A-G Courses Manager

Reference List 2022-23

Bullets of Truth: English and Public Services

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Cearny Engineering, Innovation & Design 053217)	Classroom Based	Abbreviation	Course Code
		UCCI BUL TRTH ENGL 1,2 (P)	4881, 4882
cripps Ranch High School (052834)	Classroom Based	Abbreviation	Course Code
		UCCI BUL TRTH ENGL	4881,
		1,2 (P)	4882
Cearny College Connections (053893)	Classroom Based	Abbreviation	Course Code
		UCCI BUL TRTH ENGL	4881,
		1,2 (P)	4882

School Name	Course Learning Environment	Transcript Code(s)		
Cearny School of Biomedical Science and Technology (053900)	Classroom Based	Abbreviation	Course Code	
		UCCI BUL TRTH ENGL 1,2 (P)	4881, 4882	
anyon Hills High School (052891)	Classroom Based	Abbreviation	Course Code	
		UCCI BUL TRTH ENGL	4881,	
		1,2 (P)	4882	
earny Digital Media and Design (053216)	Classroom Based	Abbreviation	Course Code	
		UCCI BUL TRTH ENGL	4881,	
		1,2 (P)	4882	
erbert Hoover High School (052850)	Classroom Based	Abbreviation	Course Code	
		UCCI BUL TRTH ENGL	4881,	
		1,2 (P)	4882	

Title: Bullets of Truth: English and Public Services

Length of course: Full Year

Subject area: English (B) / English

UC honors No designation?

Prerequisites: None

Co-requisites: None

Integrated Yes (Academics / CTE)?

Grade levels: 9th, 10th

ourse Description

This course was added from **University of California Curriculum Integration (UCCI)**. Please refer to their course for a full course description.

ourse Materials

This course was added from **University of California Curriculum Integration (UCCI)**. Please refer to their course for a full course description.

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Reference List **A-G Courses Manager** 2023-24

Critical Thinking and Social Change 1,2

San Diego Unified School District

Modeled Course Outside District Approved

> Jun 8, 2018 Betty-Jo Acker

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
lerbert Hoover High School (052850)	Classroom Based	CRITICAL THNK/SOC CHG 1,2 (P)	1090, 1091

Title: Critical Thinking and Social Change 1,2

Length of course: **Full Year**

Subject area: College-Preparatory Elective (G) / History / Social Science

Yes

UC honors designation? No

Prerequisites: English 1,2 (Recommended)

Co-requisites: Integrated (Academics / CTE)?

Grade levels: 10th

ourse Description

jurse overview:

Through the interdisciplinary study of literature, history, sociology, and critical theory, students will learn to critically analyze multiple texts in order to reflect on personal and collective identity for community impact. With literary texts, historical case-studies, work-based learning opportunities, and theoretical frameworks, students will closely examine their construction of identity alongside the construction of institutions and develop the knowledge and skills to address the inequities in their schools and communities. Students will have scaffolded opportunities to plan, implement, and evaluate in their own praxis.

In this Critical Thinking and Social Change elective, students will be able to:

- (1) discuss their identities, including race, gender, culture, sexual orientation, and class;
- (2) describe the dynamics among individual, interpersonal, and institutional oppression and transformative resistance;
- (3) assess, research and analyze a need in their school community, and implement community action projects in response to root causes; and
- (4) develop and practice core skills of critical thinking, communication, collaboration and decision-making through multiple authentic contexts.

urse content:

Unit 1: My Story: Student Identity and Narratives

In this unit students will learn about themselves in the context of their multiple identities within our current social structure. This focus of this unit is community building. Students (1) analyze literary texts, including "My Name" by Sandra Cisneros, and "Imagine the Angels of Bread" by Martin Espada, to define the concepts of identity, perspective, and voice and (2) collect documents and artifacts of their own history.

☐ Unit Assignment(s):

Students will write a 500-word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity. One minute speeches to share their sense of identity. Students will practice their skills of critical analysis in discussion and writing and begin developing their public speaking skills.

Unit 2: Active Communication and Public Speaking

Students learn the principles of communication, including nonverbal and verbal strategies, active listening, paraphrasing, open and closed questions by building on textual interpretations such as "Empathic Listening" by Salem, "Creating Safe Spaces for Communication" by Chaitin, and "Escalation-Limiting Language" and "Misunderstandings" by Akin. evaluate their public speaking skills by watching and assessing video documentation of their 1 minute speeches from Unit 1.

☐ Unit Assignment(s):

At the end of this unit students will prepare a written speech abut their commitment to equity and present the speech to their peers. Students will present their 5 minute speeches in order to practice public speaking skills and use strategies to engage more diverse audiences. Students will incorporate feedback from their peers and themselves after watching and assessing video documentation of their one minute speeches from Unit 1.

Unit 3: Managing Group Dynamics and Decision-Making

This unit will focus on group dynamics and decision-making. Students will learn the elements of effective groups through literary analysis (Barette and Hamill) and through anthropological text (Covey). In addition, students will understand the concept of multiple learning styles (Gardner), and analyze different modes of individual and group decision-making (Kaner). With this information students will identify and reflect on their own learning style and group behavior within the context of school.

☐ Unit Assignment(s):

Students will apply the concepts of learning styles, group dynamics, and decision making. Students will interview their partner on their learning and leadership style. After learning about group dynamics and learning styles student pairs will co-write an 800-word expository essay sharing each group member's preferred learning style and explaining how group dynamics, including barriers and effective problem-solving, contributed to the writing of their essay.

Unit 4: Understanding Stereotypes and Oppression

Students identify their own stereotypes, including any that arose in studying group dynamics, towards understanding the concepts of prejudice and discrimination. Students investigate the history of stereotypes and oppression in America from various perspectives, using literary texts (Smith, Frazier, Lui, Shange, Giovannii, Adams, Kivel, Hightower). In addition students will select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. KQED will come in to lead a workshop on creating and distributing effective public service announcements.

☐ Unit Assignment(s):

Based on these investigations and the information gathered from guest speakers, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of individual, interpersonal and institutional oppression. The public service announcements will be produced digitally after careful study of the qualities of effective public service announcements. Before PSAs are distributed at the school site KQED staff will provide feedback and suggestions. Students will deepen their understanding of how to counter stereotypes, persuasive methods, and the concepts of prejudice and discrimination.

Unit 5: Equity and Resistance

Students will apply their understanding of individual, interpersonal and institutional oppression in analyzing how various identities intersect in school institutions (Odes, Drill and McDonald, National Institute for Urban School Improvement, Dias and Kosciw), in deconstructing excerpts of "The Color of Fear," a documentary investigating perceptions of identity and race in America, and in understanding the concept of "equity" in school reform (as defined by SF-CESS). Students evaluate accounts of resistance from the readings and film in relation to Solorzano and Delagdo-Bernal's model of four types of resistance, which include reactionary, self-defeating, conformist, and transformational resistance. Students will define individual, interpersonal and institutional oppression, and reactionary, self-defeating, conformist and transformational resistance in a collaborative 10-minute play which clearly delineates oppression and resistance in relation to the individual, the school, and the larger community. School social worker will provide concrete examples of how students with trauma engage in reactionary, self-defeating, and conformist resistance and how their work attempts to move students towards transformational resistance.

☐ Unit Assignment(s):

Students must complete a short answer analysis of accounts of resistance from unit readings and film in relation to Solorzano and Delgado-Bernal's model of four types of resistance, which include reactionary, self-defeating, conformist and transformational resistance. In addition in small groups, students will produce a script of a 10-minute play which clearly delineates oppression and resistance in relation to the individual, the school and the larger community. Students will also be required to act out the play. By writing and acting out the play, students will learn how to use theatre and writing to inspire social action and illuminate social problems and methods for resistance.

Unit 6: Youth Participatory Action Research

Building on their development of core skills and their knowledge of oppression, equity and resistance, students are introduced to the concept of community organizing for change through learning the methodologies for Youth Participatory Action Research. Students study examples of organizing and movements for change from Gladwell's "The Tipping Point," King's "Letter From a Birmingham Jail, as well as texts from Huffman and Kushner. Students identify oppression and analyze resistance in terms of Solorzano's and Delgado-Bernal's model (see Unit 4) as a framework to assess a need in the school community through research for action (Ozer and Wright, Noguera). In this unit students engage in Design Thinking, a tool that is used by school districts and companies to create action towards vision.

☐ Unit Assignment(s):

Students are trained in introductory qualitative and quantitative research methods (Rabinowitz, NSLC and ETR Associates), lead a community mapping process and then individually write 500-word persuasive essays to propose a community need for the class to create an action project on. In their 500-word persuasive essay, students draw from quantitative and qualitative data to convince their classmates on the significance of their focal group and the larger issue at hand. Students learn how to compose a compelling problem statement that draws upon data.

Unit 7: Community Action Project 1

Students build on their core skills of communication and problem-solving as well as their knowledge of critical theory, school community, and Youth Participatory Action Research. Students will collaborate with necessary partner organizations for training and research and use their skills developed from Units 2 and 3 to deliver the service and action deemed most appropriate for the issue and its cause. Throughout this unit and the remainder of the school year students participate in the service and action as a whole group. Service must always include some peer-to-peer education including but not limited to mentoring, tutoring, workshops or lessons. Students meet weekly with an industry professional to plan and implement their action project.

Unit Assignment(s):

Students work on their collaborative community action project that puts learning into service and clearly shows: research practiced, data collected, analysis of findings within theoretical framework and action plan that addresses root causes of the issue. In addition to their initial direct service and action, students lead discussions on their community action projects and engage in project planning. At the end of the unit students produce a 1000-word report reflection on their progress and making a proposal for next semester. Students evaluate the project to provide conclusions on their efficacy, future applications of lessons learned and stronger iterations of the project to continue addressing the researched issue.

Unit 8: Examining an Institution: Public Education

Students review their understanding of institutions and oppression through a close examination of public education in this country, studying the history of public education and the current context (Kozol, Asmimov, Department of Education statistics), including major educational reform efforts, from "A Nation At Risk," to "No Child Left Behind," "A Race to the Top," and finally, San Francisco's waiver from NCLB. Students will apply popular education theory (Freire) to analyze both historical and promising reform efforts (UCLA, School Funding in California, What Kids Can Do). In their study of the institution of public education guest speakers from throughout the school district and the education profession at large (professors, policy makers, community organizers and non-profit professionals) will come to speak on their experience working in the system and/or to transform the system.

☐ Unit Assignment(s):

After participation in student-led discussions on public school, learning from guest speakers and reading about the history and theory behind educational reform efforts, students write a 500-word op-ed on a reform effort they determine is either most influential or important to learn from. Students draw from their readings and guest speakers to inform their perspective on school reform efforts. Students learn about reform efforts in schools and improve their writing skills while deepening their commitment to educational equality.

Unit 9: Social Change Case Studies and Strategic Community Organizing

Students study social change case-studies, the history of successful youth movements (Gladwell, Zinn, Piercy, Ackerman and Duvall, Loeb, Kohl, Dove, Martinez, Cole, Nagai), and the history of youth movements in San Francisco (Cervone). In addition students study methods for strategic community organizing. In addition students learn about strategic planning for their future by developing their own education and professional plan that incorporates elements of a movement; for example students create a long range plan to achieve their goal and identify the key institutions at play, allies, potential gate keepers and power holders within each stage.

Unit Assignment(s):

Students will develop a model that includes key elements of effective community organizing movements based off of "Diversity and Social Justice" by Adams. Students will articulate the elements of a movement (Rich, Warr), create key steps for ally building learn how to compose SMARTES goals and practice persuasive presentations (SF-CESS, Learn and Serve America) for their ongoing community action project. Students produce presentations in which they attempt to persuade their audience of key stakeholders utilizing persuasive presentation techniques

Unit 10: Community Action Project 2

Students continue to build on core skills as well as their knowledge of critical theory, education history, Youth Participatory Action Research, strategy building and community organizing by re-designing and implementing their community action project that puts learning into service. In this final stage students build on the learning from the first semester's community action project to determine and implement next steps that best address the root causes of the issue. Students deliver a sustained service and action deemed most appropriate for the issue and its cause. Throughout this unit students are consulting with leaders in the community who work to address similar issues, as well as organizing and leading presentations, workshops, and community events to students, school administrators, and the community at large.

☐ Unit Assignment(s):

Students participate in the service or action as a whole group and write a minimum 1000-word report summarizing their action research at each stage. The report clearly explains the research practiced, data collected, analysis of findings within theoretical framework, an action plan that addresses root causes of the issue and a policy, procedural or product recommendation to demonstrate clear understanding of institutional change. In the final portion of their report, students make a policy, procedural or product recommendation for institutional change related to their action project. A public presentation of the action research is given to at least one of each of the following: students, teachers, administrators and community partners or education professionals.

Unit 11: Evaluating Next Steps

Students end the year collectively evaluating their community action projects. Students reflect on the strategies needed to continue the work, approaches to persuading those who in power, and discussing implications of their work on the issue they have focused on. In addition students review skills and knowledge developed throughout the course and evaluate themselves based on the course's outcome rubrics. This short final unit is a time for students to reflect on learning and consider future applications. The role of reflection in praxis and its ongoing nature are reviewed.

☐ Unit Assignment(s):

Students will write a final report concluding the lessons learned from the projects, the continued need for work on the issue and recommendations to future student groups at their school working to impact their school community. Additionally, students will produce a final self-assessment of their own development of skills and knowledge in terms of the course's outcome rubrics. Students will improve their leadership practices by using feedback to engage more critically in the cycle of planning, leading and reflecting.

ourse Materials

Textbooks

itle				A	uthor	Publisher		Edition	Website	Primary
he Tipping Po	int			N	lalcolm Gladwell	Back Bay Bo	ooks	First	[empty]	Yes
he Impossible	Will Take a Lit	tle While		P	aul Rogat Loeb, editor	Basic Books	5	First	[empty]	Yes
eadings for D	iversity and So	cial Justice		N	laurianne Adams,	Routledge I	Press	2000	[empty]	No
Literary Tex	ts									
										Bood in
ïtle		Author			Publisher	Edition	Website			Read in entirety
louse on Man	go Street	Sandra Cis	neros		Vintage	1991	[empty]			No
edagogy of th	e Oppressed	Paulo Freir	e		Continuum Publishing	1993	[empty]			No
Iprooting Rac	ism	Paul Kivel			New Society	2002	[empty]			No
he Seven Hab ffective Teens		Sean Cove	/		Fireside	1998	[empty]			No
)n the Rez		Ian Frazier			Picador Books	2000	[empty]			No
he Color of W	ealth	Miezhu Lui	, et al.		The New Press	2006	[empty]			No
he Looks Bool	ne Looks Book Rebecca Odes, Esther Drill, Heat McDonald		r Drill, Heather	Penguin Books	2002	[empty]			No	
eyond Intract	eyond Intractability Eds. Guy Burgess and Heidi Burg		l Heidi Burgess	Conflict Information Consortium, University of Colorado, Boulder	2003	http://www.beyondintractability.org/		No		
acilitator's Gu articipatory D	uide to Decision-Makin		-	nd, Catherine ine Berger	Sun and Moon Books	2015	[empty]			No
f the World W	ere A Village	David J. Sm	ith		CitizenKid	2011	http://www.kid	dscanpress.com/	/products/if-world-	No
he Fire Next T	lime -	James Bald	win		Vintage Books	1963	[empty]			No
Manuals										
"itle	Author	Publisher	Edition	Website						
he Youth Pevelopment landbook: Coming of tige in Timerican Communities	Hamilton, S.F., Hamilton, M.A., & Pittman, K.	Sage Publications, Inc.	2004	https://ecom sequence=2	mons.cornell.edu/bitstream/handle/1	1813/21945/P	rinciplesYD.pdf;	jsessionid=F781	8BD6321D99CB14I	04E83249B7FC
low to londuct lesearch: An Overview	Community Tool Box	Community Tool Box	2016	http://ctb.ku.	edu/en/table-of-contents/advocacy/a	advocacy-rese	arch/overview/m	aain		

