



Ethnic Studies

Grades: 9–12
One Trimester

Willits Unified School District
Revised 10/5/24

Table of Contents

Intro to Ethnic Studies Course Description.....	5
Course Purpose: Goals & Student Outcomes.....	5
Teacher Commitments:.....	6
1. Statutory Requirements:.....	6
2. General principles.....	7
3. Course Outlines.....	7
4. Audience.....	8
5. Administrative and Teacher Support.....	8
Integrate 9th/10th Grade ELA: Reading Standards.....	9
Ethnic Studies Course - Units of Study.....	11
Unit 1: Stories (Self & Community).....	11
Unit 2: Immigration, Migration, and Movement.....	12
Unit 3: African American Experiences.....	13
Unit 4: Latino American Experiences.....	16
Unit 5: Native American Experiences.....	18
Unit 6: Asian American Experiences.....	20
Unit 7: Middle Eastern American Experiences.....	22
Unit 8: Culminating Project.....	24
Pacing Guide.....	25
Unit 1: Stories (Self & Community).....	25
Day 1-2: Introduction to Identity and Intersectionality.....	26
Day 3: Master/Dominant Narratives vs. Counter-Narratives.....	26
Day 4: Social Identity and Community.....	27
Day 5: Identity Presentation & Informational Interview.....	27
Unit 2: Immigration, Migration, and Movement (Two.....	28
Day 1: Introduction to Migration and Push/Pull Factors.....	29
Day 2: Impact of Race, Power, and Privilege on Immigration.....	29
Day 3: Presentation and Discussion of Immigrant Experiences.....	30
Day 4: Assimilation, Acculturation, and Dominant Narratives.....	30
Day 5: Privilege, Oppression, and Letter Writing.....	30
Unit 3: African American Experiences (2-Week Plan).....	31
Week 1: The Evolution of Slavery and African American Life in Colonial America to Reconstruction.....	33
Day 1: The Transatlantic Slave Trade & Early African American Life.....	33
Day 2: Slavery, Partial Freedom, and Abolitionism.....	33
Day 3: Reconstruction: Successes and Failures.....	34
Day 4: Jim Crow and African American Resilience.....	34
Day 5: Assessments.....	35
Week 2: The Civil Rights Movement and Contemporary Challenges.....	35
Day 1: The Civil Rights Movement – Martin Luther King Jr. vs. Malcolm X.....	35
Day 2: Breakthroughs in the Civil Rights Movement.....	35
Day 3: Contemporary African American Challenges.....	36
Day 4: African Immigrants and African Americans.....	36

Day 5: Final Assessment.....	37
Unit 4: Latino American Experiences Duration: 2 Weeks.....	37
Week 1: Early Cultural Formations and the Journey Through America.....	39
Day 1: Indigenous Cultures Pre-European Contact.....	39
Day 2: Origins of "Latino" and "Hispanic" Terminology.....	39
Day 3: Immigration Journeys from Latin America.....	40
Day 4: Impact of Cartels on Migration Patterns.....	40
Day 5: Group Project & Timelines of Immigration Waves.....	41
Week 2: Taking Root, Overcoming Challenges, and the Latino Civil Rights Movement.....	41
Day 1: Settling in the U.S. & Identity Formation.....	41
Day 2: Latino Contributions to Civil Rights.....	42
Day 3: Challenges and Opportunities for Latino Groups in the U.S.....	43
Day 4: The Chicano Civil Rights Movement & Latino Advocacy.....	43
Day 5: Civic Engagement & Reflection.....	44
Unit 5: Native American Experiences.....	45
Week 1: Early Cultural Formations & Contact with Europeans.....	46
Day 1: Introduction to Early Native American Cultural Formations.....	46
Day 2: Native American Social Structures and Resilience.....	47
Day 3: The Iroquois Confederacy and Pre-Contact Relationships.....	47
Day 4: Early European Contact and Its Impacts.....	48
Day 5: Assessment & Synthesis.....	48
Week 2: Overcoming Challenges & Contemporary Native American Identity.....	49
Day 1: Overcoming Challenges and Advocacy.....	49
Day 2: Challenges and Opportunities Today.....	49
Day 3: Land Acknowledgment & Cultural Survival.....	50
Day 4: Assessing Literature and Media.....	50
Day 5: Final Project Preparation.....	50
Unit 6: Asian American Experiences.....	51
Day 1: Origins of Asian American Immigration.....	52
Day 2: Journey Through America and Taking Root.....	53
Day 3: WWII Exclusionary Policies and Asian American Internment Camps.....	53
Day 4: Solidarity, Praxis, and Reimagination: Wisdom from Yuri Kochiyama and Grace Lee Boggs.....	54
Day 5: Contemporary Challenges and Opportunities for Asian Americans.....	54
Unit 7: Middle Eastern American Experiences.....	55
Week 1: Early Cultural Formations & Immigration Journeys.....	56
Day 1: Introduction to Middle Eastern Cultures.....	56
Day 2: Social Order in Middle Eastern Societies.....	57
Day 3: Immigration Journeys to the U.S.....	57
Day 4: Timeline Activity.....	58
Day 5: Assessment & Reflection.....	58
Week 2: Overcoming Challenges & Contemporary Issues.....	58
Day 1: Introduction to Middle Eastern Contributions.....	58
Day 2: Understanding Contemporary Issues.....	59
Day 3: Media Representation.....	59

