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# Cultural Heritage Curriculum - EXHIBIT A

February 2019





Cover: Detail of drawing by Leo M. J. Dielmann for Beacon Hill Elementary School (image courtesy of Texas A&M University)

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Restored by Light, Mission Concepción (photograph by OHP)

## The Vision

The Office of Historic Preservation (OHP) is embarking on a partnership with San Antonio Independent School District (SAISD) to create an innovative Cultural Heritage Curriculum. San Antonio African American Community Archives Museum and Texas Tech University are providing valuable input for this endeavor.

**Cultural Heritage** has been defined as “an expression of the ways of living...including customs, practices, places, objects and artistic expressions.” These items take shape as an object we hold, a building we live or work in, songs we celebrate, dances we move to, stories we tell, or spiritual values that we share generation after generation. These are things that are important to preserve for future generations. They may have economic value, but they are also valuable because they make us feel that we belong to a place—a city, or a neighborhood; or something less tangible—a family, a community, a way of life. They shape us and we shape them.

San Antonio’s rich heritage is vital to its cultural, economic, and environmental sustainability. We envision a district-wide curriculum that uses local heritage resources to help SAISD students learn how people and places are connected, what it means to be a San Antonian, and how San Antonio fits into the greater story of the nation and world. The hands-on, interdisciplinary curriculum will meet essential knowledge and skills requirements in multiple subject areas including language arts, math, science, social studies, fine arts, and technology.

Through the curriculum, SAISD students will cultivate and refine analytical, research, communication, creative, and technical skills while developing cultural literacy and empathy for the diverse communities of San Antonio.



Detail of mural, San Anto Cultural Arts (photograph by OHP)

## Mission Statements office of Historic Preservation (OHP)



OHP protects the historic, cultural, architectural, and archaeological resources that make San Antonio unique. Our office promotes preservation through the creation of local historic districts, local individual landmarks, cultural heritage districts, and recognition of Legacy Businesses. Along with the Historic and Design Review Commission (HDRC), the OHP oversees a design review process for exterior alterations to historic landmarks and districts, properties within the RIO districts (spanning the San Antonio River), public properties, and public art to ensure that modifications and changes are appropriate for historic resources. We coordinate with other City departments to comply with required environmental review processes to protect historic resources.

The OHP is also committed to historic preservation outreach and education. We have established a Preservation Academy to host lectures, workshops, and events promoting historic preservation to the community. We have offered Window Restoration Workshops, a Homeowner's Fair, and many other activities to share information about caring for historic resources.

## San Antonio Independent School District (SAISD)



Since its founding in 1903, SAISD has a rich history in providing students with unique learning opportunities. San Antonio ISD ranks third in student population among the 15 Bexar County-area school districts and is the 13th largest of Texas' 1,057 school districts. The District encompasses 79 square miles with a total population of 306,943 (2010 U.S. Census).

SAISD's mission is to transform into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community with the primary purpose of improving lives through a quality education. SAISD is driven by an unrelenting determination to graduate all students and prepare them for success in higher education and the workforce. SAISD is in the midst of a transformation as we work to redefine excellence for all students and, in the process, become a national model for other urban school systems. Superintendent Pedro Martinez joined SAISD in June 2015, and the 2015-16 school year, SAISD started redefining excellence to ensure that students graduate well prepared for success in college and career. Integral to our plan are critical achievement points that hoist students to each successive level of learning that include partnerships with institutions of higher education and industry partners.



## Ideation and Innovation

Recognizing their commitment to the City of San Antonio formalized by the Memorandum of Agreement approved on March 7, 2019, SAISD will develop a district-wide Cultural Heritage curriculum to be integrated into the existing instructional framework at the elementary, middle and high school levels.

**The Cultural Heritage Curriculum will have the following five primary objectives:**

- 1. Strengthen community pride through connecting youth to historic places**
- 2. Foster a preservation ethic by involving students in historic preservation activities**
- 3. Provide educators with tools to support efforts in heritage and preservation education**
- 4. Prepare students to become future stewards and community leaders**
- 5. Introduce to all students careers or areas of study in the arts, architecture, heritage preservation and public service**

Starting a new high-quality educational initiative and innovative endeavor takes time. This endeavor will require a short- and long-term implementation plan, detailed below, to be led by a Design Team made up of local experts with input from national leaders in heritage education. The Design Team will identify and/or create the curriculum, teacher training, and other essential components in order to implement a plan that will be consistent, sustainable and meet agreed upon outcomes.

**Appendices I-V** contain ideas and concepts that have been suggested by OHP and SAISD staff for possible consideration of our Cultural Heritage curriculum. While not intended to be prescriptive, they represent a starting point for discussion and consideration by the Design Team regarding development, enrichment opportunities, case studies, etc. that could be incorporated into the Cultural Heritage Educational Program.



