

NAME: AnnMarie Loredo, Jeanette Loredo	Summer 2021 - Session F	<ul style="list-style-type: none"> • To use this template select “make a copy” from the File menu. • Save the copy in your Google Drive and rename it using this Protocol: LASTNAME_CURRICULUM_SYNTHESIS. • Be sure to add Dr. Haddad as an editor in the sharing settings using his SLL364@my.utsa.edu email address.
Contemporary Curriculum* Synthesis Project	CI 5703 Secondary School Curricula	

Phase 1: Defining the Topic and Scope of the Project: in this initial planning phase you will define the issue, trend, or problem that you wish to study for the purpose of this project. In defining the topic you will situate the problem within the context of our definition of curriculum. This phase will also include a section where you will define the project deliverables and to seek approval from Dr. Haddad.

Research Topic/Focus: *What is your topic/research focus? (provide a thoughtful and concise answer below)*

In the spring of 2020 when the COVID-19 pandemic implored the nation’s schools to resort to remote learning in lieu of in-person instruction, millions of students and their families were essentially cut off from the communities they relied on for emotional and social wellness, nutritional assistance, and resource referral support and management. For Communities of Color, this phenomenon has been particularly worrisome given the importance of community connections for families affected by poverty, food and housing insecurity, and other mitigating factors. Research indicates that these populations were greatly impacted by remote learning, “COVID-19 exacerbated many issues that were already the daily struggles of many Black and Brown students in classrooms across the country. Due to inequities that were already present, Black and Brown students continued to suffer receiving a less than adequate education during the pandemic” (Jackson et al., 2023. p. 53). Further impeding the pandemic schooling experiences of marginalized students was the damage inflicted upon vital community connections, home-school relationships, and educational partnerships which served as sources of “community cultural wealth” (Yosso, 2005) for navigating their way through societal systems.

Now, three years later, schools have resumed face-to-face instruction within physical buildings; however, many families have not resumed pre-pandemic engagement and participation in activities and/or events within the school communities. While one must consider the possibility that the reason for decreased participation is that many students and their families opted to remain enrolled in online and/or homeschool options, the questions about how school systems can work to re-engage parents, families and community members for the good of students and overall cultural cohesiveness must be addressed. As a result, this area of research provides much opportunity for exploration to fully reconnect students, families, and schools. As expressed by Jackson et al. (2023), “While we may not yet have the full story of family engagement during the pandemic, it is imperative that we “explore currents and uncertainties” to look for the potentiality of transformation. How can our schools reframe the ways in which families are welcomed and included in the culture, community, and curriculum? Additionally, Ladson-Billings (2021) suggests that to engage in this transformation, we must “re-set around technology, curriculum, pedagogy, assessment, and parent/community engagement that will support and promote students’ culture” (p. 63). What I propose is the exploration of community-based projects such as book clubs, creativity sessions, and other multicultural events as vehicles for increasing parent, family, and community engagement in post-pandemic school culture.

From The Syllabus...

What is curriculum? This question will form the basis for exploration in this course. Many educational theorists and/or practitioners have written about “curriculum as...” something that explains how they understand and, therefore, think about developing and implementing it (if at all). For example, *curriculum as knowledge* (to be “transmitted”), *curriculum as product* (to be accomplished or reproduced or marketed), *curriculum as process* (to be negotiated), and *curriculum as praxis* (the reciprocal relationship between knowledge, reflection, and action). In this course you will seek to identify the “something(s)” that the curriculum is for you and, from there, how you think about developing and implementing it. In taking the broadest view possible as our starting point for exploring the “what is curriculum” question. The graphic on the following page serves as a good conceptual point of entry.

Curriculum Manifestation: *Think about the way we have defined “curriculum as” (see above) in the syllabus and make the connection with your topic and the way curriculum is manifesting in the project.*

The goal for this project is the re-welcoming of families, caregivers, and other stakeholders (community members, volunteers, guest speakers, etc.) back into school buildings and learning spaces through a literacy-based event that highlights diverse assets and celebrates unique differences of learners. Through this holistic approach to embracing learning experiences as growing knowledge, producing the work of cultivating community and culture, and embarking on the process of rebuilding bridges and relationships between schools and families, community needs will be addressed, and curriculum will be rewritten to be more representative. In this sense, the curriculum for this project will consist of knowledge, product, process, and praxis.