Day 4: Group Presentations and Creative Exploration.....	60
Day 5: Project Development and Sharing.....	60
Unit 8: Culminating Project.....	61
Day 1: Introduction & Brainstorming.....	62
Day 2: Drafting the Introduction & Developing the Body.....	62
Day 3: Developing the Body – Goals & Ambitions and Conclusion.....	62
Day 4: Final Edits, Presentation & Reflection.....	63
Glossary.....	64
Textbooks Representing Multiple Voices.....	67

Willits Unified School District (WUSD) Intro to Ethnic Studies Framework

Intro to Ethnic Studies Course Description

This Ethnic Studies course is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, identity, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society. *There are a variety of lesson opportunities built into this course. The instructor will use their judgment in selecting lessons within each unit based on the composition of the students within the courses and/or periods.*

Course Purpose: Goals & Student Outcomes

Students will:

- ☐ have a better understanding of their multiple and intersecting identities in the context of the history of the United States and our contemporary society.
- ☐ be able to explore and investigate their identities and intersectionalities and positionality, including race, ethnicity, culture, gender and nationality and the ways these categories are socially constructed and how they affect students' lives and the lives of others.
- ☐ be able to explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.
- ☐ develop academic skills in reading, critical analysis, speaking, and writing of explanatory and/or persuasive historical narratives which can be applied in multiple academic courses.

These outcomes align with the following content, literacy, and ELD standard from the 2016 HSS framework:

- ☐ CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 3; Historical Interpretation 1
- ☐ CA CCSS for ELA/Literacy: RH.9–10.1, 3, 8, 10, WHST.9–10.2, 4, 6, 7, SL.9–10.1, 4, 5, 6
- ☐ CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a
- ☐ [California Ethnic Studies Model Curriculum](#)
- ☐ [Reading and Writing Standards in History, Along with Academic Vocabulary in English and Spanish](#)

Teacher Commitments:

- ☐ Teachers will continually reflect on the spectrum of what comprises their background and how it develops their positions in order to aid their understanding of ETHS
- ☐ Teachers will center student voices and democratize instruction by seeing students as co-constructors of knowledge in the classroom space
Commit to:
 - ☐ Teach authentically and speak truthfully
 - ☐ Interact with colleagues, students, our families and community in a humanizing way
 - ☐ Engage in continuous professional learning with the ethnic studies community of teachers, in order to continue to develop self and practice; and our capacity to make sure all students can access course content with a particular focus on students with IEPs and English-language learners.

1. Statutory Requirements:

The Ethnic Studies Model Curriculum must reflect the requirements in the authorizing statute as well as other legal requirements for curriculum in California. Please refer to the [governor's letter](#) clarifying Ethnic Studies expectations. These include, but are not necessarily limited to, the following topics:

- The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities.
- **At the college and university level, ethnic studies and related courses are sometimes taught from a specific political or philosophical point of view.**
- **In K–12 education it is imperative that students are exposed to multiple perspectives and taught to think critically and form their own opinions.** Ethnic studies highlights the importance of untold stories, and emphasizes the danger of a single story.
- The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.
- The model curriculum must meet federal accessibility requirements pursuant to Section 508 of the United States Workforce Rehabilitation Act. Content that cannot be made accessible may not be included in the document.

2. General principles

The Ethnic Studies Model Curriculum shall:

- Include accurate information based on current and confirmed research;
- When appropriate, be consistent with the content and instructional shifts in the 2016 History–Social Science Framework, in particular the emphasis upon student-based inquiry in instruction;
- Promote the values of civic engagement and civic responsibility;
- Align to the Literacy Standards for History–Social Studies within the California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, as appropriate;
- Promote self and collective empowerment;
- Be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community;
- Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc.;
- Include information on the ethnic studies movement, specifically the Third World Liberation Front (TWLF), and its significance in the establishment of ethnic studies as a discipline and work in promoting diversity and inclusion within higher education;
- Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.

3. Course Outlines

The Ethnic Studies Model Curriculum shall:

- Include course outlines that offer a thematic approach to ethnic studies with concepts that provide space for educators to build in examples and case studies from diverse backgrounds;
- Include course outlines that allow for ethnic studies to be taught as a stand-alone elective or integrated into an existing course (e.g., sociology, English language arts, and history);
- Include course outlines that allow for local, state-specific, national, and global inquiry into ethnic studies;
- Have the capability to engage multiple languages and genealogies;

- Engage a range of disciplines beyond traditional history and social sciences, including but not limited to: visual and performing arts, English language arts, economics, biology, gender & sexuality studies, etc.