Las Fundaciones de Béjar (photograph by OHP)

## Initiation and Planning: 2019-2020

### Assemble Design Team to include the following members:

- Shanon Miller, Director, Office of Historic Preservation
- Representatives from the other City Departments as needed:
  - Arts and Culture
  - Office of Sustainability
- Dr. Courtney Gober, Assistant Superintendent, International Baccalaureate Schools
- Elizabeth Ozuna, Executive Director, Advanced Academics & Post-Secondary Access
- Dr. Daniel Loudenback, Executive Director, Fine Arts
- Kendra Doyle, Executive Director, Curriculum & Instruction
- Patrick Pyle, Director, Social Studies
- Johnny Vahalik, Senior Executive Director, Career & Technology Education
- Campus Representatives (1 per pilot school)
- Others as agreed upon by the City of San Antonio and SAISD

### Create a Five Year Plan of Action and Deliverables for the Design Team to include:

- Meeting schedule
  - Monthly meetings through August 2019
  - Quarterly meetings from September 2019 through June 2024
- Promotional campaign related to the Cultural Heritage Educational Program supported through a student internship with SAISD Chief Communications Officer
  - Audience should include educators, students, and local community partners
  - Deliverables should include at least: webpage, video, brochure, marketing plan
- Pilot Program to be implemented during 2019-2020 school year (see preliminary draft in Appendix II)
  - Guided by the Vision Statement in this document, the pilot will:
    - Provide demonstrative, interdisciplinary units of study
    - Be implemented at each grade level
    - Meet relevant essential knowledge and skills requirements
    - Include teacher training and professional development opportunities
    - Provide civic engagement opportunities for students through the participating CoSA departments (i.e. Youth Historic & Design Review Commission, public project proposals and exhibits)
  - Contact Campus Principal / LAVA teachers (pilot schools) to obtain their buy-in

Develop evaluation methodology and conduct a year-end program evaluation

### By June 2020, the Design Team will present this evaluation of the Pilot Program to the District Leadership Team and the City of San Antonio

- The evaluation will include recommendations for district-wide implementation

## Implementation & Monitoring: 2020-2024

### **Implement Cultural Heritage Educational Program across all SAISD campuses**

- Identify needs for modification and enhancement of the Pilot Program
- Design lessons that can be sustained over time through identified resources
- Build partnerships with community organizations and businesses that can provide continued support for the program
- Produce a broad menu of options for schools to customize

**Seek opportunities for funding for further development of curriculum and programs from local, state, and national organizations**

**Identify, develop, create, and promote opportunities for professional development workshops related to Cultural Heritage for educators with Region XX, TEA, Humanities Texas, the Institute of Texan Cultures, local and regional higher education institutions, and others.**

**The Design Team should continue to evaluate the program and provide annual reports to District Leadership Team and the City of San Antonio.**

## Possible Outcomes

### **Possible future outcomes for staff and high school students include:**

- Teacher Professional Development on Historic Preservation
- Create Project-Based Lessons Related to cultural heritage
- Senior Capstone Research Projects – Architecture Practicum
- Student Led presentations to the community
- Externships/Internships with contractors, architects and other organizations that are restoring existing San Antonio sites (Have students with oversight help design and restore a site or part of a site)
- Creating San Antonio Historic Preservation Certification
- Apprenticeships that lead to Master level renovation expertise
- An afterschool club that engages students in study and assists in the learning of restoration and renovation of sites (similar to the Rehabber Club started by OHP but for teens)

# Appendices

Appendices I through IV contain background information related to the Cultural Heritage Curriculum. Please note that the documents included in the Appendices are in draft form and subject to change.



## Appendix I: Existing SAISD Programs

All projects listed below exist now, are flexible enough that they can serve as a template for our efforts, are multi-grade level, and include authentic learning outcomes that will engage and challenge our students. Each of the projects includes rich opportunities for collaboration and mentoring with community partners. A link has been included for further exploration.