Scholarly Articles

Article title	Journal	Authors	Volume/Issue/Date	Website		
xamining ransformational lesistance Through a ritical Race and Latcrit heory Framework: lhicana and Chicano tudents in an Urban lontext	Urban Education	Daniel G. Solorzano, Dolores Delgado Bernal	36/3/2001	http://journa	ls.sagepub.com/doi/pdf/10.1177/0042085901363002	
loward Gardner's Theory f Multiple Intelligences	Instructional Guide for University Faculty and Teaching Assistants	Faculty Development and Instructional Design Center, Northern Illinois University	2016	http://www.n	iu.edu/facdev/_pdf/guide/learning/howard_gardner_th	eory_multiple_intelligences.p
On the Nexus of Race, Disability, and Overrepresentation: What Do We Know? Where Do We Go? On ointBrief Discussions f Critical Issues in Urban ducation.	National Institute for Urban School Improvement	Meyer, Gwen; Patton, James M.	· · · · · · · · · · · · · · · · · · ·			
eyond School Spirit: The ffects of Youth-Led articipatory Action esearch in Two Urban ligh Schools Websites	Journal of Research on Adolescence	Emily J. Ozer, Dana Wright	Volume 22/ Issue 2/ June 2012	http://onlinel	ibrary.wiley.com/doi/10.1111/j.1532-7795.2012.0078().x/abstract
itle Autho	or(s)/Editor(s)/Co	mpiler(s)	Affiliated	Institution or C	rganization URL	
PAR Hub [empt	y]		UC Berkel	еу	http://yparhub.b	erkeley.edu/
ïtle			Authors		Date	URL
etter from Birmingham Ja	il		Martin Luther Kii	ng Jr.	April 16, 1963	[empty]
Multimedia						
ïtle	Author	Director	Name of video series	Date	Website	Medium of Publication
Peer Resources"	[empty]	[empty]	[empty]	[empty]	[empty]	DVD
dministrator's Institute peech	Richard Carranza	[empty]	[empty]	August 2013	http://www.youtube.com/watch?v=Z30jmD-8qQw&feature=youtube	You Tube Video
he Color of Fear	[empty]	Lee Mun Wah	[empty]	1994	[empty]	DVD
Valkout	[empty]	Edward James Olmos	НВО	2006	[empty]	DVD

Other

ïtle	Authors	Date	Course material type	Website
amilies and Neighborhoods in an Francisco	San Francisco Human Services Agency	May 2013	Data Presentation	https://d10k7k7mywg42z.cloudfront.net/assets/51967105aa707a3d9f0013f3/2013_FES_Data_Presentation.pd
mpathic Listening	Richard Salem	July 2003	Essay in a Book	http://www.beyondintractability.org/essay/empathic-listening
hared Differences: The xperiences of Lesbian, Gay, isexual, and Transgender tudents of Color in Our lation's Schools	Elizabeth Diaz and Joseph Kosciw	2009	Online Article	glsen.org

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Reference List **A-G Courses Manager** 2022-23

English 1,2: Identity and RelationshipsSan Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Canyon Hills High School (052891)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
Λission Bay High School (052860)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371S, 1372S
ast Village Middle College High School (054281)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
incoln High School (054120)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
Cearny Digital Media and Design (053216)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
cripps Ranch High School (052834)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C
		ENG: IDENT & RELATIONSHPS 1,2 (P)	13715, 13725
Garfield High School (052840)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
Eearny School of Biomedical Science and Technology (053900)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
a Jolla High (051335)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C
University City High School (052887)	Classroom Based	Abbreviation	Course Code
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C
		ENG: IDENT & RELATIONSHPS 1,2 (P)	13715, 13725

School Name	Course Learning Environment	Transcript Code(s)			
ian Diego High School (053903)	Classroom Based	Abbreviation Course Co			
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
'oint Loma High School (052870)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
Aadison High School (052853)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
Herbert Hoover High School (052850)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
'atrick Henry High School (052867)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	13715, 13725		
Prawford High School (054630)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C		
Aira Mesa High School (052858)	Classroom Based	Abbreviation	Course Code		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371, 1372		
		ENG: IDENT & RELATIONSHPS 1,2 (P)	1371C, 1372C		

Title: English 1,2: Identity and Relationships

Length of course: Full Year

Subject area: English (B) / English

UC honors designation? $$\operatorname{\textsc{No}}$$

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th

ourse Description

ourse overview:

This ninth-grade Guaranteed Viable Curriculum English course, based on the theme of Identity and Relationships, allows students to explore their own identity, as well as the different identities of those around them in their diverse communities. They do this while working towards mastery of the CA Common Core Standards in English Language Arts. The course is reading and writing intensive, and provides ongoing practice in speaking and listening, with every unit culminating with an opportunity for students to reflect on and then share their learning. The course also incorporates Social Justice standards and is designed to meet the needs of ALL students—so that they get WHAT they need, WHEN they need it, in the WAY that they need it. The goal is to produce students who are critical thinkers; knowledgeable, articulate writers and speakers; and informed consumers of information.

surse content:

Unit 1: What makes you who you are?

In Unit 1, students explore the different rhetorical modes through mentor texts and then write their own texts including narrative, compare/contrast, process analysis, definition, classification/division, and cause/effect. Students will explore text structures through the lens of identity and Chimamanda Ngochi Adichie's TEDTalk, "The Danger of a Single Story." Their texts will explore their balanced identity. The unit culminates with an exhibition of learning and celebration of the varied and diverse stories of the students.

☐ Unit Assignment(s):

Rhetorical Modes Project

- a. Students will read mentor texts in different rhetorical modes, then will write 3-4 of their own with the goal of showcasing their "balanced identity."
- b. All students will write a 2-3 page narrative. Students will have the choice of which mode to produce for 2-3 additional pieces. Possible modes include: cause/effect, definition, compare/contrast, process analysis, division and classification.
- c. Students will learn the various text structures and how to organize their ideas appropriately, how to plan, revise and edit a text, the purpose of different text structures. as well as peer revision.

Unit 2: How have others shaped your identity?

In Unit 2, students analyze author's style and learn to write analytical paragraphs. They will explore various texts including a novel and shorter texts. Students will also engage in Reciprocal Teaching and Socratic Seminar as they hone their text analysis skills. The unit will conclude with an exhibition featuring connections students have made between the class novel and their own lives based on the essential question, "How have others shaped your identity?"

☐ Unit Assignment(s):

Analytical Writing

- a. Students will analyze a specific technique the author uses to convey a message. They will analyze a passage and then write an analytical paragraph or essay.
- b. Students will produce their analytical pieces of writing throughout the unit, culminating in the final assessment.
- c. Students will learn how to critically analyze text looking at the choices authors make, including literary strategies and theme. Students will hone their annotation skills and will learn how to plan, write, and revise an effective piece of analytical writing.

Unit 3: What is the impact of media's representation of identity?

In Unit 3, students examine how identity is represented in the media. After first learning about how the groups are represented in television and in advertisements, small groups of students will explore the representation of a specific identity group and present their findings to the class. In the final part of the unit, students will individually choose a company to make a targeted argument about how they are representing a particular identity group.

☐ Unit Assignment(s):

Argumentative Letter/Speech

- $a. \, Students \, will \, research \, a \, company \, or \, organization \, that \, is \, portraying \, harmful, \, in accurate, \, or \, incomplete \, definitions \, of \, a \, specific \, identity.$
- b. Students will add to an argument chart after reading various texts, identifying and analyzing elements of an argument.
- c. Students will learn argumentative skills, rhetorical appeals, collaboration skills, research skills.

Unit 4: What is the problem with othering?

In Unit 4, students examine the concept of otherness through reading and viewing various print and non-print texts. They will continue to analyze author's style, as well as elements of narrative, in preparation for writing a literary analysis essay. They will meet in self-selected book clubs throughout the unit as they discuss characters, author's style, and conflict. For their exhibition, students will create a zine that conveys a message about othering.

☐ Unit Assignment(s):

Essay

- a. Students will write an essay explaining how an author uses literary strategies to convey a theme about otherness.
- b. Students will produce book club discussion logs, poetry analysis, strategy analysis chart, and zine on othering.
- c. Students will learn how to lead peers in a discussion about text through Reciprocal Teaching, write about a novel's theme supporting with evidence, and synthesize ideas from multiple sources.

Unit 5: Friends, Followers, FOMO: What is the impact of social media?

In Unit 5, students will explore social media through the essential question. They will learn to read against the grain as they evaluate argument in text. Students will expand their understanding of evidence and how to evaluate its credibility, accuracy, reliability, logic, and sufficiency. Finally, they will share their own argument about social media through a podcast.

☐ Unit Assignment(s):

Argument Analysis

- $a. \ Students \ will \ evaluate \ the \ effectiveness \ of \ the \ author's \ argument \ about \ social \ media.$
- b. Students will produce an evidence chart, annotated texts, and a podcast that explains the impact of social media.
- c. Students will learn how to unpack complex sentences, read against the grain, evaluate evidence, and articulate their thoughts through structured talk protocols (Critical Friends, Save the Last Word for Me, Socratic Seminar) and by creating a podcast.

ourse Materials

Textbooks

îtle	Author	Publisher	Edition	Website	Primary
AcDougal Littell Literature for CA, Grade 9	various	McDougal Littell	2009	[empty]	Yes
Literary Texts					

īitle		Δι	ithor		Publisher	Edition	Website	Read in entirety
	un Mango Stroot		Sandra Cisneros		Vintage	1991	[empty]	No
he Absolut	e Absolutely True Diary of a Sherman Alexie rt-Time Indian		Cornelsen Verlag	2009	[empty]	Yes		
he Hate U	Give	An	gie Thomas		Balzer + Bray	2017	[empty]	Yes
Vhat if We o	Othered Your Ch	nild Nii	na Miriam		Othering & Belonging Institute, UC Berkeley	2018	http://www.otheringandbelonging.org/what-if- we-othered-your-child-and-you/	Yes
overing: The our Civil	ne Hidden Assau Rights	lt Ke	nji Yoshino		Random House	2007	[empty]	No
tamped		-	on Reynolds 8 am X. Kendi	&	Little, Brown Books for Young Readers	2020	[empty]	Yes
Multimed	lia							
īitle	Author	Directo	Name of video or series	Dat	e Website			A F
he Danger of Single tory	Chimamanda Ngochi Adichie	[empty	TEDTalk	200	9 https://www.ted.com/ta	lks/chimam	anda_adichie_the_danger_of_a_single_story?languag	ge=en v
he Story f Aarvel's irst Queer atina uperhero	Gabby Rivera	[empty	TEDTalk	201	8 https://www.ted.com/ta	lks/gabby_r	ivera_the_story_of_marvel_s_first_queer_latina_supe	erhero v
iritical Media Project	[empty]	[empty	[empty]	[emp	https://criticalmediaproj oty	ect.org/		V
Other								
litle little	Authors	Date	Course material typ	oe '	Website			
earning low to code witch: lumbling, but lecessary	Eric Deggans	2013	Information Text	al I	nttps://www.commonlit.org/e	n/texts/lead	ning-how-to-code-switch-humbling-but-necessary?s	search_id=
lello, My Jame Is	Jason Kim	2017	Information Text	al I	nttps://www.commonlit.org/e	n/texts/hel	o-my-name-is?search_id=19935189	
low it Feels o Be Colored Me excerpt)	Zora Neale Hurston	1928	Essay	[empty]			

fitle	Authors	Date	Course material type	Website
Vhere we re on TV eport	GLAAD	2019	Report	https://www.glaad.org/sites/default/files/GLAAD%20WHERE%20WE%20ARE%20ON%20TV%202019%
ecades of ailure	Gabriel Arana, Columbia Journalism Review	2018	Article	https://www.cjr.org/special_report/race-ethnicity-newsrooms-data.php
Conformity	CommonLit Staff	2014	Informational Text	https://www.commonlit.org/en/texts/conformity?search_id=21226469
he Madness of Iumanity Part 3: Pribalism	Marcela Gleiser for NPR	2016	Informational Text	https://www.commonlit.org/en/texts/the-madness-of-humanity-part-3-tribalism?search_id=21246898
he Problem of Othering	john a. powell & Stephen Menendian	2016	Journal Article	$https://www.othering and belonging.org/wp-content/uploads/2016/07/Othering And Belonging_lssue1.p$
ocial Media, ocial Life	Common Sense Media	2018	Report	$https://www.commonsensemedia.org/sites/default/files/uploads/research/2018_cs_socialmediasociallifinal-release_2_lowres.pdf$
he Power f 'Like'	Alison Pearce Stevens	2017	Informational Text	https://www.commonlit.org/en/texts/the-power-of-like
On Twitter, ake News las Greater Illure than ruth Does	Maria Temming	2018	Informational Text	https://www.commonlit.org/en/texts/on-twitter-fake-news-has-greater-allure-than-truth-does
resentation of Self in ocial Media	Lyle Ungar	2015	Informational Text	http://wwbp.org/blog/presentation-of-self-in-social-media/
camps teach tudents ow to fight acial bias in rtificial ntelligence	USA Today, adapted by Newsela staff	2018	Informational Text	https://www.adl.org/media/12909/download

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English Literature and Ethnic Studies Advanced



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)			
'atrick Henry High School (052867)	Classroom Based	Abbreviation	Course Code		
		LIT & ETHNIC STDY 3,4 ADV (P)	6991,6992		

Title: English Literature and Ethnic Studies Advanced

Length of course: Full Year

Subject area: English (B) / English

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics /

CTE)?

No

Grade levels: 10th

ourse Description

ourse overview:

Students in Ethnic Literature and Studies **Advanced** course will achieve mastery of key California Common Core Standards for English as they read and analyze a broad range of nonfiction and fiction selections, deepening their awareness of how language works in effectively communicating an idea. Students will analyze multiple texts, conduct research, write a variety of expository and literary compositions, and participate in their communities as active members of a democratic society.

Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will learn about cultural wealth and will pay particular attention to institutionally oppressed communities. By studying the history and current events related to race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally, and globally to build self-awareness, empathy and foster active social engagement.

ourse content:

Race, Ethnicity, and Identity in America

Through the use of a multitude of readings and sources, this first unit provides an introduction to the key terms of race, ethnicity, oppression, assimilation acculturation, nativism, discrimination, and integration. With a focus on identity, students find ways to recognize what ethnic studies is and its role in current events. In particular, students will examine Tara Yosso's ideas about cultural wealth (aspirational, linguistic, familial, social, navigational, and resistance) and identify their own cultural wealths. Through different readings and sources, students will be asked to discuss and respond to the following questions:

Essential Question:

- How has the development of images, often stereo-types, reduced or magnified an individual?
- What are the origins of race and racism in the United States? How has race been socially constructed?
- What does it mean to be "colorblind?"
- What is the difference between race and ethnicity?
- What is discrimination and prejudice?
- How do stereotypes affect our own identities and why do they negate us of our individuality? How can stereotypes affect our thinking of different social groups?
- What percentage of self identity is a social construction and/or social reproduction versus authentic self expression and growth?

• What is your cultural wealth?

☐ Unit Assignment(s):

- 1. At the end of the unit, using information from group discussions, research, and readings students will write a personal essay in which they reflect on their identities as well as past experiences with ethnic diversity, discrimination, privilege, and disadvantage.
- 2. Students will create a visual representation of their own cultural wealth. Further, will create a class visual of their collective wealth. Students will present their creative visual to the class.

Migration

In this unit, students will study stories of migration and immigration of ethnic groups in the U.S. Students will consider the real-life histories of these ethnic groups in connection with the literary lens of the Hero's Journey. This study will include the ethnic groups' reasons for migration, their settlement and resettlement in the U.S., their perception of the United States, and their acculturation into mainstream American society. Students will also study the different status that ethnic groups hold in the U.S. Consequently, students will analyze how local and national policy impacts ethnic groups, their concept of the United States, acculturation, and overall experiences. Additionally, students will criticall examine governmental and societal receptions of specific ethnic groups and the effect they have on those marginalized communities' experiences. Through different readings and sources, students will be asked to discuss and respond to the following questions:

Essential Question:

- Should hero's journeys be thought of as individualistic or collective?
- Is the status of hero assigned equally across cultures, or can this designation be a matter of privilege or prejudice?
- Is authenticity integral to the hero's journey? What are the obstacles to authenticity that the hero must face?
- What does it mean to be authentic as an immigrant? How do immigrants navigate retaining their culture while also living in a new culture?
- How have immigrant communities contributed to the United States and our community?
- In what ways have immigrants been scapegoated in certain points of US history? Who benefits from this? What are the effects on immigrant

communities?