4. Audience

The Ethnic Studies Model Curriculum shall:

- Be sensitive to the needs of all grade levels and incorporated disciplines, providing balance and guidance to the field;
- Engage pedagogies that allow for student and community responsiveness, validate students' lived experience, and address socioemotional development;
- Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.

5. Administrative and Teacher Support

The Ethnic Studies Model Curriculum shall:

- Be easy to use both for teachers with educational backgrounds in ethnic studies, and those without such experience;
- Provide resources on professional development opportunities;
- Provide information for district and school administrators to support the Ethnic Studies Model Curriculum and instruction;
- Provide examples of different methods of instruction and pedagogical approaches;
- Provide support for a collaborative teaching model that encourages teachers to work with colleagues across disciplines, further highlighting the interdisciplinarity of ethnic studies;
- Provide support for the use of technology and multimedia resources during instruction;
Include access to resources for instruction (e.g., lesson plans, curricula, primary source documents, and other resources) that are currently being used by districts.

Please keep in mind that Willits High School aims to reinforce and intentionally utilize the ninth through twelfth grade ELA standards throughout the course.

Integrate 9th/10th Grade ELA: Reading Standards

Anchor Standard

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Essential Skills and Concepts:

- Identify what is explicitly stated in the text
- Identify inference that can be drawn from the text
- Identify hierarchy of evidence to support analysis
- Cite evidence
- Support inference using several pieces from the text
- Support analysis with evidence from the text
- Identify primary and secondary sources

Question Stems and Prompts:

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis?
- Justify with several pieces of textual evidence.
- In what ways do your inferences and/or supporting evidence pertain to today's world?
- Develop a logical argument using evidence to support your analysis.
- Is your cited evidence from a primary or secondary source? How did you determine this?
- What evidence from additional primary or secondary sources supporting your analysis? In what ways is this evidence related to your initial evidence?
- What makes evidence from one of your documents superior to evidence from other documents you cite?
- Evaluate your evidence, rating from most to least

convincing. Support your rationale.

- How would you adapt your argument to make your least convincing evidence more convincing?

Academic Vocabulary With Spanish Cognates

- | | |
|--------------------|--------------------|
| • cite | citar |
| • textual evidence | evidencia textual |
| • analysis | análisis |
| • explicit | explícito |
| • inference | inferencia |
| • analyze | analizar |
| • conclude | concluir |
| • primary source | fuentes primaria |
| • secondary source | fuentes secundaria |
| • features | |
| • origins | |

9th/10th Grade ELA: Writing Standard

Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the

relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Essential Skills and Concepts:

- Understand the rhetoric of argument
- Analyze a discipline-specific topic or text
- Introduce a precise claim
- Provide reasons and evidence from substantive topics or texts to support claims
- Identify and distinguish counterclaims
- Develop claims and counterclaims objectively
- Organize reasons and evidence in a logical manner
- Analyze and address audience knowledge level/concerns
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

Question Stems and Prompts:

- How can you clearly introduce your claim?
- Develop a context for your claim in the introduction.
- What evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What evidence are you missing?
- What counterclaims can be made? Have you addressed them fairly?
- Gather and interpret information from multiple sources in order to fairly address your counterclaims.

- Cite your sources.
- What considerations should be addressed regarding the audience's knowledge /concerns of the topic or text?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style? What evidence of this can you identify in your piece?
- Is your tone objective? What words or phrases demonstrate objectivity? subjectivity?
- How well does your concluding statement support the argument presented? How will you assess this?
- Develop criteria for an effective concluding statement.
- What level of impact do you predict your concluding statement will have on the reader's adopting or agreeing with your argument or claim? Provide support for your prediction.
- What is your most compelling evidence in support of your claim? What makes it more compelling than your other evidence?
- What makes your argument logical? Explain, providing references to specifics in your piece.
- What key points, evidence, or discussion in your argument will most effectively challenge and/or sway your opposition's viewpoint? Explain your reasoning.
- How can your concluding statement be strengthened?
- Evaluate and provide a rationale for the order in which you make the key points in your argument.

Academic Vocabulary With Spanish Cognates

- | | |
|------------------------|---------------------|
| • audience | audiencia |
| • subjective objective | |
| • subjective argument | argumento subjetivo |
| • claim | reclamo |
| • evidence | evidencia |
| • formal language | lenguaje formal |
| • informal language | lenguaje informal |
| • logical arrangement | |
| • analyze | analizar |

Ethnic Studies Course - Units of Study

Unit 1: Stories (Self & Community)

