**Guam Department of Education**

**Technical Assistance- Decolonization education campaign and curriculum**

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| **Grade Span** **Instructors/facilitators** | **Curriculum content & possible instructional activities**  | **Important points to consider** |
| -Kinder-2nd Grade-K-2 Teachers-Aligned to Social Studies Standards | 1. Introduction to the Island of Guam: distinguishing features of our Island and culture. Guam as part of the Marianas. Guam as part of the Micronesian Region, in the Pacific Ocean. Guam as part of the larger country of the United States.
2. Other islands in our region. Distinguishing features of the islands and cultures in our region. Brief history of island nations in our region.
3. Introduction to the nature of our relationship with the United States in comparison to the different Island nations in our region. What does it mean to be an unincorporated territory? How are we different from a state like Hawaii or California?
4. Description of other U.S. territories and their similarities and differences with Guam.
 | * The role of the Department of Education at this stage will be to provide the technical assistance to the commission in the development of the education campaigns for each of the three task forces.
* The outline presented here is a draft of a potential sequence of curriculum content. Please note that this is a curriculum that is meant to cover multiple years and potentially multiple generations of students. It would be designed to set the foundation for understanding in the early years which would allow for much deeper engagement in later years.
* Curriculum content will be provided by the task forces. This content will include, but not be limited to, key terminology and definitions, reading material, historical facts, descriptive narratives, guiding questions- potential responses.
* Task forces will be responsible for the research and review of the information, the selection of what is to be included (and excluded) and the final interpretation and presentation of the content.
* Due to the diversity of the GDOE student population, special attention would need to be placed on the inclusion of content related to other countries and cultures in our region. This would add to the richness of the material as all GDOE students will be able to engage in the dialogue about self-determination, even if they themselves are not of Chamorro decent.
* A selected group of teachers should be included during the development of the curriculum materials to ensure age/grade level appropriate language and in the design of learning activities and resources.
* Upon completion of the curriculum, training and ongoing professional development will need to be provided to our teachers to ensure that curriculum is understood and implemented consistently throughout all levels and in each school.
* We may want to consider a comprehensive assessment at the end of each grade span to determine the extent of student understanding of the material.
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| -3rd – 5th Grade-3-5 Teachers-Aligned to Social Studies Standards | 1. Summary and reinforcement of previous span content. Each subsequent grade span will push deeper into each topic.
2. Understanding the nature of our relationship with the United States. Exploration of other types of relationships that exist between entities. What is a colony? What is colonization?
3. Introduction to the United Nations. What is the process of decolonization? What are some examples of countries that have gone through this process? Why is this process important?
4. Why is this process important for Guam? Why isn’t status quo an option? What are our options? Statehood. Independence. Free Association.
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| -6th – 8th Grade-Social Studies Classes-English Classes | 1. Summary and reinforcement of previous span content. Each subsequent grade span will push deeper into each topic.

 1. Going deeper into the three options for Guam. What are the main/distinguishing characteristics of each option? Do we have examples of each option today?
2. What would be some possible implications for each example? How will each option affect citizenship? How will each option affect government structures? How will each affect federally funded programs? Additional question to be generated through class discussion or additional content material.
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| -High School-Social Studies Classes-English Classes | 1. Summary and reinforcement of previous span content. Each subsequent grade span will push deeper into each topic.
2. At this level, students should have already been given some of the more basic information about the process of decolonization and self-determination. Here they should be exposed to more advanced material and content written by scholars in the field.
3. Students should already be able to select a position and be able to defend it using the knowledge and information they’ve gained through the content, materials and activities they’ve participated in during previous years.
4. Students can present on the reasons for their selection, participate in debates to defend their choice, and conduct presentations to inform others of the option they have selected.
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| Note: Although the above content would already be aligned with the existing Guam Department of Education Content Standards in Social Studies it still should be presented to the Guam Education Board for adoption as an official part of our K-12 program. Because of its special nature and obvious importance we want to ensure that it be treated more than just a supplement curriculum, but an essential and required component of our K12 program that requires our focused attention at each level.Please review and provide feedback as needed. End. |