- How have national and local immigration policies affected immigrant communities?
- What are the reasons people leave their countries of origin to come to the United States?

☐ Unit Assignment(s):

1. Students will write an argumentative essay to answer the following question: How does the society in which we live shape our understanding of the hero's journey; does the archetypal coincide or clash with our notion of immigration as an historical and political phenomenon?

Systems of Power

Systems of Power

In this unit, students will examine who has power in a society and how it is challenged or reinforced through reading and analyzing various types of texts. Students will consider political, legal, economic, educational, cultural, and familial systems and the power imbalances that exist within them. Students will also investigate the role that education and pedagogy play in power dynamics as well as power imbalances that still exist in society today. After careful textual analysis, discussion, and research, students will reach their own conclusions about which current issues constitute oppression, and how they can fight that oppression through concrete action that is centered around written communication.

Essential Questions:

- How do political, legal, economic, educational, cultural, and familial systems work to create power imbalances?
- How does literature challenge or reinforce systems of power? What about other forms of knowledge? What role does education and pedagogy play in power dynamics?
- · How and why do power and oppression continue to exist today and what can be done about it?
- What are overt and covert ways that systems oppress groups of people?
- How do our identities afford us privilege and/or position us as members of marginalized groups?
- What shapes an individual and soceity's perceptions about race? How are these perceptions perpetuated? How do those perceptions of race influence an individual's cultural performance?
- How can people differentiate between transformative resistance and performative allyship?

• How can BIPOC, other marginalized communities, and their allies educate their peers in order to dismantle systems that have marginalized people?

☐ Unit Assignment(s):

- 1. Students will analyze the complexity of racialization, ie. what shapes a character's racialization and how characters act upon that racialization. This may include embracing, perpetuating, and/or rejecting racialization.
- 2. Students will examine an issue in education (grading practices, seating arrangements, course design, text selection, etc.) and create an alternative model with racialization and social justice in mind.

Social Movements, Current Community Movements

In this unit, students will examine past social movements, including those in the sixties and seventies of Civil Rights, United Farmworkers (Cesar Chavez), women's rights and gay rights. In addition, students will examine current social movements such as Dakota Pipeline (Standing Rock), and Black Lives Matter and the ways in which they have succeeded and/or failed. Through analysis and discussion of various texts and multimedia sources, including fiction and non-fiction, students will be able to fruitfully contend with the unit's essential questions. Ultimately, students will engage with social movements by joining/participating in one, creating a new one, or analyzing the effectiveness of one.

Essential Questions:

- Are social movements most effective when they are focused on the oppression of one group, or when they target a common enemy that oppresses more than one group?
- To what extent are social movements organic and spontaneous vs. designed,

conscious and strategic?

☐ Unit Assignment(s):

1. Students will research current events connected to their interests/experiences/passions around social justice. After discussion/presentations of their research, students will engage with current social movements by joining/participating in one, creating a new one, and/or analyzing the effectiveness of one.

Hegemony and Normalization

Students will learn about the four I's of oppression and analyze the system of education through this lens. Students will analyze historical documents using skills from the previous unit. Simultaneously, students will be analyzing the four I's and systems of power present in novels and poetry. Students will be able to identify the different effects these systems have on people and how it relates to the power structures in their local communities, the United States, and the world.

Essential Questions:

- How does hegemony empower or disempower certain groups within society?
- How have individuals, institutions of power and systems sought to direct society to maintain the status quo?
- · How do social, political, and economic systems channel power?
- To what extent do social movements develop, evolve and impact society in ways that fight injustice and create solidarity across diverse groups of people?

☐ Unit Assignment(s):

- 1. Research the history of a community you are connected to. What are its demographics and dynamics? How did it come to be that way? How did it change over time? What narratives and counter-narratives exist around the way this community includes and excludes, and how it defines those who 'belong' and those who don't? Project is supported with research skill development, particularly research skills.
- 2.

Students will write a reflective paper. After reading and participating in a Socratic Seminar on an excerpt from Paulo Freire's *Pedagogy of the Oppressed*, students will write a reflection and summarize Freire's argument: only those oppressed can liberate themselves from their oppressors and this can be done through a dialogical approach. After summarizing the argument, students will apply Freire's dialogical approach to one of the struggles a minority group faced. Students will analyze how the ethnic group used Freire's approach to liberate itself from its oppressors. In doing so, students will learn how to apply theoretical readings to practical situations as well as develop their analytical writing skills and critical thinking.

ourse Materials

Literary Texts

îtle	Author	Publishe	er	Edition	Website			Read ir entiret
he Fire lext Time	James Baldwin	Penguin House	/Random	1992		ww.penguinrand time-by-james-b	omhouse.com/books/7753/the- aldwin/	Yes
he House In Mango treet	Sandra Cisneros	Penguin House	/Random	1994			omhouse.com/books/27844/the- y-sandra-cisneros/	Yes
he Bluest ye	Toni Morrison	Penguin House	/Random	2007	•	ww.penguinrand e-by-toni-morris	omhouse.com/books/117662/the- on/	Yes
he Book of Inknown Imerican	Cristina Henriquez	Vintage		2014	[empty]			Yes
Raisin in he Sun	Loraine Hansberry	Vintage Publishi	ng	1988	[empty]			Yes
here There	Tommy Orange	Vintage Publishi	ng	2018	[empty]			Yes
xit West	Mohsin Hamid	Riverhea	ad Books	2017	[empty]			Yes
he Color of Vater	James McBride	Riverhea	ad Books	2006	[empty]			Yes
o Far From iod	Ana Castillo	W.W. No Compan		1993	[empty]			Yes
Scholarly A	Articles							
Article title			Journal	Auth	ors Volu	me/Issue/Date	Website	
ritical race t	re has Capital heory discuss ultural wealth	ion of	Race Ethnicity and Education	Tara Yosso		me 8, Issue 1,	https://dokumen.tips/documents/ of-yossos-cultural-wealth-by-ange 1-summary-of-yossos-cultural.htm	la-locks-
Other								
Title			Authors	Date	Course material type	Website		
oem for the Vho Asked M ntelligent, W	Young White Me How I an Vell Read Pers e in a War Bet	on,	Lorna Dee Cervantes	e July	Poem	https://apoem	aday.tumblr.com/post/1632953859 -white-man-who-asked-me-how-i	47/poem

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English Literature and Ethnic Studies



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)		
'atrick Henry High School (052867)	Classroom Based	Abbreviation LIT & ETHNIC STDY 3,4 (P)	Course Code 6948,6949	

Title: English Literature and Ethnic Studies

Length of course: Full Year

Subject area: English (B) / English

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics /

CTE)?

No

Grade levels: 10th

ourse Description

purse overview:

Students in Ethnic Literature and Studies course will achieve mastery of key California Common Core Standards for English as they read and analyze a broad range of nonfiction and fiction selections, deepening their awareness of how language works in effectively communicating an idea. Students will analyze multiple texts, conduct research, write a variety of expository and literary compositions, and participate in their communities as active members of a democratic society.

Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will learn about cultural wealth and will pay particular attention to institutionally oppressed communities. By studying the history and current events related to race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally, and globally to build self-awareness, empathy and foster active social engagement.

ourse content:

Race, Ethnicity, and Identity in America

Through the use of a multitude of readings and sources, this first unit provides an introduction to the key terms of race, ethnicity, oppression, assimilation acculturation, nativism, discrimination, and integration. With a focus on identity, students find ways to recognize what ethnic studies is and its role in current events. In particular, students will examine Tara Yosso's ideas about cultural wealth (aspirational, linguistic, familial, social, navigational, and resistance) and identify their own cultural wealths. Through different readings and sources, students will be asked to discuss and respond to the following questions:

Essential Question:

1. How do you define yourself, why do you define yourself, and to what end? 2. How and why might you define others, and how are communities shaped by

the ways we define ourselves and others?

Supplemental Questions:

- How has the development of images, often stereo-types, reduced or magnified an individual?
- What are the origins of race and racism in the United States? How has race been socially constructed?
- What does it mean to be "colorblind?"
- What is the difference between race and ethnicity?

- What is discrimination and prejudice?
- How do stereotypes affect our own identities and why do they negate us of our individuality? How can stereotypes affect our thinking of different social groups?
- What percentage of self identity is a social construction and/or social reproduction versus authentic self expression and growth?
- What is your cultural wealth?

☐ Unit Assignment(s):

- 1. At the end of the unit, using information from group discussions, research, and readings students will write a personal essay in which they reflect on their identities as well as past experiences with ethnic diversity, discrimination, privilege, and disadvantage.
- 2. Students will write an "I am" autobiographical poem in which they reflect on how r ethnicity, nationality, and culture have shaped their identity and will publish it to a greater audience.
- 3. Students will create a visual representation of their own cultural wealth. Further, will create a class visual of their collective wealth.

Migration

In this unit, students will study stories of migration and immigration of ethnic groups in the U.S. Students will consider the real-life histories of these ethnic groups in connection with the literary lens of the Hero's Journey. This study will include the ethnic groups' reasons for migration, their settlement and resettlement in the U.S., their perception of the United States, and their acculturation into mainstream American society. Students will also study the different status that ethnic groups hold in the U.S. Consequently, students will analyze how local and national policy impacts ethnic groups, their concept of the United States, acculturation, and overall experiences. Additionally, students will criticall examine governmental and societal receptions of specific ethnic groups and the effect they have on those marginalized communities' experiences. Through different readings and sources, students will be asked to discuss and respond to the following questions:

Essential Question:

1. How does the society in which we live shape our understanding of the hero's journey; does the archetype coincide or clash with our notion of immigration as an historical and political phenomenon?

Supplemental questions:

- Should hero's journeys be thought of as individualistic or collective?
- Is the status of hero assigned equally across cultures, or can this designation be a matter of privilege or prejudice?
- Is authenticity integral to the hero's journey? What are the obstacles to authenticity that the hero must face?
- What does it mean to be authentic as an immigrant? How do immigrants navigate retaining their culture while also living in a new culture?
- How have immigrant communities contributed to the United States and our community?
- In what ways have immigrants been scapegoated in certain points of US history? Who benefits from this? What are the effects on immigrant communities?
- How have national and local immigration policies affected immigrant communities?
- What are the reasons people leave their countries of origin to come to the United States?

☐ Unit Assignment(s):

- 1. Students will write an argumentative essay to answer the following question: How does the society in which we live shape our understanding of the hero's journey; does the archetypal coincide or clash with our notion of immigration as an historical and political phenomenon?
- 2. Students will create a visual representation of a hero's journey from a piece of literature studied within the unit along with a comparison of a modern immigrant's journey. Students will have a Socratic Seminar to answer the question: To what extent does the archetypal pattern hold true for all cultures?

Systems of Power

Systems of Power

In this unit, students will examine who has power in a society and how it is challenged or reinforced through reading and analyzing various types of texts. Students will consider political, legal, economic, educational, cultural, and familial systems and the power imbalances that exist within them. Students will also investigate the role that education and pedagogy play in power dynamics as

well as power imbalances that still exist in society today. After careful textual analysis, discussion, and research, students will reach their own conclusions about which current issues constitute oppression, and how they can fight that oppression through concrete action that is centered around written communication.

Essential Questions:

- 1. How do political, legal, economic, educational, cultural, and familial systems work to create power imbalances?
- 2. How does literature challenge or reinforce systems of power? What about other forms of knowledge? What role does education and pedagogy play in power dynamics?
- 3. How and why do power and oppression continue to exist today and what can be done about it?

Supplemental Questions:

- How have you experienced power and/or lack of power in your own life?
- How might people define power differently? Is the desire for power part of human nature, or is it culturally determined?
- Who has power in a society? How is it obtained/kept?
- Who crafts laws and policies, and whom do those policies benefit?
- What are overt and covert ways that systems oppress groups of people?
- How do our identities afford us privilege and/or position us as members of marginalized groups?

☐ Unit Assignment(s):

- 1. Students will examine art as demonstrations of claiming power. They will create a piece of art (visual, written, or performance) that grapples with power.
- 2. Students will research a current issue they feel is an example of oppression,

racism, or discrimination. They will then write a letter to a public audience (editor, congressperson, school board members, etc.) responding to that current issue and asking for action. As part of this project students will read, annotate, summarize and analyze their research.

3. Students will examine an issue in education (grading practices, seating arrangements, course design, text selection, etc.) and create an alternative model with social justice in mind.

Social Movements, Current Community Movements

In this unit, students will examine past social movements, including those in the sixties and seventies of Civil Rights, United Farmworkers (Cesar Chavez), women's rights and gay rights. In addition, students will examine current social movements such as Dakota Pipeline (Standing Rock), and Black Lives Matter and the ways in which they have succeeded and/or failed. Through analysis and discussion of various texts and multimedia sources, including fiction and non-fiction, students will be able to fruitfully contend with the unit's essential questions. Ultimately, students will engage with social movements by joining/participating in one, creating a new one, or analyzing the effectiveness of one.

Essential Questions:

- Are social movements positive or negative for a society? Why might people have different answers?
- 2. How can a social movement change a society?

Supplemental Questions:

- 1. How do people attempt to influence others to support their social movement?
- 2. Are social movements most effective when they are focused on the oppression of one group, or when they target a common enemy that oppresses more than one group?
- 3. To what extent are social movements organic and spontaneous vs. designed, conscious and strategic?

☐ Unit Assignment(s):

- 1. Students will research current events connected to their interests/experiences/passions around social justice. After discussion/presentations of their research, students will engage with current social movements by joining/participating in one, creating a new one, and/or analyzing the effectiveness of one.
- 2. Students will participate in a group project that brings together their chosen current events in a creative and practical challenge to build solidarity.

Hegemony and Normalization

Students will learn about the four I's of oppression and analyze the system of education through this lens. Students will analyze historical documents using skills from the previous unit. Simultaneously, students will be analyzing the four I's and systems of power present in novels read in literature circles. Students will be able to identify the different effects these systems have on people and how it relates to the power structures in their local communities, the United States, and the world.

☐ Unit Assignment(s):

Essential Questions:

- 1. How does hegemony empower or disempower certain groups within society?
- 2. How have individuals, institutions of power and systems sought to direct society to maintain the status quo?
- 3. How do social, political, and economic systems channel power?

Supplemental Questions:

- 1. To what extent do social movements develop, evolve and impact society in ways that fight injustice and create solidarity across diverse groups of people?
- 2. What role do individuals play in the transformation of themselves, their community, and the larger society?
- 3. How can we differentiate transformative resistance and performative allyship?
- 4. How can BIPOC, other marginalized communities, and their allies educate their peers in order to dismantle

Assignments

1.