Unit Overview

Unit description: In Unit 1, students will define the concept of Intersectionality for themselves and within Ethnic Studies by centering stories of self and community. Students will be able to apply the concept of Intersectionality and the Ethnic Studies tenets in their examination of the past and present. Students will build empathy by deepening their own understanding of their multiple and intersectional identities, while also learning from the diverse perspectives found in their classroom space. Students will explore the concept of identity and begin to identify themselves using their knowledge and experiences. Students will examine the significance of Ethnic Studies in their own lives, an analysis of how their education and perspectives have been shaped by their education in school and home/community.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
In what ways has precious knowledge been destroyed and reclaimed over time? - What are essential elements of human identity? - How do humanity, ethnicity, identity, gender, nationality, culture, character, and personality overlap and help shape people's lives? - How do we perceive ourselves and how do others perceive us? - How has the development of images, often stereotypes, reduced or magnified an individual? Identity: ➤ What is my story; how have race, gender, ethnicity, social class and culture shaped who I am? - How do we define our various identities: national, state, local, and community? - What does it mean to be American? - How has the perception hyphenated Americans changed over time, both within and between ethnic groups?	SWBAT → - Define key concepts and vocabulary - Explain how the dominant and counter narrative of society influence our personal identities - Apply the concept of intersectionality to your life and others	Community Identity Master/Dominant & Intersectionality Community & Cultural Humanity Ethnicity Culture	- Personal Identity Wheel - Personal Identity Lesson - Spectrum Activity Questions - Social Identity Lesson - Social Identity Wheel - Cycle of Socialization Identity Presentation Informational Interview with a relative - assessment can have various forms - narrative, slide show, podcast, etc. (develop a common rubric???) Assessments Unit Assignment(s): - Reflective journal entry on students' identities and how they perceive race and ethnicity.	• Selections from <u>A Beginner's Guide to America</u>, Roya Hakanian • "The Complexity of Ethnicity in American Society," from Chapter 1, <u>Teaching Strategies for Ethnic Studies, Eighth Edition</u>, James Banks Supplemental Resources: Selections from <u>A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.</u>, edited by James M. Washington

Unit 2: Immigration, Migration, and Movement

Unit Overview

Unit description: This is a unit to establish settlement patterns and understand the geographic composition of the United States communities. This section explores the diverse backgrounds and experiences of people who have contributed to the United States and their local communities throughout American history. It includes units on the experiences, cultures, and contributions of people of African, Latino, Asian, Native American, European and Middle Eastern ancestries. Each unit features in-depth explorations of cultures, movements, and individual stories that reveal how each of these ethnic groups played an essential role in the development of America. There will be primary focus on immigration patterns/waves and maps of the United States focusing on Asia, Europe, Latin America, Middle Eastern and people of African descent.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
- How have people from various ethnic backgrounds faced social and economic adversity in America? - What cultural, legal, communal, and personal resources have people with various ethnic backgrounds drawn on to overcome adversity in America? - How have people of various ethnic backgrounds contributed to making America the country that it is today? - Do people of some ethnic backgrounds face more challenges than others in America today? - How has the recognition and protection of the rights of people in various ethnic groups changed over different eras? - How has the degree of respect for human rights in their ancestral countries affected various people's hopes and expectations for what America can offer? - In what ways can the histories and cultures of people of various ethnic backgrounds influence their lives in the U.S. today?	SWBAT→ - Define key concepts and vocabulary - Students will identify push and pull factors of migration including the role of war, natural resources, and ideology play in movement - Students will be able to compare and contrast factors surrounding immigration and emigration, and analyze various immigrant experiences and synthesize how they contribute to ethnic identity - Students will examine and critique the processes of acculturation and assimilation, weighing both their potential positive and negative effects	Race Ethnicity Gender Power Privilege Microaggression Stereotypes White Privilege Intersectionality Implicit bias Marginalize Disenfranchise Othered/Othering	Lessons An Instructor's Guide to Understanding Privilege Doing One's Own Personal Work on Privilege and Oppression Sorting People - Race is Not Biological Activity (PHS) 4 L's of Oppression slide 4 I's of Oppression Packet + 4 I's of Oppression Poster Assessments Presentation to a group based on a selection from "A Different Mirror" 4 L's of Oppression: Letter to a Counselor Letter to Counselor with paragraph frame	Texts - "A Different Mirror" Chapter Menu Ch 4,5,6,8 "The Danger of a Single Story" TED Talk https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Unit 3: African American Experiences

