Focus:
        - Writing focus – does not appear to be tied to history or to the essential questions. The writing assignment appears to be more of an ELA task.
        - Reading focus – appears to focus on English Language Arts skills rather than appropriately aligning to the RH standards – Reading and Writing *like* an historian.
    - Interdisciplinary connections:
      - Should be connected to content standards.
      - How do the interdisciplinary connections tie to the big ideas, enduring understandings, essential questions, and assessments/activities identified for the unit?

ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014

- Performance Assessments and research topics appear to be focused more on personal history and ELA writing skills (i.e. I Am poems, My History project, family interviews, self-reflections, etc.) rather than focusing on students' ability to synthesize and understand historical topics. It is unclear from the general description of assignments, projects, assessments, and text selections how the history standards will be met.
- Quarter 2: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
  - Enduring understanding: potential violation of 15-112. Should be free from leading language with both sides presented (i.e. Indigenous people's resistance to forces continues to affect contemporary society)
  - Writing and Reading Focus:
    - Writing focus – WHST 2 is Explanatory writing and it is not listed under the writing standards.
    - Reading Focus appears to focus on English Language Arts skills rather than appropriately aligning to the RH standards and analyzing history as a historian.
  - Research component: "Research on Indigenous heroes that led resistance movements..." contains bias. Students should come to individual conclusions based on text and research.
- Quarter 3: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
  - Content standards – Why are SSHS-S1C10 PO 1, 2 listed twice?
  - Interdisciplinary Connections:
    - It is unclear from the big ideas, essential questions, or any of the text, activities, or assessments how the following topics fit within this unit; they do not align to the Science standard: phrenology, biological view of race, nature vs. nurture.
    - Poetry is not part of the Arts standards
  - Writing Focus: prompt is unclear
  - Reading focus: see previous comments
  - Summative assessment: students should "state their claim" rather than "argues *sic* your position."
- Quarter 4: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
  - Enduring understanding: remove "that" – should just be "have shaped"
  - Research component: biography of key historic figure is not tied to the standards
  - Performance Assessments:
    - Should be tied to content standards.
    - Summative assessment: include "Use evidence from texts to support your claim" to avoid an opinion paper.
    - Formative: it is unclear from the big ideas, essential questions, or any of the text, activities, or assessments how the formative assessment fits within this unit. ("Debate: Should the US have the power to arrest people it believes to be 'un-American'?"

**ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014**

- Grade 12 - Mexican American viewpoint – U.S. Government (Quarters 1-2 provided)
  - Quarter 1: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
    - Many social studies standards listed either do not exist or are not properly identified.
    - Critical race theory and praxis stem from one paradigm. Are students required to analyze this unit from a critical theoretical lens or can they employ other paradigms? Do all teachers have knowledge of critical theory? Many teachers do not delve deeply into critical theory until advanced study.
    - Selection of extended text pairing could potentially lead to violation of 15-112 as a balanced or objective viewpoint is not clear. Additional instructional information would be needed to make a determination. The second extended text listed should be "Treatise" not "Treaties."
    - Writing and Reading focus:
      - Writing – base your claim on multiple texts to support your answer
      - Reading – see comments from previous sections
    - Interdisciplinary connections:
      - Does not align to Science standards. (ethnography)
  - Quarter 2: There is insufficient evidence that the text selection and activities/assessment will cover the scope (breadth and depth) of the referenced social studies content standards.
  - Many standards listed either do not exist or are not properly identified.
    - Writing and Reading focus:
      - Reading – see comments from previous sections
  - Interdisciplinary connections: should align to specific standards

**Grades 11 and 12 English Language Arts – Mexican American Viewpoint**

- The curricular material that was submitted for the Grades 11 and 12 English Language Arts – Mexican American viewpoint courses appears incomplete. At best, the submissions provide a partial response which still inhibited ADE's content specialists' ability to complete an adequate review. Concerns and questions are as follows:
  - Grade 11 - Mexican American viewpoint – English Language Arts (Quarters 1-4 provided)
    - Quarter 1:
      - The summative assessment is not an argumentative essay task as currently written. It is more of an "analysis of characterization" task. Although an argumentative essay would be appropriate considering the essential question for this quarter, the prompt is not written as an argumentative task.
    - Quarter 2:
      - Research component could be enhanced by asking students to produce and/or share in a multi-media format.
      - Narrative component needs a more specific audience and purpose—could include the results of the research component.

ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014

- Quarter 4:
  - Question on the lack of "purpose" for the research component.
  - Narrative component needs a more specific audience and purpose.
  - Summative essay (argument) needs more sources and should not be just one text; students should have to choose a different perspective in order to write an argumentative essay. As written it is an analysis of the author's viewpoint and NOT an argument. An argument would be, for example, to have students take a position on "immigration law" for ALL immigrants and use multiple sources (a variety of immigrant stories) to support/refute claims, while noting that personal opinions shape the story.
- Grade 12 - Mexican American viewpoint – English Language Arts (Quarters 1-4 provided)
  - Quarter 1:
    - Recommend that the research component be expanded. The narrative component is not clear.
    - The summative assessment should ask students to use evidence from more than one text in order to create an argumentative essay on whether or not the authors promote gender stereotypes.
  - Quarter 2:
    - Question on lack of "purpose" for the research component and guidance on what "item" is.
    - A better connection could be made between the essential question and the summative assessment.
  - Quarter 3:
    - Question on the lack of "purpose" for the research component. Will students establish a position or question and use research to support it?
  - Quarter 4:
    - The summative assessment should ask students to use evidence from more than one text in order to create an argumentative essay. The way it is written, using only one text, it is more of a persuasion essay.

**Conclusion**

Of the material that was submitted, TUSD has not provided sufficient evidence to address the concerns ADE expressed in earlier reviews of course documents. Therefore after completing this partial review, the district's status in terms of compliance with A.R.S. 15-112 remains unclear.

ADE's Response to Culturally Relevant Curricular Materials Submitted by TUSD July 2014

**Required Actions**

1. **No later than August 13, 2014**, TUSD must submit the remaining documents that ADE has requested so that a full review can be completed. Courses should represent a full year of instruction using the State Board adopted standards.
  - a. Add specific items that have not been submitted
    - Grade 11 English Language Arts: African-American Culturally Relevant Viewpoint
    - Grade 12 English Language Arts: African-American Culturally Relevant Viewpoint
    - US History Curriculum Map: African-American Culturally Relevant Viewpoint
    - US Government Curriculum Map: African-American Culturally Relevant Viewpoint
    - Lessons, lesson plans, formative or summative assessments, student projects, or examples of student work for any of the Culturally Relevant Viewpoint social studies or English Language Arts courses
    - Curriculum maps for traditional US History, US Government, and English Language Arts courses
    - Lessons, lesson plans, formative or summative assessments, student projects, or examples of student work for any of the traditional social studies and English Language Arts courses
2. TUSD district curriculum leaders should contact ADE for additional information as needed. ADE remains willing to provide additional clarification regarding these observations, information on the state academic standards, and more detailed feedback as needed.
3. ADE recognizes that last year was a pilot year for implementation of the culturally relevant courses. It is unclear as to the current status of the pilot. Close monitoring by district educators must support necessary revisions to curriculum documents. ADE remains willing to provide additional feedback on revised drafts as the development process continues to unfold.
4. ADE remains willing to work collaboratively with TUSD on professional learning opportunities for district educators as they work to implement and integrate cross content academic standards.

FROM: Woodward, Irma

**Sent:** Tuesday, March 18, 2014 4:24 PM

**To:** Holmes, Steven

**Subject:** TUSD Follow Up - A.R.S. § 15-112 Compliance

Good Day Ms. Tucker,

On behalf of Mr. Holmes; attached you will find the information requested regarding Tucson Unified School District's curriculum related materials from the Multicultural U.S. History and Government courses being taught this school year.

