

Historias Americanas (American Stories): Engaging History and Citizenship in the Rio Grande Valley

PR Award #: U422B170065

Organization: University of Texas Rio Grande Valley

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Competitive Preference Priority 1 Component: Leveraging Technology to Support Instructional Practice and Professional Development

Total Projected Award Amount: \$2,014,557.00

Project Description: The University of Texas Rio Grande Valley (UTRGV) faculty, in partnership with the largest Title I school districts in South Texas: Brownsville ISD and Edinburg CISD, located in one of the most economically distressed regions in the country, will provide a professional development program to improve the teaching and learning of current and historical understandings of American history, civics, government and geography. The project will teach place-based pedagogical approaches to approximately 75 K-12 teachers that examine and build upon student and community knowledge and cultural wealth to link micro realities to American history. Historias Americanas will develop and implement culturally and historically relevant lessons, activities, and programs rooted in the geography, history and languages of the region to provide a micro-macro perspective to promote engaged citizenship. This three-year project will improve teacher content knowledge, student engagement and comprehension, and teacher leadership skills. Historias Americanas will improve student academic achievement, particularly among English Language Learners (ELLs), by targeting the Texas Essential Knowledge Skills (TEKS) social studies process standards that promote critical thinking, writing, and communication skills through place-based teaching and learning.

Special Project Feature: The project will build an open access digital archive, Historias Americanas Digital Platform, for teaching materials, curricula and digital tools to promote student engagement aligned with college and career readiness standards.

Project Expected Outcomes: The project will improve the quality of teaching and learning by: 1) improving teacher content knowledge of the micro-macro dynamic relationship between the local and national/global historical narrative; 2) improving student engagement and comprehension through culturally and linguistically relevant supplemental curricula; and 3) improving teacher leadership skills; teachers will in turn provide staff development to their colleagues.

Project Partners: Brownsville ISD and Edinburg CISD