Unit Overview

Unit description: Arriving in America by force in the 1600s, African Americans have endured extraordinary suffering, hardship, and oppression resulting from the denial of their inalienable rights. This unit explores collective and individual African American experiences as they have fought for the full recognition of their rights while also making significant cultural, economic, and political contributions to American life. African Diaspora and Slavery - Topics will include: Goals and strategies of famous leaders, i.e. Dr. Martin Luther King Jr., Malcolm X, The Civil Rights movement, Reconstruction Period and Post-Reconstruction Period, The creation of the Declaration of Independence and creating a first and second governmental Constitution, the The Black experience in the Civil War, and the history of Transatlantic Slave Trade.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
How have African American experiences been constructed in the United States, and how have they changed over time? How do African American experiences continue to shape the United States and contemporary issues?	Students will: - Reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities - Assume leadership in many forms to become agents of change in their community and co-constructors of their education	Justice Agency Jim Crow Reconstructionism Abolitionism Slave System	Lessons • NAACP Take Action • Agents of Change/Inter Ethnic Solidarity Group Poster Project (AHS) (Profiles, Directions, Slides) • BLM History Jigsaw (AHS) (Slides, Worksheet, Readings)	Texts 1. <u><i>Four Acts Regarding Slavery by the Virginia General Assembly</i></u> • <u><i>Prince Hall's Petition to the Massachusetts Legislature</i></u> • <u><i>Phillis Wheatley, "On Being Brought From Africa to America"</i></u> 2. <u><i>From Henry Highland Garnet's Rejected Address to the Colored Convention of 1843</i></u> • <u><i>Frederick Douglass, "What to the Slave is the Fourth of July?"</i></u> • <u><i>David Walker's Appeal</i></u> 3. <u><i>Selection from Booker T. Washington, Up From Slavery</i></u> • <u><i>Selection from W. DuBois, The Souls of Black Folk; Essays and Sketches.</i></u> • <u><i>Selection from Baley Wyat: A Freedman Speaks</i></u> 4. <u><i>Platform Adopted by the National Negro Committee, 1909</i></u> • <u><i>Discussion of music in Remembering Slavery. African Americans Talk About Their Personal Experiences of Slavery</i></u> • <u><i>Selection from Zora Neal Hurston's</i></u>

			Autobiography, <u>Dust Tracks on a Road</u> 5. From “<u>Pilgrimage to Nonviolence</u>,” April 13, 1960. From Stanford University, The Martin Luther King, Jr. Research and Education Institute. • From “<u>Message to the Grass Roots</u>” delivered at a Northern Negro Grass Roots Leadership Conference in Detroit, in November 1963. The speech is reprinted from Malcolm X Speaks, copyright 1965 by Merit Publishers and Dr. Betty Shabazz. • From a <u>Stokely Carmichael Speech on Black Power</u>, 1966 6. A passage on the police from Ta-Nehisi Coates, <u>Between the World and Me</u>, New York, Spiegel and Grau, 2015, pp. 78-79. • From “Glenn Loury: ‘<u>If the black community wants change, it has to look at itself too</u>,’ interview by Esma Linnemann,” May 21, 1921. • From “<u>A Brief History of African American Suburbanization</u>,” by Quinton McDonald appearing on the site <i>Black Past</i>
		Assessments; • How We Remember: The Struggle Over Slavery in Public Spaces Or Group project: create a timeline of key events in African American history from 1619 to the present.	

Unit 4: Latin American Experiences

Unit Overview

Unit description: Native Americans, as the first people to settle in America, have struggled with the paradox of living both as indigenous peoples and as Americans. This unit will explore the unique collective and individual experiences of Native Americans, the tragic disenfranchisement that every Native American tribe has endured, how their cultures have helped them survive for millenia, and the unique ways in which they contribute to America today. Students will learn valuable civic engagement strategies and link theory to practice by applying the broad lessons of community-based social movements to their own experiences. They will be producing this community-based knowledge to engage a broader discussion of these issues at school and in their communities.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
- How have Latin American experiences been constructed in the United States, and how have they changed over time? - How do Latin American experiences continue to shape the United States and contemporary issues?	Students will: - Reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities - Assume leadership in many forms to become agents of change in their community and co-constructors of their education	Immigration Relocation Migration Civil Rights Movement Cartels	Lessons Topic 1: Environmental Issues in Latin America Topic 2: Seminar: Cartels and their Impact on Mexico and Colombia Topic 3: Latinos in the United States	Texts - Excerpts from <u>The Death of Aztec Tenochtitlan, the Life of Mexico City</u>, by Barbara E. Mundy - Excerpts from <u>Rethinking the Inka: Community, Landscape, and Empire in the Southern Andes</u>, by Hay Shida, Troncoso, and Salazar. <u>“Hispanic? Latino? Here’s Where the Terms Come From”</u> <u>Mexico chapter in The New Americans: A Guide to Immigration Since 1965</u> <u>Migration from El-Salvador to the U.S.</u> - Excerpts from <u>Enrique’s Journey</u>, by Sonia Nazario <u>A Growing Community Mexican Immigration and Relocation in US History Classroom Materials at the Library of Congress</u> - Excerpts from <u>The House on Mango Street</u> by Sandra Cisneros <u>Transforming a City Puerto Rican/Cuban Immigration and Relocation in US History Classroom Materials at the Library of Congress</u> <u>Cesar Chavez</u> Video <u>The Chicano Civil Rights Movement</u>

				• <u>Have Mexican American moderates been overlooked in Latino civil rights history?</u> 5. Excerpts from <u>Once I Was You</u>, by Maria Hinojosa • <u>“The Prince of los Cocuyos,”</u> by Richard Blanco • <u>“Latinos are Shaping the Future of the United States”</u>, Center for American Progress
			Assessment Personal narrative: students write about their own family’s migration story or the migration stories of someone they know.	

