

SEPULVEDA: Our commitment for 2022-2023 is to use the recently Board-adopted materials developed by the Fresno Unified Ethnic Studies Leadership Team as our guiding resources to support high-quality instruction.

- These living documents have been created by teachers for teachers to support bringing to life the Ethnic Studies materials.
- These resources will support increasing literacy through the means of reading, writing, speaking, and listening every day.

<p style="text-align: center;"><i>Introduction to Ethnic Studies 2022-2023 Year-at-a-Glance Fall (17 weeks) – Spring (21 weeks)</i></p>			
<p style="text-align: center;">Quarter 1 8 weeks</p>	<p style="text-align: center;">Quarter 2 9 weeks</p>	<p style="text-align: center;">Quarter 3 10 weeks</p>	<p style="text-align: center;">Quarter 4 11 weeks</p>
<p>Unit 1: Building Community <i>What is community and why does it matter? How do we treat each other and behave in this space?</i> 3 weeks See Unit plan with lessons below</p> <p>Unit 2: My Identity: The Stories that Shape Me <i>Who am I and what does that mean?</i> 3 weeks See unit plan with lessons below</p> <p>Unit 3: What is ES? <i>Why is Ethnic Studies Important?</i> 2 weeks <u>What is Ethnic Studies.docx</u></p>	<p>Unit 4: Investigating Systems of Power <i>What is a system of power? How do systems of power work?</i> 6 weeks <u>Systems of Power Lesson Plan.docx</u></p> <p>Unit 5: Age <i>What issues affect people my age, and how can young people make an impact in our world?</i> 2 weeks <u>Age Lesson Plan.docx</u> <u>Lesson Plan Youth Activism.docx</u></p> <p>End of Semester Site Specific Community Project 1 week</p>	<p>Unit 6: Who are WE?- The History of our Communities <i>How do our racial experiences define who we are, what we know, and how we resist?</i> 10 weeks</p> <p>Case Studies: -Native Americans -Xicanx Latinx -African American -Asian American and Pacific Islander <u>Lesson Plan - Yokut.docx</u> <u>Lesson Plan Modern Reservations.docx</u></p>	<p>Unit 6: Who are WE?- The History of our Communities cont. 2 weeks</p> <p>Unit 8: Tools of Resistance <i>How can we build alliances and solidarity among communities of people valuable in trying to advance a cause and work for change?</i> 5 weeks <u>Community Organizing Lesson Plan.docx</u> <u>Types of Resistance Lesson Plan.docx</u></p> <p>Unit 9: End of Semester-Community at Large YPAR Project</p>

<p><u><i>Why is Ethnic Studies important Lesson Plan .docx</i></u></p>			<p><u>YPAR Curriculum</u> <u>Intro to YPAR</u> <i>4 weeks</i></p>
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Introduction to Ethnic Studies, Course Overview:

Introduction to Ethnic Studies is an interdisciplinary course designed to introduce students to the importance of race, racism, culture, and ethnicity in shaping our shared history. Students will apply key concepts of Ethnic Studies to understand the interlocking systems of oppression and privilege that impact all people. Students will be exposed to a multitude of histories, perspectives, and cultures, while building knowledge of the diverse communities within our state as they exercise critical analytical and intercultural communications skills as well as respect and empathy for others. This course aims to empower youth through an emancipatory education that encourages students to engage in civic action through Youth Participatory Action Research Projects (YPAR) in which students will establish connections with local organizations and community leaders, and volunteering to bring positive change.

What are the enduring understandings and learning goals of this course?

Causality: How did systems of power and oppression become institutionalized in the United States and how are these systems upheld overtime?

Solidarity: In what ways are people of color and marginalized groups impacted by a legacy of colonization? How do we use our shared understanding of our collective struggle to fight for liberation for all?

Resistance: What have people of color, marginalized groups, and young folks done to organize movements that challenge the Status Quo?

Action: What action can Fresno Unified students plan, organize, and implement to resist systemic oppression in our own city and schools?

What interdisciplinary skills will students develop throughout the duration of this course?