Project Vision and Deliverables: *What do you want to create in this process? How will what you do in this project help you in your work, courses, or personal life? What are the final deliverables that are final deliverables you want to provide in addition to this template?*

For this project, our learning experience plan is inspired by the scholarship and cultivating community work of Tracey T. Flores (2019) and utilizes a workshop approach that will offer opportunities for participants to create a representation of culture and/or identity to be highlighted at a community event. Ideally, the process would be connected to literature, art, personal experience, but individuals would use meetings to design their personal object to speak/share about.

Phase 2: Project Journal: use this phase to document your process and how you're feeling while completing this work. Think of this as a form of *curriculum as praxis* in that you are actively reflecting on the knowledge and process. Twice a week I would like you to update the journal with the "what" and the "feels" of engaging in this curriculum focused work.

Date:	What did you do related to this project today?	What are your reflections on the knowledge you gained, processes you engaged in, and how these two things interact with one another?	Any notes or questions for Dr. Haddad?
6/5/23	Started wondering about the possibility of how a literacy-based community project could serve to re-welcome students, families, and other stakeholders to school events/clubs/learning workshops. What curriculum would this type of event be?	Family/parent interactions within school systems have been a factor throughout the history of education. In some communities, the influence and participation of parents has been more visible and represented in schools. But for communities of color, the involvement of parents has been more limited. In particular, in the post-pandemic "return to normal" schools must actively seek out ways to rebuild relationships and partnerships with students and their families.	
6/8/23 & 6/9/23	Began researching and reading articles (Jackson, Flores & Springer, Wilson, and Moll)	<p>Much work has been done to explore family engagement and parental participation within school communities. Extensive research demonstrates the value of familial and cultural assets that parents exert on their children's knowledge and understanding of the world around them. Parents and extended family use literacy and language practices such as oral tradition, story telling, and consejos y platicas to guide and teach.</p> <p>"These important cultural practices are used by parents as pedagogical tools to teach children cultural traditions, family history, and life lessons to navigate their sociocultural worlds. Despite this research, classroom literacy curriculum is often centered on Eurocentric, English dominant, middle-class ways of knowing and being, replicating deficit perspectives of students and families from nondominant homes and communities" (Flores and Springer, 2021).</p> <p>"Damage based and deficit positioning often leads parents or caregivers, particularly Black and Brown families, to create understandable boundaries between home and schools, or to resist the "bridging" of home and school desired by many educators" (Jackson, et al. 2023. p.62).</p>	
6/12/23	Continued reading (Flores, 2019) and framing ideas around creating a plan for engaging more diverse perspectives in curriculum and school communities.	<p>The idea of creating an event with the purpose of inviting parents and families to participate in a "day of learning" alongside their child with the goal of promoting literacy, celebrating culture, and empowering school-family relationships is speaking to my soul. To know that this work has been done by others, makes me believe that it is possible to create such experiences and be inclusive of curriculum "aligned to standards" as required by districts and leadership.</p> <p>"A workshop approach is focused on providing a consistent time and space (Fletcher, 1992) each day for young writers to engage in real writing for real audiences on topics of their choice. Drawing from this approach, families engaged in the routines, rituals, and practices of living a "writerly life" (Fletcher & Portalupi, 2001) through intentionally designed writing invitations to explore their personal lives, languages, and experiences" (Flores, 2019. p. 61).</p> <p>"The central goal in organizing the family writing workshop was to co- construct a space with and for my students and their families that could work to help them sustain "the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (Paris, 2012, p. 95) in transformative ways" (Flores, 2019. P. 62).</p>	
6/17/23	Identified ideas presented in readings to include in the plan of my project and began strategizing logistics for the workshop model in a way that is welcoming and engaging for parents, families, and students.	While I am loving this idea...I am wondering about how it can be aligned to the standards. Even though I know it would be a great experience for both students and families, how can I justify it per the state determined learning objectives?	
6/21/23	Initial meeting with Jeanette to discuss ideas and	The school community needs to reimagine ways for parents/families/community to be	