Unit 5: Native American Experiences

Unit Overview

Unit description: Native Americans, as the first people to settle in America, have struggled with the paradox of living both as indigenous peoples and as Americans. This unit will explore the unique collective and individual experiences of Native Americans, the tragic disenfranchisement that every Native American tribe has endured, how their cultures have helped them survive for millennia, and the unique ways in which they contribute to America today.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
1. How have Native American experiences been constructed in the United States, and how have they changed over time? 2. How do Native American experiences continue to shape the United States and contemporary issues?	Students will: - Reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities - Assume leadership in many forms to become agents of change in their community and co-constructors of their education	Land Acknowledge ment Spirituality Rebellion Social ecological traps Reservation dogs	Lessons • Most Natives Live in Cities, Not Reservations • Literacy Panel • Menil and Her Heart • Land Acknowledgement ○ Presentation	Texts 1. Selections from Standing Ground: Yurok Indian Spirituality, 1850-1900 • Selections from The Tewa World: Space, Time, and Becoming in a Pueblo Society by Alfonso Ortiz • Selections from Iroquoia: The Development of a Native World: Iroquois & Their Neighbors by William Engelbrecht 2. California Culture: Native Americans in the Calisphere, produced by the University of California • How the Iroquois Great Law of Peace Shaped U.S. Democracy • Warfare in Pre-Columbian North America, Government of Canada 3. “Trail of Tears” from We Shall Remain, Episode 3. American Experience, PBS Learning Media • Frontera! Revolt and Rebellion on the Rio Grande, PBS • Selections from Empire of the Summer Moon, by S.C. Gwynne 4. Native American Civil Rights Timeline • Civil Rights Digital History Project: American Indian Movement, PBS. • The ABC-CLIO Companion to the Native American Rights Movement

				5. <u>“Escaping social-ecological traps through tribal stewardship on national forest lands in the Pacific North west,” <i>Ecology and Society</i></u> • <u>“Reservation Dogs is a Near-Perfect Study of Dispossession,” <i>The New Yorker</i></u> • <u>"What Does It Take To Reawaken a Native Language?", PBS</u>
			Assessments Short essay on the ongoing effects of colonization in the U.S.	

Unit 6: Asian American Experiences

Unit Overview

Unit description: Asian Americans played an essential role in the early development of the American West and, over the centuries, in the broader American story. This unit explores the collective and individual experiences of Asian Americans in their unique journeys to America, their struggles for full recognition of their rights, and their significant cultural, economic, and political contributions to American life. Asian immigration (Chinese, Japanese, Southeast Asian-etc.) Topics will include WWII Exclusionary Policies and Practices of Asian-Americans, WWII Asian American Internment Camps, Filipinos and Japanese in agricultural labor during the 1900s, and construction of the railroad in the U.S.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
1. How have Asian American experiences been constructed in the United States, and how have they changed over time? 2. How do Asian American experiences continue to shape the United States and contemporary issues?	Students will: - Reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities - Assume leadership in many forms to become agents of change in their community and co-constructors of their education	Reimagination Solidarity Chinatown Praxis Cultural wealth	Lessons • Origins of Asian Americans ◦ Presentation • Solidarity, Praxis, and Reimagination: Wisdom from Yuri Kochiyama and Grace Lee Boggs ◦ Presentation	Texts 1. Southeast Asia: A Very Short Introduction • A Brief History of the Cultures of Asia • Origins of Southeast Asian Religions 2. The Best We Could Do: An Illustrated Memoir, by Thi Bui • Key Facts about Asian Americans, a Diverse and Growing Population • Excerpts from In Order to Live: A North Korean Girl's Journey to Freedom, by Yeonmi Park and Maryanne Vallers 3. Selections from Almost American Girl, by Robin Ha • Chinatown Resource Guide, PBS 4. Excerpts from Farewell to Manzanar, by Jeanne Wakatsuki Houston • The poem "Silence...No More", by Kiku Funabiki • United Farm Workers Movement: Philip Vera Cruz, Unsung Hero 5. Marion Konishi's Valedictory Speech, "America, Our Hope is in You"

				• <u>“Understanding America: Asian American History, Contributions, and Challenges,”</u> US Gov. • <u>“What it means to Be Asian in America,”</u> Pew Research
			Assessments Journal Entry: Analyze how Asian Americans' experiences challenge or conform to traditional racial stereotypes.	

Unit 7: Arabic American Experiences

Unit Overview

Unit description: Arab and other Middle Eastern Americans include Americans of Lebanese, Egyptian, Syrian, Palestinian, Jordanian, Moroccan, Iraqi and other Arab ancestry, who fall within the general terms Middle Eastern and North African. Although Arab Americans share broadly similar histories of immigration and reception in the US, their origins, faiths, languages and cultures are diverse.