- **The GATE Texas Performance Standards project (TPSP)**: The Texas Performance Standards Project (TPSP) “comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.” These projects are multidisciplinary and research based; several include architecture, history and/or design; at every grade level, students can elect to complete the Pursuit of Passion TPSP (Students will research a topic of their choice based on an interest-directed area and will relate it to curriculum standards in two subject areas. Students will learn about the history of a chosen field of study and its current development. They will also report their personal involvement with the topic and its significance. Students are expected to spend an appropriate amount of time choosing a topic that serves both academic and personal learning. Each student’s final product will include a creative presentation of the student’s work). Note: while these projects have been designed for the GATE program, they are adaptable to any student.
  - K – 2: The Secret Lives of Public Spaces: In this task, students will explore the history behind a local park or public space. Students investigate the design of the space, examine its significance historically, understand its usage by community participants, and propose additions or modifications to encourage further awareness or use of the space. Students learn about key contributions by citizens and governmental representatives and identify to whom to address a persuasive letter suggesting their changes. Students work as a team to design improvements, depict them in a brochure, and craft a letter to send to the appropriate city official. Individuals within each small group then build on this research to develop interdisciplinary products aligned with their interest. For instance, students interested in English Language Arts and Reading might create original works of fiction, students interested in mathematics might conduct data analysis and make projections, students interested in science might design and environmental impact study, and students interested in social studies might create a campaign for a public celebration of the space.
  - 3 – 5: Designing Spaces: In this task, students study how mathematics applies to architecture and the creation of designed environments. Students explore how various designs relate to human needs and functions by observing their environments, drawing, graphing, and taking measurements. Students research a period of architecture, a particular style, or a famous architect of their choosing and analyze the way the architect uses geometric forms and mathematical patterns in his/her works. In small groups, students work together to design and build a variety of architectural spaces within the classroom using simple materials such as dowel rods and fabric. Finally, students present their works to an audience by leading

guided tours through their structures during an event called the “Designer’s Showcase.”

- **7<sup>th</sup> Grade Social Studies: Looking at the Past with Eyes on the Future:** In this task, seventh-grade students will find and photograph a local historic building. They will research the historical significance of the building and how it could be modernized for community use. Students will use a rendering program (e.g., SketchUp) to create a 3D rendering of the building from their photograph and include measurements to make sure it is to scale. The students will then use drawing software (e.g., ArtRage, MyPaint, Krita) to draw a modernized version of the building. The new drawing should include a visualization of what will occupy the building, improvements to modernize the building for use, and possible design elements.
  - **HS ELAR: In the Community: A Study of Culture:** In this project, students will begin by exploring a community somewhere in the world. As a class, students will become familiar with the culture, art, literature, leaders, and landmarks that are significant in that community. Then, independently or in groups, students will explore their local communities and the aspects of the local culture that are meaningful to them. As part of their study of the local community, they will host a classroom cultural event that showcases the culture of their community. Their final product will include developing a lasting contribution that will impact the community as a whole. Please note that this task can be used in English Language Arts, Social Studies, or Fine Arts classes. It is up to the teacher to make necessary adjustments so that the students’ research and products are aligned with the course curriculum. For instance, if the task is used in a Social Studies class, the teacher may wish to focus students on the historical aspects of world and local culture.
  - **HS Social Studies: Local History Alive:** The student will imagine himself or herself as a property developer who is interested in preserving and restoring a historic landmark building in his or her community. He or she will research a local historical structure to be saved and develop a plan for how the building can be used once it has been restored. The student will be responsible for creating a building design (e.g., floor plan, streetscape, specific design features) that will serve as a visual guide for future use of the building upon completion. The student will then research all of the factors/needs/steps involved with the preservation of a historic structure; these will include construction costs, fees and permits, financing, and cost of services (e.g., architects, interior designers, landscapers). Finally, the student will develop a timeline for the project, formulate a budget, and create a final display or project. The student will need to shadow or consult with developers, bankers, or general contractors within the community throughout the project.
- **GATE Leadership and Visual Arts (LAVA) Pilot:** The GATE LAVA pilot, now in its first year of implementation, is a Javits grant funded initiative that seeks to identify students with high potential for leadership or creativity as expressed through the visual arts. Currently, the LAVA program serves students in grades 3 – 10 in two SAISD feeder patterns (Jefferson: Woodlawn Academy & Jefferson HS, & Burbank: Briscoe ES, Harris MS, and Burbank HS). Students will be looking for authentic projects in both the leadership and visual arts areas as well as for mentorships; historic preservation would be a welcome option. Students at MS and HS will take an elective course designed for the LAVA program; other students could potentially be

added to this course. This initiative represents great possibility for the goals of our Cultural Heritage initiative.