Students will write a reflective paper. After reading and participating in a Socratic Seminar on an excerpt from Paulo Freire's *Pedagogy of the Oppressed*, students will write a reflection and summarize Freire's argument: only those oppressed can liberate themselves from their oppressors and this can be done through a dialogical approach. After summarizing the argument, students will apply Freire's dialogical approach to one of the struggles a minority group faced. Students will analyze how the ethnic group used Freire's approach to liberate itself from its oppressors. In doing so, students will learn how to apply theoretical readings to practical situations as well as develop their analytical writing skills and critical thinking.

ourse Materials

Literary Texts

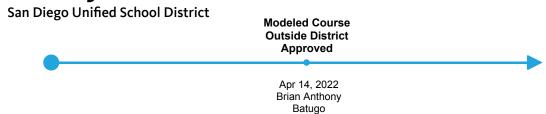
Litterary re	λι3							
ïitle	Author	Publish	er	Edition	We	ebsite		Read in
he Fire lext Time	James Baldwin	Penguir House	n/Random	1992		ps://www.penguinrand -next-time-by-james-b	omhouse.com/books/7753/the- aldwin/	Yes
he House In Mango treet	Sandra Cisneros	Penguir House	n/Random	1994		ps://www.penguinranduse-on-mango-street-by	omhouse.com/books/27844/the- y-sandra-cisneros/	Yes
he Bluest ye	Toni Morrison	Penguir House	n/Random	2007		ps://www.penguinrand est-eye-by-toni-morris	omhouse.com/books/117662/the- on/	Yes
he Book of Inknown Imerican	Cristina Henriquez	Vintage		2014	[er	npty]		Yes
Raisin in he Sun	Loraine Hansberry	Vintage Publishi		1988	[er	npty]		Yes
here There	Tommy Orange	Vintage Publishi		2018	[er	[empty]		Yes
xit West	Mohsin Hamid	Riverhe	ad Books	2017	[empty]		Yes	
he Color of Vater	James McBride	Riverhe	ad Books	2006	[empty]		Yes	
o Far From iod	Ana Castillo	W.W. No		1993	[er	npty]		Yes
Scholarly A	rticles							
Article title			Journal	Auth	ors	Volume/Issue/Date	Website	
Vhose Culture has Capital? A Race ritical race theory discussion of Ethnicity ommunity cultural wealth. and Education		Tara Yosso		Volume 8, Issue 1, 2005	https://dokumen.tips/documents/summar of-yossos-cultural-wealth-by-angela-locks 1-summary-of-yossos-cultural.html			
Other								

litle	Authors	Date	Course material type	Website
oem for the Young White Man	Lorna Dee	July	Poem	https://apoemaday.tumblr.com/post/163295385947/poem
Vho Asked Me How I an	Cervantes	22,		for-the-young-white-man-who-asked-me-how-i
ntelligent, Well Read Person,		2017		
ould Believe in a War Between				
aces				

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Reference List 2022-23

Identity and Agency in US History Honors



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)			
:lairemont High School (052837)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1, 2 HRS (HP) 6589,6590			
:rawford High School (054630)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1, 2 HRS (HP)	6589,6590		
Лorse High (052881)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1, 2 HRS (HP)	6589,6590		

Title: **Identity and Agency in US History Honors**

Length of course: **Full Year**

Subject area: History / Social Science (A) / U.S. History

UC honors designation? Yes

Non-honors equivalent

course:

Identity and Agency in US History

Prerequisites:

None

Co-requisites:

None

Integrated (Academics /

CTE)?

No

Grade levels:

11th, 12th

ourse Description

purse overview:

Based on the theme of Identity & Agency, this course allows students to examine the social construction of race and ethnicity in the U.S. from the nation's beginnings to the 21st century. They will study the influence of systems of power (i.e. legal, political, philosophical, and technological forces) on issues of equity and access. They will learn about the contributions of individuals and communities to the fight for social and racial justice. Through their investigation of U.S. history, students will exercise their capacity to read, write, think, and speak in ways that analyze power and equity, and actualize self and community transformation. Students will experience ethnic studies teaching practices and create a learning environment that cultivates empathy, solidarity, and kinship. By the end of this course, students will practice agency by engaging in an action research or action civics project(s) addressing an issue of their choice.

ourse content:

Unit 1 - Identity & Power

In this introductory unit, students will explore power dynamics as well as key historical events and movements in order to develop an understanding of the themes of identity and power in U.S. history. Teachers start by exploring a current issue that echoes the essential theme. Investigation of unit content sheds light on this overarching theme as students apply historical thinking and analytical skills during their study. Students then return to current issues related to the unit theme and apply what they've learned to form and express conclusions about these

issues through Deliberative Discourse, Socratic Seminar and/or arguments on social media or other authentic platforms. Students and teachers will make connections to local history throughout the unit to supplement the study with a local context.

The essential questions for this unit are:

- How have power and oppression been utilized/institutionalized to define the identity of being "American?"
- How has race and ethnicity been constructed in the United States?
- To what extent did the Constitution establish a just government for non-White people?
- To what extent did the Civil War and Reconstruction bring about equality for Black people?

☐ Unit Assignment(s):

Structured Academic Controversy

Students will engage in a structured academic controversy activity to answer the question: To what extent did the Civil War and Reconstruction bring about equality for Black people? Students will work in small groups and decide who will argue whether African Americans were free or not free during reconstruction. Students will analyze primary sources along with guiding questions to collect evidence to support their side. Students will present their arguments and evidence to their small groups based on the SAC structure outlined by Stanford History Education Group. Afterwards, students will try to reach consensus and share out their consensus about the success or failure of Reconstruction to answer the essential question.

Document A U.S. Constitution, Amendments 13-15. Retrieved from http://www.senate.gov/civics/constitution_item/constitution.htm#amendments (http://www.senate.gov/civics/constitution_item/constitution.htm#amendments)

Document B Opelousas, Louisiana, black code, July 3, 1865. In Senate executive documents for the first session of the thirty-ninth Congress of the United States of America, 1865-1866 (pp. 92-93). Washington, DC: Government Printing Office. Retrieved from https://archive.org/details/senateexecutived00unit (https://archive.org/details/senateexecutived00unit)

Document C Senate Report 693, 46th Congress, 2nd Session (1880). Reprinted in Dorothy Sterling, editor, The Trouble They Seen: The Story of Reconstruction in the Words of African Americans, New York: Da Capo Press, 1994. Retrieved from http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html (http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html)

Document D Portraits retrieved from the Library of Congress website, http://www.loc.gov/index.html) (http://www.loc.gov/index.html)

Document E Sidney Andrews quoted in the Joint Report on Reconstruction, (1866) pp. 174. Retrieved from https://archive.org/details/jointreconstruct00congrich (https://archive.org/details/jointreconstruct00congrich)

Unit 2 - Economy & Society

In this unit, students will examine the economy and its effects on society from the post-Civil War industrial revolution to the Great Depression and New Deal. Teachers start by exploring a current issue that echoes the essential theme. Investigation of unit content sheds light on this overarching theme as students apply historical thinking and analytical skills during their study. Students then return to current issues related to the unit theme and apply what they've learned to form and express conclusions about these issues through Deliberative Discourse, Socratic Seminar and/or arguments on social media or other authentic platforms. Students and teachers will make connections to local history throughout the unit to supplement the study with a local context.

The essential questions of this unit are:

- To what extent did the period of Urbanization, Industrialization, and Progressivism impact concepts of racialization and social class?
- How did reforms of the early 20th century influence racial equality in income, wealth, and opportunity (social, political or economic)?

☐ Unit Assignment(s):

Oral History Project

Students will engage in an Oral History project to analyze the intersection of racialization, gender, and class through the themes of urbanization, industry and immigration. Students will spend time with a family, community, or school staff to hear and learn stories about their lived experiences immigrating or migrating to San Diego. Students will develop a list of questions to guide the process and to highlight specific topics or time periods. Students will record and transcribe the interview and turn it into a narrative to capture the voice and spirit of the interviewee. The student will also offer an analysis of themes that may surface from the interview, which may include: identity, struggles, challenges, overcoming barriers, migration, and pivotal moments.

Race & Oral History Project - A student-centered collaborative initiative at UC San Diego - https://knit.ucsd.edu/rohp/

Oral Histories at SDSU - https://library.sdsu.edu/scua/online-materials/oral-histories

Oral History Program - https://sandiegohistory.org/oralhistory/

Unit 3 - Imperialism & Conflict

In this unit, students will study the history of imperialism and conflict in the United States, with acute focus paid to American imperialism around the world (1800-1920), the World Wars and their aftermath (1914-1955), the Vietnam War (1955-1975), and the War on Terror (2001-present). Teachers start by exploring a current issue that echoes the essential theme. Investigation of unit content sheds light on this overarching theme as students apply historical thinking and analytical skills during their study. Students then return to current issues related to the unit theme and apply what they've learned to form and express conclusions about these issues through Deliberative Discourse, Socratic Seminar and/or arguments on social media or other authentic platforms. Students and teachers will make connections to local history throughout the unit to supplement the study with a local context.

Students will be tasked with answering the essential question:

To what extent is America an empire?

Further questions will include:

- To what extent was American Imperialism consistent with U.S. ideals?
- How do conflicts and their aftermath impact race relations in the United States and overseas?
- To what extent are wars/conflict driven by racist ideals?
- And, to what extent can the U.S. rebuild nations with its military?

☐ Unit Assignment(s):

Structured Academic Controversy

Students will engage in a structured academic controversy activity to answer the question: To what extent is America an empire? Students will work in small groups and decide who will argue that America is an empire and America is not an empire. Students will use sources and historical case studies discussed in this unit along with guiding questions to collect evidence to support their side. Students will present their arguments and evidence to their small groups based on the SAC structure outlined by Stanford History Education Group. Afterwards, students will try to reach consensus and share out their consensus to the rest of the class.

Unit 4 - Transformation & Change

In this unit, students will learn about the resistance movements led by marginalized peoples to fight against injustice, rights violations, and to dream of an inclusive, thriving future for all. Teachers start by exploring a current issue that echoes the essential theme. Investigation of unit content sheds light on this overarching theme as students apply historical thinking and analytical skills during their study. Students then return to current issues related to the unit theme and apply what they've learned to form and express conclusions about these issues through Deliberative Discourse, Socratic Seminar and/or arguments on social media or other authentic platforms. Students and teachers will make connections to local history throughout the unit to supplement the study with a local context.

Essential questions of this unit are:

- How did social movements build upon each other, especially in the Civil Rights Movement of the 1960s?
- How did social movements apply tactics and strategies inspired by the Civil Rights Movement of the 1960s?
- How did social movements attempt to transform system(s) of oppression or create societal change at each level of oppression?

☐ Unit Assignment(s):

Social Movements Research Project

Students will apply what they learned in their case study of the Student Non-Violent Coordinating Committee (SNCC) to investigate how other social movements have attempted to transform society by dismantling systems of oppression at individual, interpersonal, institutional, and ideological levels. In small collaborative groups, students will gather reliable sources about a social movement during the 1960s-1970s (which include, but are not limited to: American Indian Movement, Anti-War Movement, Asian American Movement, Black Power Movement,

Disability Rights Movement, Ethnic Studies Movement, Chicano Movement, Queer Power Movement, Women's Liberation Movement.) They will read and analyze gathered and given sources, take notes using their own method or the given research graphic organizer, and cite sources that help answer research questions. Using their research, they will create a Google Slide presentation, write a presentation script, and practice presenting individually and collectively. The project will culminate in a group presentation about their chosen social movement.

Unit 5 - Hope & Healing

The final unit in this course utilizes the themes of hope and healing to develop students' aspirational capital which is defined by Professor Tara J. Yosso as, "...the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers." By conducting deep research on key models of community and civic participation/change, students will identify how their involvement in society is vital to its flourishing. The modules that kick off this unit serve as a runway to a culminating project conducted in the style of either Youth-Participatory Action Research (YPAR) or Integrated Action Civics (IAC).

The essential questions of this unit are:

- What are my community's strengths and unmet needs?
- What are my dreams/hopes for my community
- What role do individuals play in the transformation of themselves, their community and larger society?

☐ Unit Assignment(s):

Youth Participatory Action Research/Integrated Action Civics

Considering all the themes and historical case studies from this course, students will engage in action research methodology (Photovoice) that integrates elements of action civics to present solutions to stakeholders based on an issue of their choosing. Students will identify issues and assets in their local community by taking photos in their school or local community and writing a narrative that describes the photos. Using that data, they will engage in a cause and consequence analysis to gain a deeper understanding of the issue(s) they identified. They will engage in additional research using given and found resources to become experts at their issue and identify possible solutions to address the issue. Afterwards, they will identify stakeholders related to the issue and engage in stakeholder mapping to identify an audience that could best

effect change. The project will culminate with students creating and delivering a presentation to stakeholders they identified in order to disseminate information about the issue and propose solutions to make positive change in their community.

onors Final Exam Details:

Youth Participatory Action Research/Integrated Action Civics

Considering all the themes and historical case studies from this course, students will engage in action research methodology (Photovoice) that integrates elements of action civics to present solutions to stakeholders based on an issue of their choosing. Students will identify issues and assets in their local community by taking photos in their school or local community and writing a narrative that describes the photos. Using that data, they will engage in a cause and consequence analysis to gain a deeper understanding of the issue(s) they identified.

Students will engage in additional research using given and found resources to become experts at their issue and identify possible solutions to address the issue. Students will identify stakeholders related to the issue and engage in stakeholder mapping to identify an audience that could best affect change.

The project will culminate with students creating and delivering a presentation to the stakeholders they identified in order to disseminate information about the issue and propose solutions to make positive change in their community.

ourse Materials

Textbooks

"itle	Author	Publisher	Edition	Website	Primar _.
People and a Nation: A History of the United States	Norton, Katzman, Blight, et al.	McDougal Littell	2008	[empty]	Yes
Literary Texts					

litle little	Author	Publisher	Edition	Website	Read ir entiret
he Jungle	Upton Sinclair	Project Gutenberg (ebook)	1906	[empty]	No
he Souls of Black Folk	W.E.B. Du Bois	in public domain	1903	[empty]	No
in Indigenous Peoples' History of the Inited States	Dunbar-Ortiz, R.	Beacon	2014	[empty]	No
low to Hide an Empire	Immerwahr, D.	Vintage Publishing	2019	[empty]	No
ies My Teacher Told Me: Everything our American History Textbook Got Vrong	Locke, J. L.	Simon & Schuster	2007	[empty]	No
in African American and Latinx history of the United States	Ortiz, P.	Beacon Press	2018	[empty]	No
tamped: Racism, antiracism, and you	Reynolds, J., & Kendi, I. X.	Little, Brown and Company	2020	[empty]	No
different mirror: A history of nulticultural America.	Takaki, R. T.	Back Bay Books	1993	[empty]	No
people's history of American empire: graphic adaptation.	Zinn, H., Konopacki, M., & Buhle, P.	Constable	2013	[empty]	No
people's history of the United States: 492-present	Zinn, H.	Routledge	2015	[empty]	No
trangers from a different shore a istory of Asian Americans.	Takaki, R.	Little, Brown and Company	1998	[empty]	No
disability history of the United States	Nielsen, K. E.	Read How You Want	2012	[empty]	No
Queer History of the United States or Young People.	Bronski, M., & Chevat, R.	Beacon Press.	2019	[empty]	No
he Color of Law	Richard Rothstein	Liveright Publishing Corporation	2018	[empty]	No
AN'T STOP WON'T STOP: A history of he hip-hop generation.	CHANG, J.	PICADOR.	2024	[empty]	No

îitle		Author	Publis	sher	Edition	Website	Read ir entiret
ilipinos, forgotten Asian Americans: A ictorial essay, 1763-circa 1963.		Cordova, F., Cordova, D. L Acena, A. A.		nstration et for Asian cans.	1983	[empty]	No
Websites							
litle	Author(s)/Editor(s	s)/Compiler(s)	Affiliated Institution or Organization	URL			
acing History and Jurselves	[empty]		Facing History and Ourselves	https://www	.facinghisto	ry.org/	
leading Like a Historian	Stanford History E Group	ducation	Stanford University	sheg.stanfor	d.edu/		
ibrary of Congress	[empty]		United States Government	https://www	.loc.gov/		
he American AWP - A Massively collaborative Open J.S. History extbook	Ben Wright & Josep	oh Locke	Stanford University Press	https://www	.americanya	wp.com/	
andmark Cases of he U.S. Supreme Court	various Supreme C	ourt Justices	Street Law, Inc and the Supreme Court Historical Society	•	arkcases.or	g/en/landm	ark/hom
:3 Inquiry	[empty]		National Council for the Social Studies	https://c3tea	chers.org/ii	nquiries/	
inn Education roject	[empty]		Rethinking Schools	https://www	.zinnedproje	ect.org/	
ntegrated Action :ivics Project	[empty]		UC Berkeley	https://iacp.l	berkeley.edı	۱/	
PAR Hub	[empty]		UC Berkeley	http://yparhi	ub.berkeley.	edu/	
lace & Oral History roject	[empty]		UC San Diego	https://knit.u	ucsd.edu/ro	hp/	

Title	Author((s)/Editor	(s)/Compiler(s)	Affiliated Institution or Organization	URL
)ral History rogram	[empty]		San Diego History Center	https://sandiegohistory.org/oralhistory/
)ral Histories	[empty]		SDSU	https://library.sdsu.edu/scua/online- materials/oral-histories
Primary Docum	ents				
itle itle	Authors	Date	URL		
J.S. Constitution, amendments 13-	[empty]	[empty]	http://www.se	nate.gov/civics/co	nstitution_item/constitution.htm#amendment
Opelousas, ouisiana, black ode, July 3, 1865. n Senate xecutive ocuments for the rst session of the hirty-ninth longress of the Jnited States of merica, 1865- 866 (pp. 92-93)	[empty]	[empty]	https://archive	e.org/details/senat	teexecutived00unit
enate Report 93, 46th Congress, 2nd ession (1880)	[empty	[empty]	http://www.pt	os.org/wgbh/amex	/reconstruction/sharecrop/ps_adams.html
ortraits etrieved from the ibrary of Congress website	[empty]	[empty]	http://www.lo	c.gov/index.html	
idney Andrews uoted in the pint Report on leconstruction, 1866) pp. 174	[empty]	[empty]	https://archive	e.org/details/joint	reconstruct00congrich

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Reference List 2022-23

Identity and Agency in US History

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Λark Twain High School (052857)	Classroom Based	Abbreviation	Course Code
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580
Crawford High School (054630)	Classroom Based	Abbreviation	Course Code
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580
ast Village Middle College High School (054281)	Classroom Based	Abbreviation	Course Code
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580
Cearny Digital Media and Design (053216)	Classroom Based	Abbreviation	Course Code
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580

School Name	Course Learning Environment	Transcript Code(s)			
school Name	Environment	Transcript Code(s)			
Point Loma High School (052870)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
Norse High (052881)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
Herbert Hoover High School (052850)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
an Diego School of Creative and Performing Arts 052869)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
arfield High School (052840)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
Aission Bay High School (052860)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
Clairemont High School (052837)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		
incoln High School (054120)	Classroom Based	Abbreviation	Course Code		
		IDENT/AGCY US HIST 1,2 (P)	6579, 6580		

Title: Identity and Agency in US History

Length of course: Full Year

Subject area: History / Social Science (A) / U.S. History

UC honors designation? No

Prerequisites: None

Co-requisites: American Literature 1,2 (Recommended)

Integrated (Academics /

CTE)?