Essential Questions	Student Learning Outcomes	Key Concepts & Vocabulary	Anchor Lessons & Assessments	Anchor Texts
- How have Arabic American experiences been constructed in the United States, and how have they changed over time? - How do Arabic American experiences continue to shape the United States and contemporary issues?	Students will: - Reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities - Assume leadership in many forms to become agents of change in their community and co-constructors of their education	Islamophobia, Post-9/11 America, Refugee Experiences	Lessons Past and Present Contemporary Arab American Identity & Experiences Presentation Who Are Arab Americans?: An Introduction Presentation	Texts <u>"ancient Middle East historical region, Asia"</u>, by William Foxwell Albright <u>"Culture: A Rich Mosaic"</u>, PBS <u>"The Story of Arab Americans' Beginning in America – And the Quest for Fair Representation"</u> DIPNOTE RITA STEPHAN, PH.D., USAID <u>"Arab Immigration to the United States: Timeline"</u>, By Becky Little, History.com <u>"Middle Eastern and North African Immigrants in the United States"</u>, By Laura Harjanto and Jeanne Batalova
			Assessments (Final Project Choice) Students create a media analysis of Arab American representation in news or film.	

Unit 8: Culminating Project

Unit description: This Project provides students with the opportunity to author their own personal narrative describing who they are, where they have come from, and what they feel empowered to do as individuals and as responsible, engaged participants in American civic life. This project allows students to draw on the seven units they have studied to consider and write about their own personal, cultural, ethnic, and American identities.

Essential Questions	Student Learning Outcomes	Assessments
1. How does your ethnic or cultural background help shape your identity? 2. How might you carry that part of your identity into the American experience? 3. What challenges do you face right now? 4. What personal resources can help you overcome those challenges? 5. What goals or ambitions might you strive to achieve? 6. How might you work toward achieving them?	Students will: - This assignment will scaffold the development of a 5-10 page personal narrative that draws upon the documents, discussions, and narratives provided in the course.	Options • “I Am History” • Other Final Project Options •

Pacing Guide

Unit 1: Stories (Self & Community)

Duration: 1 Week

Lesson Purpose and Overview:

In this unit, students will explore the concept of intersectionality through self-reflection and community narratives. Students will define key terms in Ethnic Studies while examining how their multiple and intersecting identities shape their lived experiences. Through personal stories and shared classroom activities, students will develop empathy and gain insight into the role that race, ethnicity, gender, class, and culture play in shaping identities. They will also analyze how dominant and counter-narratives in society influence personal and communal perceptions.

Key Terms and Concepts (Ties into larger unit key terms but may also include terms specific to the lesson):

- Identity
- Community
- Intersectionality (Kimberlé Crenshaw)
- Master/Dominant Narratives
- Counter Narratives
- Culture
- Ethnicity
- Humanity
- Socialization

Lesson Objectives (“Students will be able to...”):

1. Define key concepts related to identity, community, and intersectionality.
2. Explain how dominant and counter-narratives influence personal and collective identities.
3. Apply the concept of intersectionality to their own experiences and those of others.
4. Reflect on how various aspects of their identity have been shaped by their experiences in school, home, and community.

Essential Questions (Ties lesson to larger unit purpose):

1. In what ways has precious knowledge been destroyed and reclaimed over time?
2. What are essential elements of human identity?
3. How do race, ethnicity, gender, nationality, culture, and other factors overlap to shape our lives?
4. How do we perceive ourselves, and how do others perceive us?
5. How have stereotypes and narratives magnified or reduced individual identities?

Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes)**
 - Icebreaker activity: Students share a personal artifact or story that represents their identity.
2. **Introduction to Identity and Intersectionality**
 - Discuss key concepts such as identity, intersectionality, and community.
3. **Activity: Personal Identity Wheel**
 - Students create a visual identity wheel that reflects their race, ethnicity, gender, class, culture, and community roles.
4. **Exploration of Dominant Narratives vs. Counter-Narratives**
 - Analyze how societal narratives shape individual and collective identities.
5. **Conclusive Dialogue**
 - Facilitate a group discussion where students reflect on their learning, share insights, and connect ideas to their own lives.

Assessment, Application, Action, and Reflection:

- Reflective Journal Entry: Students will write a reflection on how their identities have been shaped by race, ethnicity, gender, and culture.
- Personal Identity Wheel: Students will visually map out the different facets of their identity and present it to the class.
- Identity Presentation: Students will present their own identity narratives, incorporating intersectionality and counter-narratives.

Materials and Resources:

- Chart paper and markers
- Printed identity wheel templates
- Selected readings: Excerpts from *A Beginner's Guide to America* by Roya Hakakian, "The Complexity of Ethnicity in American Society" from *Teaching Strategies for Ethnic Studies* by James Banks
- Multimedia clips from TED Talks on identity and intersectionality

Ethnic Studies Outcomes:

- Students will develop a deeper understanding of their own identities and those of others.
 - Students will gain tools to critically analyze how social identities shape lived experiences.
 - Students will build empathy and an appreciation for diverse perspectives within their communities.
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Unit 1: Stories (Self & Community)

Duration: 1 Week

Unit Description:

In this unit, students will explore how their personal stories intersect with community narratives. They will examine how identity is shaped by experiences, socialization, and dominant narratives. Through various activities, students will reflect on their own identity journeys and those of others in their community.