The MS ES course lends itself as a scaffold to high school ES instruction/curriculum. Students will practice historical literacy skills such as analysis of primary and secondary sources, contextualization, corroboration, citing evidence, elements of critical literacy, speaking and listening skills, oral interviewing skills, collaboration, civic action/engagement, inquiry-based learning, global citizenship, and 21st century skills. The instruction of this course is aligned to the 2016 Social Science Framework and Common Core Standards as listed below.

Chronological and Spatial Thinking

Students explain how major events are related to one another in time.

Students construct various timelines of key events, people, and periods of the historical era they are studying.

Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

Students frame questions that can be answered by historical study and research.

Students distinguish fact from opinion in historical narratives and stories.

Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Students recognize the role of chance, oversight, and error in history.

Students recognize that interpretations of history are subject to change as new information is uncovered.

Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

COMMUNITY RESPONSIVE EDUCATION¹

MIND CONTENT Learning Goals

- *Create learning goals that focus on the content students will learn from the unit and how we aim to reach the minds of the students.*

BODY: SKILL Learning Goals

- *Create learning goals that focus on the skills students will gain from this unit and how we aim to reach the bodies of the students.*

SOUL: RELEVANCE Learning Goals

- *Create learning goals that focus on how students will feel connected to this unit and how we aim to reach the souls of the student.*

¹ Author and Educator of “Community Responsive Education”, Allyson Tintiangco-Cubales, PhD.

FEET/LEADERSHIP: CRITICAL LEADERSHIP

- Create learning goals that aim to contribute to the students' critical leadership development.

<i>Introduction to Ethnic Studies</i>	
Unit 1: Building Community 3 weeks	
MIND²: Enduring Understandings	<ul style="list-style-type: none"> • What is community and why does it matter? • What does my community look like? Why? • How can differing perspectives and experiences help build community? • What is my role within my community and how can I enact change in the world around me?
BODY³: Students Will Be Able To:	<ul style="list-style-type: none"> • Connect with student peers through community building activities. • Define the term “community” and deconstruct it in terms of macro and micro level meanings. • Reflect on the importance of community on their success in their personal life, schooling, and the community at large. • Make observations of your community to describe the story and makeup of your community. • Identify needs in their community and investigate ways to make improvements.
BODY⁴: Essential and Framework Questions	<ul style="list-style-type: none"> • What is the story of our community? • How and why is the story of our community important? • How does the story of our community connect to my personal story? • In what ways can young people be a benefit to their community?

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³ **BODY: SKILL** Learning Goals

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<p>MIND⁵: Key Concepts</p>	<ul style="list-style-type: none"> ● Community <ul style="list-style-type: none"> ○ Micro Level Community (family, school, sports, etc.) ○ Meso Level Community ○ Macro Level Community (cities, race, ethnic groups, gender, etc.) ● Multiple Perspectives ● Maslow’s Hierarchy of Needs v Blackfoot Nation 	
<p>SOUL⁶: Guiding Principles</p>	<p style="text-align: center;">Readings/Resources</p> <p style="text-align: center;">These are key readings to support understanding of the essential questions.</p>	<p style="text-align: center;">Common Core State Standards</p> <p style="text-align: center;">LINK TO CCSS:</p> <p style="text-align: center;">http://www.corestandards.org/read-the-standards/</p>
<p>CULTIVATE empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;</p> <p>CELEBRATE and honor Native People/s of the and and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;</p>	<p>Community Builders/Ice Breakers:</p> <p>https://drive.google.com/file/d/1JFJLg6jtvDHAZf2irdAZaSMITAfjLij9/view</p> <p>https://www.edutopia.org/article/10-powerful-community-building-ideas</p> <p>https://www.facinghistory.org/resource-library/back-school-2021-building-community-connection-and-learning/activities-first-days-school</p> <p>Micro & Macro definition diagram:</p> <p>https://i.pinimg.com/originals/60/d0/95/60d0954987564d740b2f239354b8ea3a.png</p> <p>Native Ideology Black Foot Nation V Maslow’s Hierarchy of Needs: https://shanesafir.com/2020/12/before-maslows-hierarchy-the-whitewashing-of-indigenous-knowledge/</p>	<p>READING</p> <p>CCSS.ELA-LITERACY.RI.8.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.8.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through</p>

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⁶ **SOUL: RELEVANCE** Learning Goals

