

Teachers should ensure that authentic, meaningful assessments are noted.

Detail Scope and Sequence Template

Time Frame	Standard(s) CA, CCSS, IB, or NGSS	Unit Topic	Student Outcomes: STUDENTS WILL BE ABLE TO:	ATL's	(Potential) Authentic Activities and Assignments	Materials & Resources	(Potential) Assessment(s)
6 weeks	CCSS. RH.9-10.1; CCSS. RH.9-10.2; CCSS. RH.9-10.3; CCSS. RH.9-10.4; CCSS. RH.9-10.5; CCSS. RH.9-10.6; CCSS. RH.9-10.7; CCSS. RH.9-10.8; CCSS. RH.9-10.9; CCSS. RH.9-10.10	What is Ethnic Studies and how it impacts my story and identity?	<p>Students will understand the dynamics of how race, ethnicity, gender, and sexuality play a role in the construction of one's identity.</p> <ul style="list-style-type: none"> Who am I and where am I from? □ What is identity? □ What are the factors that create your identity? How does family history and roots influence the development of identity? How does identity continue to develop over time? How may one's identity shift given different diverse contexts, either as an act of strategy or as an act of subjugation? How is ethnic studies different from history? 	critical thinking transfer collaboration communication information literacy reflection	<p>Sample Assignment: What's in a Name?: Students will explore the topic of birth names, the significance of names, and how names reflect cultural knowledge and traditions. Students will explore and share about their personal name/s they prefer and learn new understandings regarding the names of their peers, which will nurture community building and the sharing of self.</p>	<p>Readings: Core texts: "A Different Mirror for Young People" by Takai Supplemental: Takaki: Introduction - My Story, Our Story Excerpts from <i>Borderlands</i> by Gloria Anzaldua's Excerpts from <i>Between the World and Me</i> by Ta-Nehisi Coates Clips from documentary: <i>Fordson: Faith, Fasting, Football</i></p>	The culminating assignment will be the Mapping My Identity counter-narrative project with a visual and written component. Students will create a life-size visual representation of themselves, where each body part will be an analysis of the historical, ancestral, geographical, and personal forces that forged their identity. The written

			<ul style="list-style-type: none"> • How does ethnic studies offer a different perspective on historical and contemporary issues? • How does ethnic studies help validate the histories of diverse groups of people in the United States? • How does ethnic studies highlight the contributions of diverse groups of people in the United States? • Students learn the history of the social construction/constructs of race and collect documents pertaining to their own history. • Students investigate the social construction of race and its impact on systems as well as patterns and practices of oppression that influence the lives of 		<p>Students will engage in text and media to deepen their understanding of names, identity, cultural identity, and the importance of pronouncing each other's names correctly.</p>		<p>component will be either an I Am poem or a description of their map.</p>
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			<p>communities of color.</p> <ul style="list-style-type: none"> • Students learn about racial microaggression as well as how to respond to them 				
4 weeks	<p>CCSS. RH.9-10.1; CCSS. RH.9-10.2; CCSS. RH.9-10.3; CCSS. RH.9-10.4; CCSS. RH.9-10.5; CCSS. RH.9-10.6; CCSS. RH.9-10.7; CCSS. RH.9-10.8; CCSS. RH.9-10.9; CCSS</p>	4 I's of Oppression	<ul style="list-style-type: none"> • Students will research the impact settler colonialism, imperialism, genocide and hegemony have had on the historical and contemporary experiences on people of color in the U.S. • Students will gain a deeper understanding of systemic oppression and the manifestations of several forms of oppression (racism, ableism, etc.), and describe the impact these forms of oppression have 	<p>Critical Thinking Reflection Info Literacy Media Literacy Transfer</p>	<p>(Teach one of the thematic pathways from "Oppression & Marginalization" & one from "Affirmation & Resistance").</p> <p>"Oppression & Marginalization":</p> <ul style="list-style-type: none"> - Settler Colonialism (Native American Genocide and African American Chattel Enslavement) - Maafa - Trans-Atlantic Slave 		<p>- A well-researched, multimedia, community responsive public service campaign that challenges particular stereotypes in terms of ideological, institutional, interpersonal, and internalized oppression. In the final project, students will include tools and strategies for reclaiming</p>