- **AP with WE Service**: By combining the academic challenge and rigor of Advanced Placement<sup>®</sup> with WE's education and citizenship model, ***AP with WE Service*** creates an opportunity for students to consider their classroom work and how it applies to the real world, while working closely with their peers to address social issues. In SAISD we incorporate service learning into AP Environmental Science, AP Human Geography, AP 2D Art and AP Spanish.
- **National Hispanic Institute (NHI)**: NHI is a leading organization that fosters future community leaders for the expanding Latino community throughout the United States and Latin America. NHI creates experiences that engage achieving high school and college age youth in community leadership roles that advance our quality of life. Leadership and community social entrepreneurship are used as transformational learning experiences that compel young people to envision themselves as having important roles to play as leaders, and that demand academic excellence and commitment to personal development. NHI establishes the means to attract and engage high potential students in learning experiences that inspire their imagination, develop their repertoire of skills and competencies, broaden their knowledge of Latino culture and make community leadership a life-long learning commitment. As we build our work with the National Hispanic Institute, the idea of embedding mentorship around historic preservation as an issue facing the Latino community has great potential, especially if we consider collaborating with Christine Drennon from Trinity University in the work she is doing in this area. Currently, Jefferson HS has a sizeable cohort of students participating in NHI.
- **AP Capstone**: AP Capstone™ is a diploma program from the College Board. It's based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world. Cultural Heritage will easily lend itself to the purposes of this course.



## Appendix II: Pilot Program (Draft)



### Cultural Heritage Program PILOT

Briscoe Elementary  
Woodlawn Academy  
Jefferson High School



Each school will work with the Leadership and Visual Arts (LAVA) teacher to create school history preservation projects. These projects will include all of the following:

- Research Architectural history of school
- Research Significant milestones in school's history
- Collect historic photographs that exist
- Create photographs of current state of building
- Research the namesake of building (if available)
- Explain significant events or contributions the campus has made in the community
- Notable alumni

Create a student-led exhibition of their school's history to be presented in the spring of 2020.

Design team will develop plan to develop curriculum and training that may include:

K-5 Curriculum –

- Significance of historic preservation
- Examples of historic preservations
- Connecting students to local historic places
- Preservation activities that enhance community pride

6-8 Curriculum –

- Preservation education - 6th grade World Cultures
- Preservation Efforts in San Antonio - 7th Grade Texas History
- Personal Projects on a preservation project – 8<sup>th</sup> Grade American History

9-12 Curriculum -

Preservation education in the following courses:

- World Geography
- Government
- Economics
- Mexican-American Studies
- Architecture
- Construction Management
- Visual Arts

## Appendix III: Potential Activities & Partnerships

### Potential curriculum-related activities can include:

- Walking tours
- Field trips
- Archaeological excavations
- Food demonstrations
- Planning exercises
- Documentation exercises
- Meet and greets with professionals
- Oral history interviews
- Neighborhood surveys
- Mobile museums/trunks
- Art projects
- Architectural exercises

### Potential partners for SAISD can include:

- Arts San Antonio
- BiblioTech
- Blue Star Contemporary Art Museum
- Brackenridge Park Conservancy
- Children’s Chorus of San Antonio
- Dreams Fulfilled Through Music
- Institute of Texan Cultures
- Local colleges and universities
- Local military bases
- Magik Theatre
- Musical Bridges Around the World
- National Park Service
- Opera San Antonio
- San Antonio African American Community Archive and Museum
- San Antonio Chamber Choir
- San Antonio Conservation Society
- San Antonio Metropolitan Ballet
- San Antonio Museum of Art
- San Antonio Public Library
- San Antonio Symphony
- San Antonio Zoo
- SAY Sí
- SOLI Chamber Ensemble
- Southwest School of Art
- Texas Tech University
- The Classic Theater
- Urban 15
- Witte Museum
- Woodlawn Theatre
- Youth Orchestra San Antonio

## Appendix IV: Case Studies

Presented below are two case studies that include district-wide curriculums related to arts and sustainability.

### 1. Creative Learning Initiative (CLI)

*Austin, Texas*

- **Description:** CLI a community-wide partnership between Austin Independent School District (AISD), MINDPOP, the City of Austin and more than 100 community arts partners. It is being implemented in a phased 10-year approach in numerous AISD high schools. CLI focuses on arts and creative learning both in and out of school.
- **Website:** <https://www.austinisd.org/cli>

### 2. San Francisco Unified School District (SFUSD)

*Sustainability Office, San Francisco, California*

- **Description:** SFUSD has a robust sustainability program that incorporates the dual approach of promoting student eco-literacy while reducing the District's environmental footprint.
- **Website:** <http://www.sfusd.edu/en/curriculum-standards/sustainability-and-environmental-education.html>

### 3. San Antonio African American Community Archive and Museum and Texas Tech University

- **Description:** Bryan Giemza, Ph.D., J.D., Texas Tech Honors College, in collaboration with Everett L. Fly, FASLA, Ellen P. Hunt, AIA, and Brenda Kovich have prepared an exemplary curriculum with the following objectives: to create lasting connections between students, communities, and San Antonio's unique cultural resources; to use a community engaged scholarship framework to give students hands-on experience in preservation and to empower them to be curators of San Antonio's history; and t