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<p>CENTER and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;</p> <p>CRITIQUE empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;</p> <p>CHALLENGE imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;</p> <p>CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;</p> <p>CONCEPTUALIZE,</p>	<p>Maslow’s Hierarchy of Needs & Community Building: https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571</p> <p>What is Community, Anyway?: https://ssir.org/articles/entry/what_is_community_anyway</p> <p>https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main</p> <p>Local Community Resources: Regional Opportunity Index: https://interact.regionalchange.ucdavis.edu/roi/index.html</p> <p>Census Info-Fresno County: https://www.census.gov/quickfacts/fresnocountycalifornia</p> <p>Local Community Organizations/Community Events: https://fresnobarriosunidos.org/</p> <p>https://www.expresartewellness.org</p> <p>https://ccfoodbank.org</p> <p>https://www.fresnocenter.org</p> <p>https://www.fresnobhc.org</p> <p>Case Studies: https://fresnoalliance.com/the-power-of-art-in-times-of-the-pandemic/</p>	<p>comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.6</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>WRITING</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.6</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SPEAKING AND LISTENING</p> <p>CCSS.ELA-LITERACY.SL.8.1</p>
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<p>imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.</p>	<p>https://www.fresnobee.com/news/local/article243510637.html https://fresnoalliance.com/a-mural-with-wings-of-change/ https://fresnoalliance.com/earth-day-2/ https://www.valleyair.org/recent_news/News_Clippings/2013/IntheNews03-18-13.pdf</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>FEET⁷: Civic Education Taking Action (Leadership)</p>	<p>Potential Activities:</p> <ul style="list-style-type: none"> ● Guest Speakers (zoom option available): Students will network with a local community non-profit centered on community collectivism and healing. Students will develop a set of pre- and post-questions to ask community leaders on the role of youth in the community and in holding space for healing. ● Investigating YOUR Community via Regional Opportunity Index, Census Info, and Local Non-profit Listings: Students will engage in a short research project to describe the community makeup of their personal neighborhood and/or school community. Students should identify community needs and brainstorm ways to respond to those needs on micro and macro levels of the community. ● Students shall engage in volunteer opportunities within their communities and participate in community service. 	
<p>Cornerstone Lessons</p>	<p>Lesson 1: Classroom Community Building: Setting Norms Lesson 2: Micro and Macro Communities Lesson 3: How Can Young People Improve Their Communities? Assessing Local Needs & Opportunities to Serve</p>	

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Unit 2: My Identity: The Stories that Shape Me 3 weeks	
MIND⁸: Enduring Understandings	<ul style="list-style-type: none"> ● Who am I? ● What is identity? ● What is intersectionality and how does it affect your identity? ● How does identity continue to develop over time? ● How may one’s identity shift given different diverse contexts?
BODY⁹: Students Will Be Able To:	<ul style="list-style-type: none"> ● Define identity and intersectionality. ● Analyze how constructs of race, class, gender, etc. have impacted identity formation for people of color. ● Describe the role of personal and secondary identity. ● Research family history and/or roots to affirm identity. ● Affirm their chosen ethnic/cultural identity through their lived experiences, history, literature, poetry, and music.
BODY¹⁰: Essential and Framework Questions	<ul style="list-style-type: none"> ● Who am I and why does that matter? ● What is intersectionality and why is it important to understand my identity and the identities of others? ● How have prejudice and discrimination against certain identities impacted myself, family, friends, and community? ● How do I tell my story?
MIND¹¹: Key Concepts	<ul style="list-style-type: none"> ● Identity ● Personal & Social Identity