Tucson Unified School District's Executive Team, including Mr. Holmes, is at the University of Virginia Boot Camp (through Saturday) for a partnership between UVA and the Arizona Department of Education for the turnaround of 6 our Priority and Focus Schools.

If we can be of further assistance, please do not hesitate to contact our Curriculum and Instruction Department.

Best Regards,

*Irma I. Woodward*

Executive Assistant to

Steven Holmes, Assistant Superintendent

Tucson Unified School District #1

520.225.6282

[irma.woodward@tusd1.org](mailto:irma.woodward@tusd1.org)



**From:** Woodward, Irma

**Sent:** Tuesday, July 08, 2014 5:01 PM  
Case 4:14-cv-00090-DCB Document 1688-1 Filed 10/01/14 Page 17 of 80

**To:** 'Shannon.Tucker@azed.gov'

**Cc:** 'Elliott.Hibbs@azed.gov'; 'Kathy.Hrabluk@azed.gov'; 'Galetti, Sarah'; 'Jennifer.Liewer@azed.gov';  
'leslie.cooper@azag.gov'; Holmes, Steven

**Subject:** TUSD Follow Up - A.R.S. § 15-112 Compliance

On behalf of Mr. Holmes;

Attached please find the curriculum maps for Mexican American Culturally Relevant Courses that will be standardized across all three schools. These maps represent the use of texts, the standards that will be focused upon, and the assessment per quarter.

These documents will also serve to guide the detailed unit development based on the EQuIP Rubric.

If you have additional questions, please do not hesitate to contact us.

Best Regards,

*Irma I. Woodward*

Executive Assistant to

Steven Holmes, Assistant Superintendent

Tucson Unified School District #1

520.225.6282

[Irma.woodward@tusd1.org](mailto:Irma.woodward@tusd1.org)

*"Promise yourself...to think only the best, to work only for the best, and to expect only the best."*

**From:** woodward, Irma

**Sent:** Wednesday, August 13, 2014 5:27 PM

**To:** 'Shannon.Tucker@azed.gov'

**Cc:** 'Elliott.Hibbs@azed.gov'; 'Kathy.Hrabluk@azed.gov'; Galetti, Sarah; 'Jennifer.Liewer@azed.gov';

'leslie.cooper@azag.gov'; Holmes, Steven; Sanchez, HT; Vega, Adrian; Tolleson, Julie

**Subject:** TUSD Follow Up - A.R.S. § 15-112 Compliance

Good Afternoon Ms. Tucker,

On behalf of Mr. Steven Holmes attached you will find the information requested from the Arizona Department of Education's memo dated July 30, 2014. Specifically you will find the following documents:

- a. Course maps for the African American Culturally Relevant Courses
- b. Course maps for the traditional English, History and Government Courses along with scope and sequences (see link below)  
<http://tusd1.org/resources/curriculum/index.asp>
- c. Assessments that were administered in the culturally relevant courses last year where teachers are still accessible. New assessment structures and expectations will be found in curriculum maps and district curriculum documents.
- d. Course descriptions of how the extended texts will be used in the classes they are linked.
- e. A master schedule of culturally relevant course by school, period, teacher, and enrollment. (Demographic data will be pulled once we complete our master scheduling 10 day drop).
- f. Bell schedules for the high schools offering the CRC Classes:  
[http://www.tusd1.org/contents/events\\_starths.html](http://www.tusd1.org/contents/events_starths.html)

We look forward to a face-to-face meeting with the team from the Arizona Department of Education in the near future. Please let us know when you are able to schedule and if you need additional information.

Best Regards,

*Irma I. Woodward*

Executive Assistant to

Steven Holmes, Assistant Superintendent

Tucson Unified School District #1

520.225.6282

[irma.woodward@tusd1.org](mailto:irma.woodward@tusd1.org)

***"Promise yourself...to think only the best, to work only for the best, and to expect only the best."***

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