Nο

Grade levels: 11th

ourse Description

ourse overview:

In this course, students will examine U.S. history from the nation's beginnings to the 21st Century from the perspectives of groups that have been marginalized due to ethnicity, race, class, gender, and sexual identity. Students will analyze primary and secondary sources to develop arguments and use historical thinking skills, including contextualization, comparison, causation, and continuity and change over time, to evaluate instances of oppression and progress towards equality. They will the study the influence of legal, political, philosophical, and technological forces on issues of equity and access, as well as the contributions of individuals to the fight for social and racial justice. Through their investigation of U.S. history, students will explore the American identity and learn to appreciate and respect the similarities and differences that characterize the people of this nation. They will also understand that individuals can make a difference, and can become agents of change by challenging prejudice, exclusion, and injustice in society.

ourse content:

Unit 1 - Beginnings to Reconstruction

Students examine founding documents such as the Declaration of Independence and the Constitution after 1787 and determine how well the Constitution protected the rights of all Americans from the start and moving forward. Attention will be paid to policies and the impact of those policies on Native Americans, African Americans, and women. Students will trace the evolution of slavery in the United States and examine a range of primary sources, including letters written by slaves and freed slaves. They will watch the PBS documentary "Race: The Power of An Illusion" to gain a better understanding of the institution of slavery. They will learn about the changing policies of the United States toward Native Americans up to the Civil War, including assimilation and removal, and will review government actions leading up to the Civil War in context of the growing division between the North and South on the

subjects of justice and slavery. They closely read the post-Civil War Amendments--Thirteenth, Fourteenth, and Fifteenth--and explore the shifting American identity of this era. They will examine the Reconstruction in terms of power, respect, fairness, equality, the meaning of freedom, backlash, the Ku Klux Klan, and segregation brought on by Jim Crow laws, and understand that the legacies of this history extend through the twentieth century to the present day.

☐ Unit Assignment(s):

Students will analyze testimonials and letters from formerly enslaved people, such as Anthony Johnson, Ralph Ellison, Liza Mixom, Martin Jackson, Dick Lewis Barnett, Mollie Russell, Jourdan Anderson, and Frederick Douglass, as well as statements from the Freedmen's Bureau on the "Duties of Freedpeople." Sources can be accessed here: https://www.facinghistory.org/books-borrowing/reconstruction-era-and-fragility-democracy (https://www.facinghistory.org/books-borrowing/reconstruction-era-and-fragility-democracy)

Using evidence from the experiences of formerly enslaved African Americans, they will then support, refute, or modify the following statement: "Laws are the most important factor for freedom."

Unit 2 - Industrialism and the Gilded Age

Students will examine the post-Civil War industrial revolution and how it affected, and was affected by, different groups of people. They will study the role of railroads in western expansion and impact of that expansion on Native Americans. Case studies will include Chinese immigrants who worked to build the railroads, and the individuals and corporations who were made wealthy by this transportation boom. Students will compare the differing approaches of civil rights activists on achieving equality for African Americans by exploring writers like Booker T. Washington (Tuskegee Institute) and W.E.B. Du Bois (National Association for the Advancement of Colored People [NAACP]). They will analyze how immigrants from southern and eastern Europe were drawn to industrial America for economic, political, and religious reasons, with millions of darker-skinned, non-Protestant people arriving in the country between 1890 to 1910. Asian immigration in the West continued during this time, despite laws like the Chinese Exclusion Act of 1882 and the Alien Land Act of 1913. The period also saw a wave of internal migration as more than a million African Americans abandoned the agricultural South for industrial jobs in the urban centers of the North and Midwest. These migrations gave rise to overcrowded cities, unsafe living conditions and labor exploitation, along with new social reform movements, including labor organizations.

☐ Unit Assignment(s):

Students will gather facts, make inferences, generate questions, and evaluate bias and purpose by examining the writings and photographs of Lewis Hines, Lillian Wald, Jacob Riis and others who documented tenement life as experienced by immigrants at the turn of the last century. They will then design a tenement building that includes the ethnicity of inhabitants, plans and adheres to building codes of the time. Students will review each other's plans in groups, choose a building to live in, and explain the reasons for their choice.

Unit 3 - Progressive Era

Students will explore both the emergence of, and reaction to, eugenics and racist and anti-miscegenation laws during the Progressive Era. They will analyze legal statutes and letters of protest dealing with race in U.S. society at the turn of the century, and understand the role that law played in the construction of both racial identity and overall American identity. Additional voice will be given to child labor, factory working standards/conditions, the meatpacking industry, as well as muckrakers and others who sought to highlight injustices in these areas. They will contrast this with proponents of technological progress and examine social theories that were used to rationalize the growing disparity in wealth among the social classes. Students will study the growth of different social movements, including labor unions and women's suffrage, and explore topics such as political corruption and education. They will look at reformers such as the American Civil Liberties Union (ACLU) and the National Association for the Advancement of Colored People (NAACP). They will also look at the social aspects of the mass influx of people to cities, with new forms of entertainment springing up and and more opportunities for less-restricted forms of intimacy and same-sex relationships.

☐ Unit Assignment(s):

Students will conduct online research to find primary and secondary sources to use in a compare-and-contrast essay that communicates the similarities and differences of various female reformers of the Progressive Era. Through the use of these sources, students will learn about how these female reformers fought for expanded rights during this period and determine how they were able to achieve national reforms through strategic organizing at the local level. Finally, students will decide which female reformer they think made the greatest contribution to the civic principles and ideals of the Progressive Era reform movements, taking into consideration the women's geographic locations and ultimate political goals. Students must cite specific evidence to support their choice.

Unit 4 - Imperialism to World War I

As students study American conquests of lands beyond its borders--described by U.S. presidents as a project to "carry liberty and justice and the principles of humanity" to those places--they will compare that rhetoric to the actual liberty and justice experienced by diverse groups of Americans at home. They will analyze the nation's immigration policy, limitations, American Open Door policy, and conquests in the South Pacific and Caribbean following the Spanish-American and Philippine-American wars, as well as America's engineering of the Panama Revolution, as President Roosevelt's "big stick" policy justified America extending its power and exporting its cultural ideals to places across the globe. Attention will also be paid to Roosevelt's policy on eugenics.

Students will study the impact of World War I at home, having already studied the war from a global perspective in their previous year's World History coursee. Students will closely read President Woodrow Wilson's "Fourteen Points" speech of 1918 and determine the extent to which it was applicable domestically, especially in terms of women's suffrage and civil rights. Students will also study the impact of the Espionage and Sedition Acts on civil liberties at home, and the look at segregated units of African Americans who served in the military.

☐ Unit Assignment(s):

Students complete an activity from the American Social History Project/Center for Media and Learning, "Lessons in Looking: Imperialism Cartoons," in which they break down the elements of a political cartoon to understand how different symbols and images can be combined to convey meaning. They use that knowledge to analyze a political cartoon about U.S. imperialism in the 1890's, using compositional elements to determine what the message is. They then create a political cartoon that illustrates one of five key historical understandings of the Philippine-American War from HERB: Resources for Teachers, "Lessons in Looking: Imperialism Cartoons,"

https://herb.ashp.cuny.edu/items/show/1774 (https://herb.ashp.cuny.edu/items/show/1774). Afterwards, students will participate in a debate that they pretend is taking place at that point in time and argue the question: "Should the United States annex the Philippines?"

Unit 5 - The 1920's

Students will examine the "Great Migration" of African Americans from the rural South to industrial centers in the North and how it led to the Harlem Renaissance. Students will also look at the growing freedoms and pressures women faced with the passage of the 19th Amendment and the way that speakeasies challenging Prohibition led to an underworld of tolerance for diversity, including for the LGBT population, and a shift in marriage values and partners in marriage placing a higher value on companionship. LGBT life expanded in 1920s Harlem and rules about acceptable gender behavior became more flexible for black and white Americans at drag balls, rent parties, and speakeasies. Students examine lyrics to the music of this era. Students will also explore how reactions to the social and cultural openness of the 1920s led to increased violence and intimidation activities by Ku Klux Klan, launching anti-immigrant, anti-Catholic, anti-Semitic, anti-communities of color, and anti-LGBT movements, including the Red Scare. Students will analyze the immigration debates of the 1920s and study court cases such as United States v. Bhagat Singh Thind (1923) which ruled that naturalization could be restricted based on race. They will also study how Congress placed restrictions on immigration, such as nationality quotas in 1924, as a result of eugenics philosophy. Students will recognize how fear of communism and anarchism drove movements like the Palmer Raids, the "Red Scare," the Sacco-Vanzetti case, and the resulting restrictions on privacy and expression. Students will read the decisions of Justices Louis Brandeis and Oliver Wendell Holmes in Schenck v. U.S. (1919) and Whitney v. California (1927) to understand the tension between the rights of individuals and the power of government.

☐ Unit Assignment(s):

Students will closely read and construct a response to a prompt about Langston Hughes' "I, Too" poem. This will take place as a small-group activity, with each group discussing and creating a written response to these prompts: What did Hughes intend to accomplish with this poem? Why would he use poetry (or any other art form) to communicate his point during this period of time? Students should consider Jim Crow laws, and unofficial restrictions on opportunities for the advancement of African Americans in their explanation.

Unit 6 - The Great Depression and the New Deal

Students will study the origins of the Great Depression. Students will understand the disproportionate impacts that the Great Depression and FDR's New Deal had on various marginalized groups including: Mexican Americans, African Americans, women, children, Native Americans, organized labor, and other various religious and ethnic groups. Students will examine housing segregation, redlining, and the ways the New Deal helped to exacerbate wealth inequalities between whites and people of color.

☐ Unit Assignment(s):

Using sources from two Stanford History Education Group (SHEG) lessons, "Mexicans in the United States in the 1920s" and "Mexican Migration in the 1930s," students examine congressional testimony, photographs, industry correspondence, and state legislation to answer the question: "How and why did Mexican migration to the U.S. drastically change in the 1930s?" Students will cite evidence, contextualize events of the 1920s and 1930s (e.g. the Great Depression) in terms of their impact on Mexican migration, and use multiple documents to corroborate the different primary source perspectives they encounter in their investigation.

https://sheg.stanford.edu/history-lessons/mexicans-united-states-1920s (https://sheg.stanford.edu/history-lessons/mexicans-united-states-1920s)

https://sheg.stanford.edu/history-lessons/mexican-migration-1930s (https://sheg.stanford.edu/history-lessons/mexican-migration-1930s)

https://sheg.stanford.edu/history-assessments/mexican-immigration-1920s (https://sheg.stanford.edu/history-assessments/mexican-immigration-1920s)

Unit 7 - World War II

Students will revisit their study of World War II from their World History course from a domestic/American perspective. A study of totalitarian leaders such as Stalin, Hitler, and Mussolini will be included along with the United States' initial policy of isolation. Details of how the war was fought will be deemphasized, while the impact of the war on various ethnic groups and women will be emphasized. The Holocaust, the internment of Japanese Americans, and the status of African American, Native American, and Filipino American soldiers will be addressed. Students will discuss constitutional issues and Supreme Court cases such as *Korematsu v. United States*, treatment of German and Italian resident aliens, and the role of women in military production. Students will learn how World War II led to growing demands from civil rights advocates, which will be addressed further in the next unit. Experiences and contributions of specific African American soldiers who risked their lives fighting in the war will be analyzed through primary and secondary sources, including photographs and information from the Veterans History Project (http://www.loc.gov/vets/ (http://www.loc.gov/vets/)) and Tuskegee Airmen National Historical Museum (http://www.tuskegeemuseum.org/ (http://www.tuskegeemuseum.org/)).

☐ Unit Assignment(s):

Students will use primary and secondary sources to explore Japanese Internment, equal protection, and *Korematsu v. United States* through this question, "Should freedom be sacrificed in the name of national security?" Students will answer a series of document based questions about sources related to the case to include portions of the

Constitution, a variety of Congressional acts, political cartoons, questionnaires, Resolutions, Executive Orders, a letter of apology from President Bill Clinton, and the final Supreme Court decision from the Chief Justice and the dissenting opinion. Finally, students engage in the freedom v. security debate on a contemporary issue such as terrorism and the Patriot Act. Resources can be accessed at:

http://landmarkcases.org/en/landmark/cases/korematsu_v_united_states#Tab=Overview (http://landmarkcases.org/en/landmark/cases/korematsu_v_united_states#Tab=Overview).

Unit 8 - The Cold War

Students will examine how the Cold War between the U.S. and the Soviet Union led to U.S. containment policies that impacted justice and equality at home and abroad. Overseas, containment played out as CIA-backed support of authoritarian regimes, with poor records of protecting human rights in the Middle East, Africa, and Latin America. Students analyze the nation's domestic containment effort at by examining topics such as the House Un-American Committee, the Rosenbergs, civil defense, nuclear power, McCarthyism, the Lavender Scare, the Kitchen Debate, Civil Rights and the integration of the Armed Forces, and jazz musicians as ambassadors. They will study the Korean and the Vietnam Wars, including the anti-war opposition, up to the dissolution of the Soviet Union in the 1980s under Gorbachev. Oral histories, memoirs, and other primary and secondary accounts of soldiers' and refugees' experiences will be studied, such as Linda Granfield's *I Remember Korea*, David Halberstam's *The Coldest Winter*, and Rudy Tomedi's *No Bugles, No Drums*.

☐ Unit Assignment(s):

Students will work in groups to generate a significant question related to domestic containment and then design a virtual museum exhibit that seeks to answer that question. Specifically, students will consider four components of domestic containment: 1) Containing Subversives, 2) Containing Nuclear Power, 3) Containing Women, Sexuality, and Families, and 4) Containing the Race Problem. Students will research the four components through primary and secondary sources and will be able to explain how these efforts were an attempt to contain communism within the United States. Groups will present their exhibits to the class, which will evaluate them using a rubric.

This assignment is sourced from the California History-Social Science Project, History Blueprint, University of California, Davis:

chssp.ucdavis.edu/programs/historyblueprint/coldwar (http://chssp.ucdavis.edu/programs/historyblueprint/coldwar)

Unit 9 - America's Movements for Equality

Students will explore the following questions:

How was the government involved in the Civil Rights Movement?

Students will examine the African American Civil Rights Movement through a case study of Little Rock, Arkansas. They will explore themes of race and identity, and the choices of all those involved in Little Rock: leaders, media, students, community. After conducting critical race analysis of colonial times, students will ponder contradictions on liberty in the Declaration of Independence and the Constitution, and examine the relationship between state and federal courts and relevant cases such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* (1954). Students will also examine how Little Rock shaped public opinion and the lasting impact of the choices of all involved in this event. Students will develop a conceptual understanding of the significance and complexity of identity, including the tension between how one's own perception of self may differ from the perception of others. Finally, students will draw upon their own agency to review participatory action research methodology.