	vision for community based literacy project	re-welcomed into the buildings and classrooms because our children need every possible support in their corner	
6/25/23	Follow-up meeting with Jeanette to finalize outline and select text for community book club	Selecting a text with a storyline that represents cultural and language diversity along with real-world issues is important to making the learning process meaningful and relative to the participants	
6/27/23	Began working on presentation and outline for book club sessions using Efren Divided novel	Keeping in mind that every large project begins with a seed that is planted is key. All it takes is one initiative to be the light...really hoping this project can be that light for our campuses and communities.	
6/28/23 - 7/2/23	Jeanette and I continued working on designing the presentation and reading the text to develop discussion questions and journal prompts for the participants	Throughout this course and previous ones, a common theme was the absence and/or silencing of marginalized populations. This project is a step in transforming school and community practices to promote inclusion and seeing those who have been excluded.	
7/3/23	Last minute touches and double-checking our work	We really hope Dr. Haddad appreciates this idea and our "planting of seeds" to transform schools, communities, and learning experiences!	

Phase 3: Targeted Annotated Bibliography: use this phase to document the literature you found related to your topic. The reason that you are required to include empirical work is to give you an idea of whether something works or how something is being utilized in secondary schools. While you are expected to have mostly empirical sources in this bibliography, you are allowed to include some conceptual or theoretical works as long as the majority of the literature included here is empirical in nature. Rather than formatting bibliography in the traditional paper format, I am asking you to complete the following table as your annotated bibliography.

r

#	Author & Year Published (Author, XXXX)	Type of work: (Journal Article, Book, Book Chapter, Report)	Title of the Work: (Title in APA format)	Empirical or Conceptual ?	For Empirical Work: Study Design For Conceptual Work: Theoretical Foundations	For Empirical Work: Findings and Implications For Conceptual Work: Relevance and Implications
1	Jackson, 2023	Journal Article	A post-pandemic(s) village check-in: Pulse checks and recommendations for a hard reset in education	Empirical	Empirical Design-Pulse Checks on 5 H's Head, Heart, Hands, Home, & Health Qualitative study looking at 3: heart, health, and home.	Because it was found that there was a drop in ACT scores in Black and Brown students and not much of a drop for the white students, it was determined that white students are five times more prepared for college than a black or brown student. Schools need to provide the resources needed for black and brown minorities who do not have the money or the resources to improve overall academic learning at home and at school. Schools should perform a pulse check on students and families to ensure there are no barriers blocking the love of learning.
2	Ladson-Billings, 2021	Article	I'm here for the hard reset: Post-pandemic pedagogy to preserve our culture	Empirical	Qualitative study looking at the importance of not "returning to normal" but rather creating new and improved schooling experiences for communities of color.	Students of color are disciplined and pushed out of schools at disproportionate rates, and therefore their chances of completing high school and continuing to college or trade school are significantly lower than White students. Schools must engage practices and systems that serve ALL students and prepare them for a lifetime of success.
3	Flores & Springer, 2021	Article	Our legends and journey stories: Exploring culturally sustaining family engagement in classrooms	Empirical	Asset-based approach to research with youth and adult participants in a school community. Examined the role of family, community, and cultural identity in engagement within classrooms and schools. Oral story-telling and affirmation of familial journeys proved to be insightful ways of connecting with students and their families.	Humanizing family engagement practices which work to foster the community's cultural wealth and funds of knowledge of immigrant and Latinx families can build authentic curriculum and inclusionary opportunities that affirm diversity.
4	Flores, 2019	Article	The family writing workshop: Latinx families cultivando comunidad through stories	Empirical	Community-based research with youth and adult participants. Examined the role of family, community, and cultural identity in engagement within the classroom and schools. Through a collaborative writing workshop, families and community members were able to participate in valuable classroom experiences and relationship-building practices which affirmed their value as members of the educational partnership.	Meeting the basic needs for students and families by valuing their identities and cultural beliefs has the potential to be profoundly impactful in sustaining long-term, effective relationships and partnerships for the sake of the scholar.
5	Moll, et al, 1992	Article	Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms	Empirical	The research design consisted of three interrelated activities: the ethnographic analysis of household dynamics, the examination of classroom practices, and the after-school study groups with teachers.	Including principals as co-researchers and parents' perspectives as a collective fund of knowledge is a great adjustment to this study. It promotes collaborative learning within the two realms of learning, home and school. It's a great way to keep everyone seen and accountable.
7	Sanchez, 2007	Journal Article	Cultural authenticity and transnational Latina youth: Constructing a meta-narrative across borders	Empirical	Ethnographic study conducted over 3 years to examine the transnational immigrant lives of second-generation Latina youth. Three bilingual youth, along with with researcher, developed a participatory research project where students	The scholarly work during this project affirms the social and cultural funds of knowledge that transnational immigrants and their families bring into our communities everyday. The stories and experiences of the participants demonstrate that