	.RH.9-10.10		<p>had on communities of color in the U.S.</p> <ul style="list-style-type: none"> • Students will engage in constructive projects of reclaiming hope and healing, improving cross-cultural relationships, and transformative projects that improve our communities 		<p>Trade (Middle Passage)</p> <ul style="list-style-type: none"> - Japanese Internment / - Yellow Peril - Model Minority Myth - School to Prison Pipeline - Recidivism <p>“Affirmation & Resistance”:</p> <ul style="list-style-type: none"> - Resistance to Settler Colonialism - Rebellions - NoNo Movement, Redress and Reparations for Japanese Internment - Creation of Asian American 		<p>hope and healing.</p> <ul style="list-style-type: none"> - My Stereotypes: Investigate and analyze film portrayals of Latinos, African Americans, and Asian Pacific Islander Desi Americans in movies and television shows based in Los Angeles (e.g., NCIS:LA, Lincoln Lawyer, Training Day, etc.). Students then select and analyze examples of contemporary stereotyping
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					<p>Political Alliance (AAPA)</p> <ul style="list-style-type: none"> - Collective vs. Individualism - Community Cultural Capital: What is it? Response to Oppression <p>Strategies:</p> <ul style="list-style-type: none"> - Analysis of primary and secondary documents - Indigenous Science Graphic Organizer - Four I's of Oppression handout - "how hegemony works" graphic organizer 		<p>in popular culture to understand how stereotypes are reproduced and maintained. Then, students are to use this learning to write a <u>1,500-word essay</u> which addresses the following question: How does the practice of racially stereotyping people of color in television and movies negatively impact these marginalized communities by affirming</p>
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							concepts of essentializing, hegemony and oppression?
4 weeks	CCSS. RH.9-10.1; CCSS. RH.9-10.2; CCSS. RH.9-10.3; CCSS. RH.9-10.4; CCSS. RH.9-10.5; CCSS. RH.9-10.6; CCSS. RH.9-10.7; CCSS. RH.9-10.8; CCSS. RH.9-10.9; CCSS. RH.9-10.10	Social Movements (Modern)	<ul style="list-style-type: none"> Students will be able to identify pivotal historical moments of the social and political movements of the 1950-1970's. Students will be able to analyze, discuss and present concrete policies, practices and laws that emanated from these movements and describe the impact on the social conditions in communities of color. We will research examples of community organizing and social movements of the 1950's through 1970's. 	Critical Thinking Reflection Transfer Collaboration Communication	(Teach one of the thematic pathways below or create your own) A) Los Angeles/ California <ul style="list-style-type: none"> AA/B: Black Panther Party/ Angela Davis/ George Jackson/ Allyship / AA/B Leadership CH/L: Brown Berets/ Walkouts/ Chicano Moratorium APIDA: AIM/ Alcatraz/ Catalina Island NA/ AI: Eastwind/ I Wor Kuen/ KDP B) Mutualistas/ Mutual Aid Societies		Revisit "What's in a Name?", "Tree of Life", and/or "Matrix of Social Identity": Students will revisit the topic of names and identity from units 1 and 2, and consider which elements of their own names and identities are influenced by their pre-colonial ancestral roots and/or by European colonialism, and how some people of color-based social movements