How did various movements for equality build upon one another?

Students connect that the African American struggle for equality, existing since Reconstruction, was perpetuated during the Cold War era, and that each key event in struggle led to another. This will create a launching point for the Civil Rights Movement, which students will analyze through such topics as: *Brown v. Board of Education* and may include: Emmett Till, the Montgomery bus boycott, Rosa Parks, Martin Luther King Jr. and the Southern Christian Leadership Conference (SCLC), Little Rock (for context), the Kennedy/Nixon election, *Boynton v. Virginia*, the Congress of Racial Equality and Freedom Riders, the Albany Movement, A. Philip Randolph, the march for "jobs and freedom" in Washington, DC, 16th St. Baptist Church bombing, assassination of JFK, roles of the NAACP, SNCC, CORE, 24th Amendment, Mississippi Freedom Summer, Civil Rights Act, Selma, Malcolm X, Voting Rights Act of 1965, Watts Riots, Chicago Freedom Movement, Kerner Commission, Black Panther Party for Self-Defense, Vietnam War, War on Poverty, assassinations of Martin Luther King, Jr. and Robert Kennedy, Muhammad Ali, Angela Davis, *Roberts v. City of Boston, Regents of the University of California v. Bakke*, Miami and Chicago in the 80's, election of Barack Obama, Black Lives Matter, and other movements of today.

☐ Unit Assignment(s):

Students will support, refute, or modify the following statement drawing on evidence from their study of the desegregation of Central High School in Little Rock, Arkansas: "Young people proved they had as much power as the President of the United States." They will communicate their answers by designing a memorial of the Little Rock, Arkansas crisis that identifies how civil rights events are connected to the Little Rock crisis and the work that needs to continue. Resources can be found here: https://www.facinghistory.org/books-borrowing/choices-little-rock (https://www.facinghistory.org/books-borrowing/choices-little-rock)

Unit 10 - Contemporary Society in the United States

Students will analyze globalization--the faster and freer flow of people, resources, and ideas across national borders-as a consequence of the Cold War. Students examine the experiences of refugees who fled Southeast Asia after the Vietnam War, and Iran after the Islamic Revolution of the 1970s; and track continuity and change by surveying the inaugural addresses of the contemporary American presidents: Richard Nixon, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, Barack Obama, and Donald Trump. Students will examine U.S. relations with Latin America in terms of economic ties that deepened throughout the 1980s, 1990s, and 2000s, with special attention paid to the North American Free Trade Agreement (NAFTA). The topic of immigration is addressed, along

with impacts of various laws enacted since the Immigration Act of 1965. Students learn through census data that Latinos/as became the largest ethnic group in California in 2010 and that Latino/a children comprise more than 51% of public school students.

The course will conclude with students examining how education, civil rights for people of color, immigrants, lesbian, gay, bisexual, and transgender Americans; recognition of economic, social and cultural rights; and the status of women have changed and remained unchanged over time. Despite persistent inequities, the United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. Students recognize that our democratic political system depends on them, as educated citizens, to challenge inequities, and to survive, and prosper.

☐ Unit Assignment(s):

Assignment:

Students will read the "Universal Declaration of Human Rights" (UDHR) closely and paraphrase its 30 articles. Once they have a thorough understanding of this document, they will select an article that resonates with them and analyze the extent to which that article is being adhered to locally in their community. Students will then either:

- Justify how the article being adhered to in their community by citing documentation that the community
 changed, and personal experiences from community members who helped enact positive change. They will
 bring awareness of the change and the role played by community members in bringing it about through a public
 service announcement.
- Identify an instance of the article not being adhered to in their community and cite evidence through
 documentation of community members and personal experiences. Students will take action to achieve the
 UDHR article's vision by writing to a local assembly/council member on the issue, citing the UDHR and
 suggestions for action to bring about positive change.

ourse Materials

Textbooks

Title Title	Author	Publisher	Edition	Website	Primary
he Americans: Reconstruction to the 21st Century	Danzer etal.	McDougal Littell	2006	[empty]	Yes
Literary Texts					

îitle		Author	Pub	lisher		Edition	Website	Read in entirety
he Jungle		Upton Sinclair	Proj	ect Gutenberg (e	book)	1906	[empty]	No
he Souls of Blac	k Folk	W.E.B. Du Bois	in pı	ublic domain		1903	[empty]	No
Websites								
Title	Author(s)/Editor(s)/Compil	ler(s)	Affiliated Institution or Organization	URL			
acing History nd Ourselves	[empty]	I		Facing History and Ourselves	https://w	ww.facingh	istory.org/	
eading Like a listorian	Stanford Group	History Education		Stanford University	sheg.stan	ford.edu/		
child Labor in umerica 1908- 912: thotographs of ewis W. Hines	Lewis W.	Hines		The History Place	http://wv	vw.historyp	lace.com/uni	tedstates/childlabor
acob Riis: The hotographer Vho Showed How the Other Half ives" in 1890s IYC	Kelly Ric	hman-Abdou		My Modern Met	https://m half-lives		et.com/jacob	-riis-how-the-other-
ibrary of Congress	[empty]	I		United States Government	https://w	ww.loc.gov	<i>I</i>	
andmark lases of the J.S. Supreme lourt	various S	Supreme Court Justi	ices	Street Law, Inc. and the Supreme Court Historical Society	http://lar	ndmarkcase	s.org/en/land	lmark/home
Primary Docu	ments							
itle	ļ	Authors		Date	URL			

Title	Authors	Date	URL
Inited Nations Iniversal Declaration f Human Rights	United Nations Drafting Committee for the Universal Declaration of Human Rights	Dec. 10, 1948	http://www.un.org/en/universal-declaration-human- rights/
tlanta Compromise peech	Booker T. Washington	1985	http://historymatters.gmu.edu/d/39/
ourteen Points	President Woodrow Wilson	Jan. 8, 1918	http://avalon.law.yale.edu/20th_century/wilson14.as

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Reference List 2022-23

Intro to Ethnic Studies (BP)

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
an Diego Metropolitan Regional Career Technical ligh School (053909)	Classroom Based	Abbreviation	Course Code
		INTRO ETHNIC STUDIES 1,2 (BP)	6921, 6922

Title: Intro to Ethnic Studies (BP)

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / History / Social Science

UC honors No

designation?

Prerequisites: None

Co-requisites: English 1 (BP) (Recommended)

Integrated

(Academics / CTE)?

No

Grade levels: 9th

ourse Description

ourse overview:

This course presents an interdisciplinary study of traditionally marginalized populations in the United States - specifically African American, Asian American, Chicana/o-Latina/o, and Native American - through a social justice pedagogy and perspective. In *Introduction to Ethnic Studies*, students will investigate, analyze, and evaluate how constructs of race, class, gender, and sexuality intersect with notions of power and privilege to impact the African American, Asian American, Chicana/o-Latina/o, and Native American communities struggle towards self-determination and social justice in the United States. Traditionally, the experiences and contributions of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the American historical narrative has been noticeably absent, thus requiring the need for students to engage in an academically rigorous and more inclusive historical and contemporaneous analysis of these respective communities to more accurately reflect their contributions and experiences as central, and not marginal, to the American historical narrative.

ourse content:

Unit 1: Building a Classroom Community

Students will build a community of trust and accountability within the classroom. This atmosphere is required as students explore their own identities and appreciate the identities of others. Through numerous texts, including excerpts from *The Autobiography of Malcolm X*, *The Absolutely True Diary of a Parttime Indian, Lakota Woman, I Know Why the Caged Bird* Sings and *Juliet Takes a Breath*, students will analyze the concepts of responsibility, respect, empathy, honesty, loyalty, work-ethic, study habits, character building, belief, self-Improvement, self-reflection, mindfulness, problem

solving, resiliency, and social justice. The exposure to various narratives, points of view, and perspectives will develop the students' understandings of themselves and their classmates. Students will gain a strong sense of self. Students will build bridges and develop a strong communal classroom culture that enables critical discussions to take place that push them academically.

Students will develop better oral and speaking skills by drawing from the concepts addressed to engage in dialogue, activities, experiences and presentations such as restorative community-building circles. Students will demonstrate the creation of a sustainable collective community classroom culture through poetry, reflective writing, artistic expressions, and oral presentations. The culminating project will be a written personal narrative and empathy walk wherein students will share their stories and be assigned a sibling in the class to create a collective narrative of common struggle.

☐ Unit Assignment(s):

Students will develop better oral and speaking skills by drawing from the concepts addressed to engage in dialogue, activities, experiences and presentations such as restorative community-building circles. Students will demonstrate the creation of a sustainable collective community classroom culture through poetry, reflective writing, artistic expressions, and oral presentations. The culminating project will be a written personal narrative and empathy walk wherein students will share their stories and be assigned a sibling in the class to create a collective narrative of common struggle.

Unit 2: Maslow's Hierarchy

Students will be introduced to and demonstrate understanding of Maslow's "Hierarchy of Needs." Starting with Maslow's 1943 article, "The Theory of Human Motivation," students will address Maslow's the following topics: physiological needs, safety and security needs, love and belonging needs, esteem needs. Further exploration into the "Hierarchy of Needs" will include delving into trauma-informed care and stress-related issues as described by the scholarly work of Duncan-Andrade (2008) and Burke Harris (2014). Students will understand that every person is capable of and desires to have their needs met so that they can reach the pinnacle level of self-actualization—which is required for engaged students, actively engaged in their own learning.

The culminating project will require students to use Maslow's Pyramid of Needs as a framework to read several case studies in order to identify and evaluate the root cause of the issues that plague all members of our society. They will participate in numerous Socratic Seminars to develop their own analysis and positions in order to write an argumentative editorial that will be submitted for public distribution.

☐ Unit Assignment(s):

The culminating project will require students to use Maslow's Pyramid of Needs as a framework to read several case studies in order to identify and evaluate the root cause of the issues that plague all members of our society. They will participate in numerous Socratic Seminars to develop their own analysis and positions in order to write an argumentative editorial that will be submitted for public distribution.

Unit 3: Elements of Our Identity

The topics that students will address through the "Elements of Identity" unit are as follows: an analysis of scholarly literature on the origins, historical, and contemporary meanings of identities/names of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans that have been assigned/forced upon them by dominant society (external forces) as well as the identities/names that these respective communities have self-determined and embraced (internal forces). Students will investigate, analyze, and evaluate the scholarly literature (including titles included in Unit 1) that describes processes of identity formation as a fluid and not static process amongst these identified populations, whom all have a diversity of identities. Students will investigate, analyze, and evaluate how the concepts/constructs of race, class, gender, im(migrant) status, language, and sexuality impact identity formation of African American, Asian American, Chicana/o-Latina/o, and Native American through an analysis and evaluation of scholarly literature. Students will compare and contrast how the social and historical processes of assimilation and acculturation have impacted African American, Asian American, Chicana/o-Latina/o, and Native Americans identity formation.

Drawing upon the scholarly literature to include African American, Asian American, Chicana/o-Latina/o, and Native American history, literature and poetry, students will write an informative essay that identifies the historical origins and contemporary meanings of the

identities/names of the aforesaid populations. Additionally, students will affirm their chosen ethnic/cultural identity or identities drawing from the scholarly literature, history, literature, and poetry from African American, Asian American, Chicana/o-Latina/o, and Native American works – as well as drawing from their lived experiences. Through this informative essay, students will have engaged in the following: utilizing supporting evidence taken from the research, history, literature, and poetry in their writing to affirm a given position; critical analysis of research, history, literature, and poetry accompanied with a critical self-reflection to synthesize and/or distinguish it from their lived experiences; and develop a critical consciousness on the significance of naming themselves and their worlds which constitute processes of self-determination and self-actualization.

☐ Unit Assignment(s):

Drawing upon the scholarly literature to include African American, Asian American, Chicana/o-Latina/o, and Native American history, literature and poetry, students will write an informative essay that identifies the historical origins and contemporary meanings of the identities/names of the aforesaid populations. Additionally, students will affirm their chosen ethnic/cultural identity or identities drawing from the scholarly literature, history, literature, and poetry from African American, Asian American, Chicana/o-Latina/o, and Native American works – as well as drawing from their lived experiences. Through this informative essay, students will have engaged in the following: utilizing supporting evidence taken from the research, history, literature, and poetry in their writing to affirm a given position; critical analysis of research, history, literature, and poetry accompanied with a critical self-reflection to synthesize and/or distinguish it from their lived experiences; and develop a critical consciousness on the significance of naming themselves and their worlds which constitute processes of self-determination and self-actualization.

Unit 4: Against Our Identities: Resistance, Survival, and/or Accommodation

The concepts of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, heterosexism, homophobia), prejudice, stereotypes, and discrimination will be identified, analyzed, and evaluated in historical and literary text and also through media relative to the experiences of and impact on African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the United States. Specifically using Zinn's *A Peoples' History of the United States* and Steele's *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, students will explore the

engaging topics of stereotype threat and resilience. Additionally, an identification, analysis and evaluation of historical and literary text and media on how African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans have worked to resist, survive, and at times accommodate to colonization and oppression within the context of American history. Furthermore, students will critically examine models of resistance to colonization and oppression of African American, Asian American, Chicana/o-Latina/o, and Native American communities within historical and contemporary contexts and determine the various resistance models' applicability to themselves, their respective communities, as well as inter-group collaborations between these aforesaid communities.

The culminating assessment for this unit will be a performative piece which will demonstrate student mastery of the concepts/constructs of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination. The performance piece can take the form of a debate, teatro (skit), poetry/spoken word, music/song, and/or dance. In addition to a formal teacher assessment, the students will also assess their peers on their performance piece.

☐ Unit Assignment(s):

The culminating assessment for this unit will be a performative piece which will demonstrate student mastery of the concepts/constructs of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination. The performance piece can take the form of a debate, teatro (skit), poetry/spoken word, music/song, and/or dance. In addition to a formal teacher assessment, the students will also assess their peers on their performance piece.

Unit 5 - Introduction to Universal Declaration of Human Rights

Students will explore the Universal Declaration of Human Rights (1948) through writing prompts, readings and discussions. These exercises will lay the foundation and enable students to master the spirit of the UDHR to help guide them in the subsequent units, including a juxtaposition of UDHR with the Bill of Rights included in the US Constitution. Also students will compose reflective narrative essay using the Universal Declaration of Human Rights and *The Great Civilizations of Central and South America* to address the following prompt/essential questions:

- What do we have in common with others? With our neighbors? In my community? With our borders?
- Do all of us have a history? Is one history greater than others?

Students will explore texts that highlight the immigrant experience such as *The Interpreter of Maladies, The House on Mango Street, and Message to Aztlan.*

Students will design conduct an ethnographic study wherein they will interview a community person, family member or friend that immigrated to the U.S. and share their story. The project will include introduction to several aspects of empirical cultural research, including identifying a subject for study, collecting data, coding and analyzing data, as well as writing and presenting research findings.

☐ Unit Assignment(s):

Students will design conduct an ethnographic study wherein they will interview a community person, family member or friend that immigrated to the U.S. and share their story. The project will include introduction to several aspects of empirical cultural research, including identifying a subject for study, collecting data, coding and analyzing data, as well as writing and presenting research findings.

Unit 6 - Social Movements and Historical Figures

Students will examine the historical contributions and significance of social movements and historical figures. Using the textbook (Zinn's *A People's History of the United States*) and other primary and secondary sources, students will critically analyze global independence movements and revolutions, abolition of enslavement; rights movement (Asian, African American/Black, Chicano/a, indigenous, Latino, Pacific Islander, LGBTQ+, Muslims, women and all marginalized peoples). By shedding light on often untold histories, students will gain self-awareness, self-empowerment, in order to become critical agents for change and active participants in their democracies.

The culminating project for this unit is to author a children's book that illustrates and tells a story of a historic figure/movement and the quest for human rights and justice. Students will review the elements of storytelling and book-making including plot, conflict identification and resolution. Students will be expected to share their books during an arranged visit to a neighboring elementary school or youth program.

Unit Assignment(s):

The culminating project for this unit is to author a children's book that illustrates and tells a story of a historic figure/movement and the quest for human rights and justice. Students will review the elements of storytelling and book-making including plot, conflict identification and resolution. Students will be expected to share their books during an arranged visit to a neighboring elementary school or youth program.