					became researchers of their transnational communities and experiences.	by engaging in life activities in their families' home country and in the United States, they are equipped with resistance capital for counteracting hegemony.
8	Wilson, 2020	Journal Article	"Hard to reach" parents but not hard to research: A critical reflection of gatekeeper positionality using a community-based methodology	Empirical	Critical reflection of gatekeeper positionality using a community-based methodology targeted families in poverty who did not engage with the school system. Five focus groups serve as the data source for the phenomenological research study.	The study results revealed that the use of alternative methods in engaging families who are under-represented, overlooked, and service resistant in education is essential to effective recruitment and relationship-building. Recruitment strategies must be cognisant of location, include community gatekeepers, validate participants' roles and knowledge, and be transparent in the nature of their work/study/research.
9	Rodriguez, 2018	Journal Article	"We're building the community: it's a hub for democracy." Lessons learned from a school-based, school-district partnership and program to increase belonging for newcomer immigrant and refugee youth	Empirical	Community-based mixed methods study to examine how literacy-based programs increase belonging and self-efficacy in newcomer immigrant youth. The community library's practice of advocating for newcomers with meaningful programming to increase understanding of resources, local politics, and promote a sense of belonging served as a hub for representation and democracy.	Implications for practice demonstrate how the asset-based program through the library-school district partnership counteracts hostile political climates toward newcomer immigrants. Such programs provide immigrants, communities of color, and other marginalized populations with voice and space for being represented as human beings who are worthy and valued.
10	Yosso, 2005	Journal Article	"Whose culture has capital? A critical race theory discussion of community cultural wealth"	Empirical	Yet, aspirations are developed within social and familial contexts, often through linguistic storytelling and advice (<i>consejos</i>) and offer specific goals to the challenge (resist) oppressive conditions. Therefore aspirational capital overlaps with each of the other forms of capital, social, familial, navigational, linguistic, and resistant. As Anzaldúa asserts, "In our <i>mestizaje</i> theories we create new categories for those of us left out of or pushed out of existing ones."	Aspirational dreams are always at the heart of people, but some are supported and some never voice it. In hopes to help inspire my students, teachers, peers, family, friends, and acquaintances to achieve their dreams no matter the social inequity they are in, if they dream they can do it. In involving the family and student to read and write to create their own family experience with the book, surely we are filling the gaps the family members may have been left in.

Phase 4: Deliverables and Final Reflection: Here you will provide links to the deliverables you had agreed to create in phase 1. Also you will complete a reflection about the project and how the course content was present in your work.

Deliverables: Provide a link or links to the deliverable(s) that you and Dr. Haddad agreed to at the midterm conference here:

[Loredo's Libros y Platicas Unit Presentation](#)

[Family Literacy Workshop Information Flyer](#)

<https://www.youtube.com/playlist?list=PLgNzhRe7SXOqrMz87OpSt9TQfikKFP7JI>

Saturday mornings provide breakfast tacos donuts coffee orange juice
Buy a copy of the book through PTO
Approved by Librarian or Principal to take a laptop home
Zoom Calls if cannot attend in person, make ups on our conference call

Reflection: Based on the work you completed for this project and what we have completed in our coursework, reflect on your learning this summer. Was the course material relevant in your completing this project? Why? Or why not? What are your overall reflections on the project? The course?

Given that the history of education has been a complex system of roles and responsibilities, this course helped highlight the importance of creating and sustaining practices which not only meet the academic needs of students but also work to nurture and fulfill their humanistic interests and identities. School districts and classrooms cannot simply be a place where academic content is transmitted from teachers to students, but instead the organizations must be collective partnerships in which vested members are represented and valued. The goals of schools must encompass much more than academic success and standardized test performance and must instead aim to produce human beings capable of navigating the world they live in with clear eyes, questioning minds, and full hearts.