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	<ul style="list-style-type: none"> ● Intersectionality ● Race, Ethnicity, Gender, Social Construct (continued) ● Labels & Stereotypes ● Power & Privilege ● Other Factors that Affect Identity <ul style="list-style-type: none"> ● Class; Economic ● Geography & Environment ● Culture ● Self-Perception ● Education ● Religion ● Sexual Orientation ● Cisgender, Transgender, Nonbinary ● Neurotypical & Neurodiverse 	
<p>SOUL¹²: Guiding Principles</p>	<p style="text-align: center;">Readings/Resources</p> <p style="text-align: center;">These are key readings to support understanding of the essential questions.</p>	<p style="text-align: center;">Common Core State Standards LINK TO CCSS:</p> <p style="text-align: center;">http://www.corestandards.org/read-the-standards/</p>
<p>CULTIVATE empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;</p> <p>CELEBRATE and honor Native People/s of the and and</p>	<p>District Resources</p> <p>This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action and Do The Work by Tiffany Jewell. 2020. Pages 4-29.</p> <p>This Book is Anti-Racist Journal: Over 50 Activities to Help You Wake Up, Take Action, and Do the Work by Tiffany Jewell. 2021. Pages 4-5, 10-11, 14-21.</p> <p>This Book is Anti-Racist Book Preview Sheet: Book Preview</p>	<p>READING CCSS.ELA-LITERACY.RI.8.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

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<p>communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;</p> <p>CENTER and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;</p> <p>CRITIQUE empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;</p> <p>CHALLENGE imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;</p> <p>CONNECT ourselves to past and contemporary resistance movements that struggle for</p>	<p>Terminology Sheet (<i>use glossary in district text pages 56-59</i>) Vocab Identity.docx</p> <p>Identity Wheel: https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/</p> <p>Personal & Secondary Identity Worksheet: Pers Sec Identity.docx</p> <p>Learning for Justice Resources: Intersectionality Resources: https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections https://www.learningforjustice.org/classroom-resources/film-kits/bibi</p> <p>Identity Resources: https://www.tolerance.org/classroom-resources/lessons?keyword=&field_grade_level%5B37%5D=37&sort_by=search_api_relevance&page=8</p> <p>Facing History Resources: https://www.facinghistory.org/chunk/my-honest-poem-sentence-starters https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/bear-wasnt</p>	<p>CCSS.ELA-LITERACY.RI.8.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.6</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>WRITING</p> <p>CCSS.ELA-LITERACY.W.8.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.6</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to</p>
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<p>social justice on global and local levels to ensure a truer democracy;</p> <p>CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.</p>	<p>https://www.facinghistory.org/resource-library/my-part-story-exploring-identity-united-states/identity-and-labels</p> <p>Other Resources: Poem, Where I am From, George Ella Lyons: http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf</p> <p>African American Identity Poem Example: https://poets.org/poem/still-i-rise</p> <p>Latinx Identity Poem Example: https://www.youtube.com/watch?v=Qt8QIREXUHE</p> <p>https://www.latinamericanstudies.org/latinos/joaquin.htm</p> <p>Gender Identity Example: https://www.stlyrics.com/lyrics/lacageauxfolles/iamwhatiam.htm https://www.youtube.com/watch?v=zreTvtPTeoU</p> <p>Asian Identity Example: *contains explicit-censor to your capacity* https://www.youtube.com/watch?v=AUFneCozJBw</p> <p>https://genius.com/Ruby-ibarra-us-lyrics</p> <p>My Intersectional and Multiple Identities and Their Relationships to Power Chart: https://docs.google.com/document/d/17FSa3uadYvrsj5ICq4SFLfZEY7IyROkvP8piNcXa00g/edit?fbclid=IwAR0h3a_OM343mkEPFhNSbC_kC2YVzUtybBNJHAK8UVcv4SLam16hm96KOvA</p>	<p>interact and collaborate with others.</p> <p>SPEAKING AND LISTENING</p> <p>CCSS.ELA-LITERACY.SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
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<p>FEET¹³: Civic Education Taking Action (Leadership)</p>	<p>Potential Activities:</p> <ul style="list-style-type: none"> ● I Am/My Honest Poems ● Identity Flower Wheel ● Identity Projects: How to Tell YOUR Story (Selfie Project) https://boomoaxaca.com/wp-content/uploads/2022/02/Visual-Representation-who-tells-your-story.pdf ● Guest Speakers (in person or via zoom): Introduce community organizations, teachers/staff on campus, or individuals to students who share their story on identity formation and how affirming your identity is important to our sense of belonging, self-esteem, and agency. 	
<p>Cornerstone Lessons</p>	<p>Lesson 1: What's in a Name? Introduction to Identity Lesson 2: Personal & Secondary Identity Lesson 3: Authoring My Identity</p>	

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