Unit 7: Contemporary Issues and Transformative Change

Using excerpts from Freire's *Pedagogy of the Oppressed*, students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Some of possible topics students will examine may include: racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to-prison-pipeline, poverty, religious persecution, access to equitable public education, gangs and violence. In this cumulative unit, students will use previous learnings to develop their own empowerment plan to address their identified community concern.

Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum by:

- Creating a student organization or club by adhering to district policies on the creation of club or organization (rationale, mission statement, goals, constitution, bylaws, application, etc).
- Developing an action research project that includes: context and rationale, literature review, methodology for data collection, collection of qualitative and quantitative data, analysis of data, findings and recommendations
- Alternative project with customized assessment that reflects the rigor of the provided projects (to be mutually agreed upon in a timely manner e.g. three weeks prior to due date)

All projects will be publicly exhibited at a scheduled Ethnic Studies Forum, wherein parents, faculty and community members will have opportunities to provide feedback.

☐ Unit Assignment(s):

Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum by:

• Creating a student organization or club by adhering to district policies on the creation of club or organization (rationale, mission statement, goals, constitution, bylaws, application, etc).

- Developing an action research project that includes: context and rationale, literature review, methodology for data collection, collection of qualitative and quantitative data, analysis of data, findings and recommendations
- Alternative project with customized assessment that reflects the rigor of the provided projects (to be mutually agreed upon in a timely manner e.g. three weeks prior to due date)

All projects will be publicly exhibited at a scheduled Ethnic Studies Forum, wherein parents, faculty and community members will have opportunities to provide feedback.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	n Website			Primai
ι People's History of he United States	Howard Zinn	Seven Stories Press	2015	http://zinnedproject.org/materials/a- young-peoples-history-of-the-united- states/		Yes	
Different Mirror: A listory of Multicultural merica	Ronald Takaki	Hachette Book Group	2008	[empty]			No
Literary Texts							
itle itle	Αι	ithor		Publisher	Edition	Website	Read in
Aessage To Aztlan	Ru	dolfo Gonzal	ez	Arte Publico Press	2001	[empty]	No

îitle	Author	Publisher	Edition	Website	Read ir entiret
dways Running: La Vida Loca Jang Days in LA	Luis Rodriguez	Simon and Schuster	2005	[empty]	No
he Autobiography of Aalcolm X	Alex Haley	Ballantine Books	1992	[empty]	No
akota Woman	Mary Crow Dog	Grove Press	2011	[empty]	No
Know Why the Caged Bird ings	Maya Angelou	Ballantine Books	2009	[empty]	Yes
Vhistling Vivaldi	Claude Steele	W.W. Norton and Co.	2011	[empty]	No
uliet Takes a Break	Gabby Rivera	Riverdale Ave Books	2016	[empty]	No
edagogy of the Oppressed	Paolo Freire	Bloombury Academic	2000	[empty]	No
eaching for Black Lives	Dyan Watson, Jesse Hagopian, Wayne Au	Rethinking Schools	2019	[empty]	No
Vhy Are all the Black Kids itting Together in the afeteria	Beverly Daniel Tatum	Basic Books	2017	[empty]	No
hrough Women's Eyes	Ellen Carroll Dubois, Lynn Dumenil	Bedford/St. Martens	2018	[empty]	No
Vhite Fragility	Robin Diangelo	Beacon Press	2018	[empty]	No
Ve Should All Be Feminists	Chimamanda Adichi	Anchor Books	2015	[empty]	Yes
he Thing Around your Neck	Chimamanda Adichi	Anchor	2010	[empty]	Yes
nterpreter of Maladies	Jhumpa Lahiri	Mariner Books	1999	[empty]	Yes

litle little	Author	Publisher	Edition	Website	Read ir entiret
Iames We Call Home	Becky Thompson	Routledge	1995	[empty]	No
he Hate U Give	Angie Thomas	Balzer and Bray	2018	[empty]	Yes
etween the World and Me	Ta-nehsi Coates	Spiegel and Grau	2015	[empty]	Yes
he Absolutely True Diary of a art Time Indian	Sherman Alexie	Little, Brown Books for Young Readers	2009	[empty]	Yes
he House on Mango Street	Sandra Cisneros	VIntage Press	1991	[empty]	Yes

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Introductions to Ethnic Studies

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Transcript Code(s)	
Herbert Hoover High School (052850)	Classroom Based	Abbreviation	Course Code	
		INTR ETH STUDIES 1P	6736	
		INTR ETH STUDIES 2P	6737	
		INTR ETH STUDIES 1,2 (P)	6736, 6737	
an Diego High School (053903)	Classroom Based	Abbreviation	Course Code	
		INTR ETH STUDIES 1P	6736	
		INTR ETH STUDIES 2P	6737	
		INTR ETH STUDIES 1,2 (P)	6736, 6737	
anyon Hills High School (052891)	Classroom Based	Abbreviation	Course Code	
		INTR ETH STUDIES 1P	6736	
		INTR ETH STUDIES 2P	6737	
		INTR ETH STUDIES 1,2 (P)	6736, 6737	
incoln High School (054120)	Classroom Based	Abbreviation	Course Code	
		INTR ETH STUDIES 1P	6736	
		INTR ETH STUDIES 2P	6737	
		INTR ETH STUDIES 1,2 (P)	6736, 6737	

Title: Introductions to Ethnic Studies

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / History / Social Science

UC honors designation?

Prerequisites: None

Co-requisites: English 1,2 (Recommended)

Integrated (Academics / CTE)?

Grade levels:

9th

ourse Description

urse overview:

This course presents an interdisciplinary study of traditionally marginalized populations in the United States - specifically African American, Asian American, Chicana/o-Latina/o, and Native American - through a social justice pedagogy and perspective. In *Introduction to Ethnic Studies*, students will investigate, analyze, and evaluate how constructs of race, class, gender, and sexuality intersect with notions of power and privilege to impact the African American, Asian American, Chicana/o-Latina/o, and Native American communities struggle towards self-determination and social justice in the United States. Traditionally, the experiences and contributions of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the American historical narrative has been noticeably absent, thus requiring the need for students to engage in an academically rigorous and more inclusive historical and contemporaneous analysis of these respective communities to more accurately reflect their contributions and experiences as central, and not marginal, to the American historical narrative.

ourse content:

Unit 1 - Building a Classroom Community

Students will build a community of trust and accountability within the classroom. This atmosphere is required as students explore their own identities and appreciate the identities of others. Through numerous texts, including excerpts from Freedom Writers, The Autobiography of Malcolm X, I Am Joaquin, The Joy Luck Club, Lakota Woman, I Know Why the Caged Bird Sings and Juliet Takes a Breath, students will analyze the concepts of responsibility, respect, empathy, honesty, loyalty, work-ethic, study habits, character building, belief, self-Improvement, self-reflection, mindfulness, problem solving, resiliency, and social justice. The exposure to various narratives, points of view, and perspectives will develop the students' understandings of themselves and their classmates. Students will gain a strong sense of self. Students will build bridges and develop a strong communal classroom culture that enables critical discussions to take place that push them academically.

Students will develop better oral and speaking skills by drawing from the concepts addressed to engage in dialogue, activities, experiences and presentations such as restorative community-building circles. Students will demonstrate the creation of a sustainable collective community classroom culture through poetry, reflective writing, artistic expressions, and oral presentations. The culminating project will be a written personal narrative and empathy walk wherein students will share their stories and be assigned a sibling in the class to create a collective narrative of common struggle.

Unit 2 - Maslow's Hierarchy of Needs

Students will be introduced to and demonstrate understanding of Maslow's "Hierarchy of Needs." Starting with Maslow's 1943 article, "The Theory of Human Motivation," students will address Maslow's the following topics: physiological needs, safety and security needs, love and belonging needs, esteem needs. Further exploration into the "Hierarchy of Needs" will include delving into trauma-informed care and stress-related issues as described by the scholarly work of Duncan-Andrade (2008) and Burke Harris (2014). Students will understand that every person is capable of and desires to have their needs met so that they can reach the pinnacle level of self-actualization—which is required for engaged students, actively engaged in their own learning.

The culminating project will require students to use Maslow's Pyramid of Needs as a framework to read several case studies in order to identify and evaluate the root cause of the issues that plague all members of our society. They will participate in numerous Socratic Seminars to develop their own analysis and positions in order to write an argumentative editorial that will be submitted for public distribution.

Unit 3 - Elements of our Identity

The topics that students will address through the "Elements of Identity" unit are as follows: an analysis of scholarly literature on the origins, historical, and contemporary meanings of identities/names of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans that have been assigned/forced upon them by dominant society (external forces) as well as the identities/names that these respective communities have self-determined and embraced (internal forces). Students will investigate, analyze, and evaluate the scholarly literature (including titles included in Unit 1) that describes processes of identity formation as a fluid and not static process amongst these identified populations, whom all have a diversity of identities. Students will investigate, analyze, and evaluate how the concepts/constructs of race, class, gender, im(migrant) status, language, and sexuality impact identity formation of African American, Asian American, Chicana/o-Latina/o, and Native American through an analysis and evaluation of scholarly literature. Students will compare and contrast how the social and historical processes of assimilation and acculturation have impacted African American, Asian American, Chicana/o-Latina/o, and Native Americans identity formation.

Drawing upon the scholarly literature to include African American, Asian American, Chicana/o, and Native American history, literature and poetry, students will write an informative essay that identifies the historical origins and contemporary meanings of the identities/names of the aforesaid populations. Additionally, students will affirm their chosen ethnic/cultural identity or identities drawing from the scholarly literature, history, literature, and poetry from African American, Asian American, Chicana/o-Latina/o, and Native American works – as well as drawing from their lived experiences. Through this informative essay, students will have engaged in the following: utilizing supporting evidence taken from the research, history, literature, and poetry in their writing to affirm a given position; critical analysis of research, history, literature, and poetry accompanied with a critical self-reflection to synthesize and/or distinguish it from their lived experiences; and develop a critical consciousness on the significance of naming themselves and their worlds which constitute processes of self-determination and self-actualization.

Unit 4 - Against Our Identities: Resistance, Survival, and/or Accommodation

The concepts of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination will be identified, analyzed, and evaluated in historical and literary text and also through media relative to the experiences of and impact on African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the United States. Specifically using Zinn's A Peoples' History of the United States and Steele's Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do, students will explore the engaging topics of stereotype threat and resilience. Additionally, an identification, analysis and evaluation of historical and literary text and media on how African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans have worked to resist, survive, and at times accommodate to colonization and oppression within the context of American history. Furthermore, students will critically examine models of resistance to colonization and oppression of African American, Asian American, Chicana/o-Latina/o, and Native American communities within historical and contemporary contexts and determine the various resistance models' applicability to themselves, their respective communities, as well as inter-group collaborations between these aforesaid communities.

The culminating assessment for this unit will be a performative piece which will demonstrate student mastery of the concepts/constructs of colonization, hegemony, forms of oppression (i.e., racism, classism, sexism, hetero-sexism, homophobia), prejudice, stereotypes, and discrimination. The performance piece can take the form of a debate, teatro (skit), poetry/spoken word, music/song, and/or dance. In addition to a formal teacher assessment, the students will also assess their peers on their performance piece.

Unit 5 – Introduction to Universal Declaration of Human Rights

Students will explore the Universal Declaration of Human Rights (1948) through writing prompts, readings and discussions. These exercises will lay the foundation and enable students to master the spirit of the UDHR to help guide them in the subsequent units, including a juxtaposition of UDHR with the Bill of Rights included in the US Constitution. Also students will compose reflective narrative essay using the Universal Declaration of Human Rights, *The Cosmic Race* and *The Great Civilizations of Central and South America* to address the following prompt/essential questions:

- What do we have in common with others? With our neighbors? In my community? With our borders?
- Do all of us have a history? Is one history greater than others?

Students will design conduct an ethnographic study wherein they will interview a community person, family member or friend that immigrated to the U.S. and share their story. The project will include introduction to several aspects of empirical cultural research, including identifying a subject for study, collecting data, coding and analyzing data, as well as writing and presenting research findings.

Unit 6 - Social Movements and Historical Figures

Students will examine the historical contributions and significance of social movements and historical figures. Using the textbook (Zinn's *A People's History of the United States*) and other primary and secondary sources, students will critically analyze global independence movements and revolutions, abolition of enslavement; rights movement (Asian, African American/Black, Chicano/a, indigenous, Latino, Pacific Islander, LGBTQ+, Muslims, women and all marginalized peoples). By shedding light on often untold histories, students will gain self-awareness, self-empowerment, in order to become critical agents for change and active participants in their democracies.

The culminating project for this unit is to author a children's book that illustrates and tells a story of a historic figure/movement and the quest for human rights and justice. Students will review the elements of storytelling and book-making including plot, conflict identification and resolution. Students will be expected to share their books during an arranged visit to a neighboring elementary school or youth program.

Unit 7 - Contemporary Issues and Transformative Change

Using excerpts from Freire's *Pedagogy of the Oppressed*, students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Some of possible topics students will examine may include: racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to-prison-pipeline, poverty, religious persecution, access to equitable public education, gangs and violence. In this cumulative unit, students will use previous learnings to develop their own empowerment plan to address their identified community concern.

Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum by:

- Creating a student organization or club by adhering to district policies on the creation of club or organization (rationale, mission statement, goals, constitution, bylaws, application, etc).
- Developing an action research project that includes: context and rationale, literature review, methodology for data collection, collection of
 qualitative and quantitative data, analysis of data, findings and recommendations
- Alternative project with customized assessment that reflects the rigor of the provided projects (to be mutually agreed upon in a timely manner e.g. three weeks prior to due date)

All projects will be publicly exhibited at a scheduled Ethnic Studies Forum, wherein parents, faculty and community members will have opportunities to provide feedback.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
1616	Auction	1 001131101	Edition	11 CD31CC	1 11111141

fitle	Author	Publi	isher	Edition	Website			Primar
People's History of the United States		Sever Storic Press	es	2015	http://zinnedproject.org/mater history-of-the-united-states/	Yes		
ι Different Mirror: A History of Multicultural America	Ronald Takaki	Hach Book Grou		2008	[empty]			No
Deculturalization and the Struggle for Equality: A Brief listory of the Education of Dominated Cultures in the United States	Joel Spring	McGi Hill Educa		2012	http://www.mheducation.com/ searchQuery=joel%20spring&ca	_		No
Literary Texts								
Title			Autho	or	Publisher	Edition	Website	Read in entirety
Vomen Hollering Creek and Other Stories			Sandr Cisner		Vintage Books	1991	[empty]	No
he Joy Luck Club			Amy T	īan .	Penguin Books	2006	[empty]	No
Aessage to Aztlan			Rodol		Arte Publico Press	2001	[empty]	No
lways Running: La Vida Loca: Gang Days in L.A.			Luis J. Rodrig		Simon & Schuster	2005	[empty]	No
he Autobiography of Malcolm X			Alex H	Haley	Ballantine Books	1992	[empty]	Yes
reedom Writers			Erin G	iruwell	Random House	1999	[empty]	No
he Absolute True Diary of a Part-Time Indian			Sherm		Little, Brown Books for Young Readers	2009	[empty]	Yes
akota Woman			Mary Dog	Crow	Grove Press	2011	[empty]	No
Know Why the Caged Bird Sings			Maya Angel		Ballantine Books	2009	[empty]	No
he Cosmic Race			Jose Vasco	ncelos	Johns Hopkins University Press	1997	[empty]	No
Vhistling Vivaldi: How Stereotypes Affect Us and What Wo	e Can Do		Claud	e Steele	W.W. Norton and Company	2011	[empty]	No
uliet Takes a Break			Gabby	/ Rivera	Riverdale Avenue Books	2016	[empty]	No
ledefining Realness: My Path to Womanhood, Identity, Lov Aore	ve and So N	Лисh	Janet	Mock	Atria Books	2014	[empty]	No
Vhy Zebras Don't Get Ulcers: The Acclaimed Guide to Stre Diseases and Coping	ss-Related		Rober Sapols		Holt Paperbacks	2004	[empty]	No
edagogy of the Oppressed			Paolo	Freire	Bloombury Academic	2000	[empty]	No
Periodicals								