			<ul style="list-style-type: none"> ● We will be able to explain and provide examples of coordinated resistance to disrupt and dismantle inequitable systems. ● We will identify organizations and individuals who contributed to positive and constructive changes in the social conditions of communities of color and describe their impact on contemporary social issues and communities. 		<ul style="list-style-type: none"> ● AA/B: Black Panthers in the 1970's ● CH/L: Mutualistas 1930-1970 ● APIDA: Mutual Aid Societies/Associations in APIDA communities ● NA/AI: American Indian Movement, Collectives <p>C) Movement in the Arts</p> <ul style="list-style-type: none"> ● AA/B: Black Beauty Movement ● CH/L: Los Four, Teatro Campesino, Great Wall of Los Angeles ● APIDA: Grain of Sand, Hiroshima ● AI/NA: Buffy St. Marie, John Trudell, Joy Harjo <p>D) Intersectionality</p> <ul style="list-style-type: none"> ● AA/B: Black Womanism, Audre 		<p>and their leaders (e.g. Malcolm X) have also considered this question throughout time as a part of their resistance. Then, students are to use this understanding to write a 1,500-word speech, which addresses the following question: What's in a name?</p> <p>Using the 4 I's of Resistance, student groups think about the ways in which agency is used to create ideological resistance, institutional resistance, interpersonal</p>
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					<p>Lorde, Bayard Rustin.</p> <ul style="list-style-type: none"> ● CH/L: Immigration, La Mujer, Joteria Culture ● APIDA: Immigration, Reparations Movement ● NA/AI: Environmental Justice, Feminism 		<p>resistance, and internalized resistance. In the social movement that each student group selects, with evidence, they identify the forms of resistance present, and describe how these forms of resistance are enacted in the movement.</p>
4 weeks	<p>CCSS. RH.9-10.1; CCSS. RH.9-10.2; CCSS. RH.9-10.3; CCSS. RH.9-10.4; CCSS. RH.9-10.5; CCSS. RH.9-10.6; CCSS.</p>	<p>Action/Self determination and Application</p>	<ul style="list-style-type: none"> ● Students will learn about and be able to discuss various social and political movements led by various ethnic and racial groups to achieve change. ● Students will analyze how various movements may have influenced their own lives and identities. 	<p>Critical Thinking</p> <p>Reflection</p> <p>Transfer</p> <p>Collaboration</p> <p>Communication</p>	<p>Readings/videos / lessons:</p> <p>Social Movements & Societal</p> <p>a. Contributions (political, social, and economic)</p> <p>i. Pre-1960s</p> <p>ii. 1960s-2000</p> <p>iii. Contemporary Movements</p> <p>b. Community Organizing</p>		<p>a) Simulated Student Presentations: Creation of an Advocacy Organization and Platform and case study interview.</p> <p>b) Building on students' knowledge of communities and community organizing to</p>

	RH.9-10.7; CCSS. RH.9-10.8; CCSS. RH.9-10.9; CCSS .RH.9-10.10		<ul style="list-style-type: none"> Students will be able to explain major contributions diverse groups of people have made to the USA. 		c. Institution Building d. Developing Alliances and Solidarity Readings/videos / lessons: - United Farm Workers & Cesar Chavez (selected readings from Chavez speeches) - Martin Luther King (selected speeches) - Black Lives Matter Platform - https://policy.m4bl.org/platform/ - Reading about CAIR - https://www.cair.com/about-us/cair-wh		design and implement a community responsive project. The goal is to empower students to get to know their community and to become active change makers in their communities. YPAR/ Action Civics may be a useful approach in supporting student engagement. Students will create a demographic profile of the neighborhood, conduct an oral history with an activist from a local community organization and participate in one event
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				<p>o-we-are.html#Core</p> <ul style="list-style-type: none"> - Video: "Walk Out" The Story of the Historic 1968 East Los Angeles Student Walkouts - Documentary: Quest for a Homeland (Chicano Movement) - Reading: Yo Soy Joaquin - Rodolfo Corky Gonzales ((Chicano Movement) https://zinnedproject.org/materials/put-up-the-blowouts/ - Black Panther Party (1966) October 	<p>important to that organization, then write a <u>1,500 word report or essay</u> summarizing their experience and responding to the following question: How does gaining a better understanding of local community organizations help young people in being part of successful social movements?</p>
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					<p>1966 Black Panther Party Platform & Program</p> <p>- "On strike!" San Francisco State College strike, 1968-69: The role of Asian American students. Amerasia, 15 (1), 3-41</p> <p>- Excerpts from dissertation on history of Filipino organizing http://digitalassets.lib.berkeley.edu/etd/ucb/text/Domingo_berkeley_0028E_10642.pdf</p>		