\rticle title			Periodical title	Authors		Date	Website	
rug Goes Fr 750, Overnig		Tablet to	New York Times	Andrew Pollack		September 20, 2015		ww.nytimes.com/2015/09/21/business/a-huge-overnight- -in-a-drugs-price-raises-protests.html?_r=0
Great Exam	-	-	Forbes	Carolyn McClana	han	August 22, 2012		ww.forbes.com/sites/carolynmcclanahan/2012/08/22/great-story- everyone-should-have-health-coverage/#e980fa32fded
:alifornia Rea		n \$15	USA Today	Paul Davidson	ı	March 29, 2016		ww.usatoday.com/story/money/2016/03/28/california-raises- n-wage-15-hour/82348622/
upreme Cou ex Marriage	rt Ruling Ma a Right Nati		New York Times	Adam Liptak		June 26, 2015	http://www.marriage	ww.nytimes.com/2015/06/27/us/supreme-court-same-sex- .html
Scholarly A	Articles							
\rticle itle	Journal	Authors	Volume/I	ssue/Date	We	ebsite		
Vhite rivilege: Inpacking he nvisible Inapsack	Independer School	nt Peggy McIntosł	Winter 19	90	htt	ps://www.dean	za.edu/fa	aculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20I
heory of Iuman Aotivation	Psychologic Review	al A. H. Maslow	1943 / 50		htt	p://psychclassi	cs.yorku.	ca/Maslow/motivation.htm
lature vs. lurture in sychology	Simple Psychology	Saul McCleod	2007		htt	p://www.simpl	ypsycholo	ogy.org/naturevsnurture.html
Websites								
litle	Aut	:hor(s)/Editor(s)/Compiler(s) Affiliat	ted In	stitution or Or	ganizatio	on URL
Am Joaquin	Rod	olfo Gonzales				anstudies.org / Bloomington	Indiana	http://www.latinamericanstudies.org/latinos/joaquin.htm
ethinking So	chools [en	ıpty]		Rethin	king !	Schools		http://www.rethinkingschools.org/index.shtml
he Zinn ducation Pro		npty]		The Zir	nn Ed	ucation Project	:	http://zinnedproject.org/
Primary Do	ocuments							
litle			Author	s			Date	URL
Iniversal Dec	claration of I	Human Rights	United	Nations Ge	enera	l Assembly	1948	http://www.un.org/en/universal-declaration-human-rights/
Multimedi	a							
litle	Author	Directo	Namo video r serie:		ate	Website		

litle little	Author	Director	Name of video series	Date	Website			
Oon't Ask Vhere I'm rom, Ask Vhere I'm a ocal	Taiye Selasi	[empty]	TED Talk	October 2014	https://ww	ww.ted.c	om/talks/taiy	re_selasi_don_t_ask_where_i_m_from_ask_where_i_m
reedom Vriters	Erin Gruwell	Richard LaGravenese	Paramount Pictures	April 2007	[empty]			
Aalcolm X	[empty]	Spike Lee	[empty]	1992	[empty]			
Oth Annual Seorge E. Sent ecture	Michelle Alexander	[empty]	University of Chicago News	February 21, 2013	https://ne 2013-geo		-	timedia/michelle-alexander-author-quotthe-new-jim
'art 3: lawai'i vs. J.S. mperialism	Associated Animals Inc.	[empty]	Pinky & Bunny / The Pinky Show	June 11, 2009	http://ww	w.pinky:	show.org/proj	ectarchives/videos/part-3-hawaii-vs-us-imperialism
Girl Like 1	[empty]	Kiri Davis	Race: Why Are We So Different	2007	http://www.understandingrace.org/lived/video/index.html			
he Unequal Opportunity cace	[empty]	[empty]	The African American Policy Forum	[empty]	https://www.washingtonpost.com/video/national/the-unequal-opportunitd0d6-11e5-90d3-34c2c42653ac_video.html			
he Danger f A Single tory	Chimamanda Ngozi Adichie	[empty]	TED Talk	July 2009	https://ww	ww.ted.c	om/talks/chir	namanda_adichie_the_danger_of_a_single_story?lan
Valkout	[empty]	Edward James Olmos	HBO Studios	2006	[empty]			
low Childhood Frauma Offects Health Ocross a Ifetime	Nadine Burke Harris	[empty]	TED Talk	September 2014	https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affe language=en			
ift Off	Donovan Livingston	[empty]	Harvard Graduate School of Education	May 2016	http://ww	w.gse.ha	arvard.edu/ne	ws/16/05/lift
Other								
							Course material	
Title				Authors		Date	type	Website
		Art of Critical Pe ory to Practice i	0 0,	Jeffrey Dur Andrade, E Morrell		2008	Document	http://trail2010.org/blog/2010/jan/29/testimonic 2-definite-dozen/

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Reference List 2022-23

Journey for Justice in America: American Government & Public Services

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)			
Herbert Hoover High School 052850)	Classroom Based	Abbreviation	Course Code		
		UCCI JRNY JUSTIC AM (P)	6939, 6940		

Title: Journey for Justice in America: American Government & Public Services

Length of course: Full Year

Subject area: History / Social Science (A) / Civics / American Government

UC honors No designation?

Prerequisites: None

Co-requisites: None

Integrated Yes (Academics / CTE)?

Grade levels: 12th

ourse Description

This course was added from **University of California Curriculum Integration (UCCI)**. Please refer to their course for a full course description.

ourse Materials

This course was added from **University of California Curriculum Integration (UCCI)**. Please refer to their course for a full course description.

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Power and Identity Around the World 1, 2

San Diego Unified School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)		
ast Village Middle College High School (054281)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
Лorse High (052881)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
a Jolla High (051335)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
Mark Twain High School (052857)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	

School Name	Course Learning Environment	Transcript Code(s)		
(earny School of Biomedical Science and Technology 053900)	Classroom Based	Abbreviation Cour Code		
,		IDENT PWR ARND WLD 1, 2 (P)		
cripps Ranch High School (052834)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
Herbert Hoover High School (052850)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
Mt. Everest Academy (052826)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
atrick Henry High School (052867)	Classroom Based	Abbreviation	Course	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
an Diego School of Creative and Performing Arts 052869)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
oint Loma High School (052870)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
earny Engineering, Innovation & Design (053217)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
rawford High School (054630)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	
Mira Mesa High School (052858)	Classroom Based	Abbreviation	Course Code	
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946	

School Name	Course Learning Environment	Transcript Code(s)	
Cearny Digital Media and Design (053216)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
Canyon Hills High School (052891)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
Iniversity City High School (052887)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
Garfield High School (052840)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
lairemont High School (052837)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
Cearny College Connections (053893)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
incoln High School (054120)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	6945, 6946
Madison High School (052853)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	
an Diego High School (053903)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	
Aission Bay High School (052860)	Classroom Based	Abbreviation	Course Code
		IDENT PWR ARND WLD 1, 2 (P)	

Title: Power and Identity Around the World 1, 2

Length of course: Full Year

Subject area: History / Social Science (A) / World History / Cultures / Historical Geography

UC honors designation?

Prerequisites: None

Co-requisites: None

Integrated (Academics /

CTE)?

No

Grade levels: 10th

ourse Description

ourse overview:

In this course, students will study world history from the late 1700s to the present while examining the following strands: history, geography, economics, culture, hegemony, and ethics. The course thematically explores how power and identity shape national identity, international relations, constitutional heritage, and citizenship. By analyzing primary and secondary sources from diverse perspectives throughout the world, students develop arguments and apply historical reasoning, such as contextualization, causation, and continuity and change over time in order to evaluate instances of oppression and movements towards equity. Students will understand the historical roots of current world issues, especially as they pertain to current world issues. The curriculum is designed to empower all students to engage socially and politically and to think analytically and critically about the world around them. Students will also assess how individuals can make a difference and become advocates by challenging prejudice, exclusion, injustice in society, and become protectors of the environment, by becoming civically engaged agents of change.

ourse content:

Unit 1 - Identity and Power

In this unit, students will gain an understanding of and define the concepts of "Identity" and "Power". Students will identify these terms and reflect on them in regards to how the students' individual roles in social organization and social structure. Attention will be paid to the Enlightenment ideals discussed in Europe and will compare them to enlightened ideas from other parts of the world. Students will address the labels of "us" and "them" and will determine if, why, and when they have

grouped people into those labels. Students will look at primary sources regarding nationalism in an effort to determine why thoughts of identity and power change with time and global circumstances. Students will study how society and social organizations adapt to changing views of identity and power.

☐ Unit Assignment(s):

Students will understand the concept of "Identity" by creating an "Identity Chart" for themselves, then list qualities and characteristics that have shaped their individual identity. They will also examine which aspects of their identity were chosen by them and which were chosen for them. Students will then analyze how their identity translates into their power on campus and in their social circle. Students will then write a 3-5 paragraph essay reflecting on the following prompt. How have countries and governments shaped their identity and used their power to achieve societal goals?

Unit 2 - Meeting Needs and Wants

This unit explores how individuals, communities, and nations make economic choices that have both a positive and negative impact on societal constructs such as race, gender, marriage, and religion. Students will study the general economic and governmental structures that are a result of the enduring effects of the Industrial Revolution. Students will learn about population growth, rural to urban migration, and the growth of cities. Students will explore the evolution of work and labor, the effects of immigration, division of labor, and union movements throughout the world. Students will analyze the emergence of capitalism as a dominant economic pattern and responses to it, including Social Democracy, Socialism, and Communism. Students will analyze how industrialization and capitalism drove competition for raw materials, cheap labor, and captive markets - leading to rampant imperialism and colonial aggression in Africa, Asia, and the Americas. Students will make modern connections with local and global economic systems and will explore the impact of their personal economic decisions on other people/ communities around the world - including the impact of their consumer choices when purchasing items such as chocolate, electronics, and clothing.

☐ Unit Assignment(s):

Jewelry Making Simulation. Students will work in three different economic systems (market, command, and traditional) to gain an understanding of the fundamental values present in each system. Students will learn about the basic advantages and disadvantages of each system, and understand how the advantages of market economies led to the dominance of global capitalism. Students will then select a country and deliver a multimedia presentation that analyzes its economic system and to what extent it successfully meets the wants and needs of its people.

Unit 3 - Imperialism, Colonialism, and Hegemony

This unit will explore the impacts of imperialism and the birth and growth of nationalism. Students will look at the reasons behind Imperialism and the birth of race. Students will examine the Age of Exploration and the transition from exploration to Imperialism. There will be a focus on why the Industrial Revolution was a catalyst for imperialism. Students will analyze the impact of industrialization on both Imperial and imperialized communities. Students will reflect on Imperialism from the

perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. Students will end the unit by examining the new postcolonial world and the creation of a global economy and society.

☐ Unit Assignment(s):

After learning about the Industrial Revolution and its role in Imperialism, students will research a specific African country and will find information about how and why that country was imperialized. Students will analyze the government, society, and economy of the country before they were imperialized and after. Students will work in groups of four and create a multimedia presentation that examines the conflicts, and obstacles to moving forward and possible resolutions.

Unit 4 - Revolution and Resistance

Students will examine resistance movements and revolutions around the world to better understand regional challenges including geopolitical, cultural, and economic issues. Students will focus on the American Revolution, the French Revolution, and the Latin American Revolutions, as well as current resistance movements, to determine to what extent these efforts promote individual freedom and democracy.

☐ Unit Assignment(s):

Students will examine the Latin American Revolutions through a jigsaw source analysis and discussion. Students will divide into groups of four and will be assigned one of four Latin American revolutions; this will be their expert group. Each group will review the set of sources for their assigned revolution, and sort them into categories. Each group will then divide the sources evenly, and each student will individually take notes on their assigned source(s) on the Latin American Revolutions Notes Graphic Organizer. Once the allotted time is up, students will share their notes with their expert groups and complete their assigned section on the graphic organizer. Students will take their completed discussion graphic organizer to their new group. Each student will share their analysis for their assigned revolution while the other group members listen and record the new information on their own discussion graphic organizer. Lastly, the class will debrief their discussion.

Unit 5 - Hope and Healing

Students will discuss efforts by nations at reconciliation and healing, and whether they serve the cause of individual freedom and democracy. Students will research and examine how various societies and marginalized people groups have dealt with recovering from times of war, subjugation, oppression, and dehumanization. Students will explore the legacy of Imperialism and the Cold War in the developing world, as ethnic/people groups struggle to build stable nations in the modern era. Students will learn about the recovery challenges facing nations in Asia, Africa, and the Americas including geopolitical, cultural, military, and economic issues, as well as the nature of the international relationships in which they are involved. Students will study political divisions and systems, key leaders, religious issues, and the role of ideology as people groups continue to struggle for full independence.

☐ Unit Assignment(s):

Students will study "Righting a Wrong (https://densho.org/righting-a-wrong/)" from Densho: The Japanese-American Legacy Project. They will study the "Redress Movement (http://encyclopedia.densho.org/Redress_movement/)" of the 1970s and the Civil Liberties Act of 1988 (http://encyclopedia.densho.org/Civil_Liberties_Act_of_1988/), which provided a presidential apology and \$20,000 reparation payments to surviving former detainees of Japanese Internment Camps during WWII. Students will then explore the current debate over reparations payments to the descendants of slaves in the United States. In teams of 2, students will select a situation in our global society that is in need of healing. They will collaboratively research the history of the country and the challenges they are facing, then create a plan for recovery. The teams will present their plan in a multimedia presentation.

ourse Materials

Textbooks

itle	Author	thor Publishe		Edition	Website https://www.classzone.com/world_his.cfm https://www.facinghistory.org/purchase-hhb	
Nodern World History: Patterns of Interaction	Patterns of Littell Littell on t and Facing History Facing		Ū	7 edition (February 9, 2006)		
Holocaust and Human Behavior			ng History Ourselves	4 edition (August 29, 2017)		
Scholarly Articles						
Article title	Journal	Authors	Volume	e/Issue/Date	Website	
ocial Revolutions: heir Causes, atterns, and Phases	Sage Journals	Gizachew Tiruneh	Article f	: 4 issue: 3, first published September 18, isue published: 1014	https://doi.org/10.1177/215824401454884	5
olitical History of he French evolution since 989	Journal of Social History	Paul R Hanson	Volume Spring 2	52, Issue 3, 2019	https://doi.org/10.1371/journal.pone.01541	75

Article title	Journal	Authors	Vol	lume/Issue/Date		Website
Place for ndividuals: Positive Frowth in Rwanda	Eastern African Literary and Cultural Studies	Hannah Grayson	Vol 201	ume 3, Issue 2-4, .7		https://doi.org/10.1080/23277408.2017.1374052
lealing Past 'iolence: Traumatic ssumptions and herapeutic nterventions in Wa nd Reconciliation	Rights	Claire Moon	Vol 200	ume 8, Issue 1, 99		https://doi.org/10.1080/14754830902717726
Noney and Political conomy in the nlightenment	French Studies	Michael Sonenscher		ume 69, Issue 1, uary 2015		https://doi.org/10.1093/fs/knu256
Is and Them The nduring Power of thnic Nationalism	Foreign Affairs	Jerry Z. Muller	Ma	rch/April 2008		https://www.foreignaffairs.com/articles/europe/2008 03-02/us-and-them
Websites						
'itle	Author(s)/Edi	tor(s)/Compile	er(s)	Affiliated Institution or Organization	UR	aL
Reading Like a distorian" distory Lessons: he Cold War, he Korean War, he Sepoy debellion, actory Life, The dape of Nanking, he Middle dassage, The dattle of the omme, Atatürk and Women's dights in Turkey,	Stanford Histo Group	ory Education		Stanford History Education Group (SHEG)	f%!	ps://sheg.stanford.edu/history-lessons? 5B0%5D=topic%3A9&page=3#main-content#main- ntent#main-content
HE FOUR I'S OF OPPRESSION	[empty]			Northeastern University	cor	ps://www.northeastern.edu/lawstudentaffairs/wp- ntent/uploads/2017/08/Orientation-Readings- ndatory.pdf
Bead Game"	[empty]			Infusionomics		p://infusionomics.com/wp-content/uploads/2011/05/6 Bead-Game

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
xploring Community distory and Cultural influence, A Cimeline for Change, The importance of emale Voices, indentured ervitude and immigration, olerance and Genocide,	[empty]	Teaching Tolerance	https://www.tolerance.org/classroom-resources/lessons? keyword=world+history
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