Essential Questions:

1. How do our personal stories shape our identities and perspectives?
2. How do our social and cultural contexts influence how we see ourselves and others?

Student Learning Outcomes (SWBAT):

- Reflect on how personal and community narratives shape identities.
- Analyze how dominant and counter-narratives influence perspectives on identity.
- Present personal identity narratives using various formats such as storytelling, visual art, or digital media.

Anchor Texts:

- Excerpts from *A Beginner's Guide to America* by Roya Hakakian
- "The Complexity of Ethnicity in American Society" from *Teaching Strategies for Ethnic Studies* by James Banks

Anchor Lessons & Assessments:

Day 1-2: Introduction to Identity and Intersectionality

- **Activity:** Personal Identity Wheel
Students create a visual identity wheel reflecting their race, ethnicity, gender, class, and culture.
- **Assessment:** Reflective journal entry on how race, gender, and culture have shaped their identity.

Day 3: Master/Dominant Narratives vs. Counter-Narratives

- **Activity:** Spectrum Activity
Students position themselves along a spectrum based on how they identify with various aspects of their identity.
- **Assessment:** Students respond to questions on how societal narratives shape their perception of their identity.

Day 4: Social Identity and Community

- **Activity:** Social Identity Wheel
Students reflect on their social identity and their role within their community.
- **Assessment:** Written reflection on the role of community in shaping social identities.

Day 5: Identity Presentation & Informational Interview

- **Activity:** Students interview a relative or family member about their identity journey and present their findings.
- **Assessment:** Informational Interview Presentation (students will choose the format).

Assessments Overview:

- Reflective Journal Entry
- Personal Identity Wheel
- Social Identity Wheel
- Identity Presentation
- Informational Interview

Supplemental Resources:

- Excerpts from *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, edited by James M. Washington
- Selected multimedia clips from TED Talks on identity and intersectionality
- Articles on the changing perceptions of "hyphenated Americans"

Final Unit Assignment:

Reflective journal entries on personal identity and community narratives.

Informational interview with a relative about identity, presented in a format of the student's choosing (narrative, slideshow, or podcast).

Lesson Title: Unit 2: Immigration, Migration, and Movement

Grade Level(s): [Specify grade level(s) here]

Ethnic Studies Values and Principles Alignment:

- This unit promotes understanding of diverse cultural backgrounds, explores the value of shared histories, and emphasizes the importance of equity and justice in analyzing the experiences of various ethnic groups in the United States.

Standards Alignment:

- [Include relevant state, national, or Common Core standards that align with the unit objectives]

Lesson Purpose and Overview:

This unit examines the settlement patterns and geographic composition of the United States, exploring the diverse backgrounds,

experiences, and contributions of people from African, Latino, Asian, Native American, European, and Middle Eastern ancestries. It focuses on the immigration patterns and the cultural, economic, and political impacts these groups have had on shaping America. Students will delve into the reasons people migrate, the obstacles they face, and their contributions to the United States. By analyzing immigration waves through maps and examining personal and collective stories, students will develop a comprehensive understanding of the impact of migration on ethnic identity and community formation.

Key Terms and Concepts:

- Race, Ethnicity, Gender, Power, Privilege, Microaggressions, Stereotypes, White Privilege, Intersectionality, Implicit Bias, Marginalize, Disenfranchise, Othered/Othering.

Lesson Objectives (“Students will be able to...”):

1. Define key concepts related to race, ethnicity, migration, and assimilation.
2. Identify and explain push and pull factors of migration (e.g., war, natural resources, ideology).
3. Compare and contrast immigration and emigration using historical examples from diverse ethnic groups.
4. Analyze and synthesize various immigrant experiences and their contributions to forming ethnic identity.
5. Critically evaluate the processes of acculturation and assimilation and weigh both positive and negative effects.

Essential Questions:

1. How have people from various ethnic backgrounds faced social and economic adversity in America?
2. What cultural, legal, and communal resources have people of various ethnic backgrounds used to overcome adversity?
3. How have people of various ethnic backgrounds contributed to the development of America?
4. Do people from certain ethnic backgrounds face more challenges than others in America today?
5. How has the recognition and protection of human rights for ethnic groups changed over different periods in American history?
6. In what ways can the histories and cultures of people of various ethnic backgrounds influence their lives in the U.S. today?

Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):**
 - Begin with a discussion question: “What does migration mean to you, and what factors do you think influence it?” Students will share thoughts and connect with classmates’ experiences.
2. **Introduction to Push/Pull Factors (Day 1)**
 - **Objective:** Students will explore the reasons people migrate, identifying push and pull factors that influence migration patterns.
 - **Activities:**
 - Class Discussion: Introduce the concepts of push and pull factors using real-world examples (e.g., war, persecution, and economic opportunities).
 - Group Work: Divide students into small groups to brainstorm push and pull factors. Each group will create a visual chart displaying their ideas.
 - Map Analysis: Provide students with historical maps showing immigration patterns from different regions (Asia, Europe, Latin America, Africa). Each group will analyze the map and share their findings.
 - **Assessment:** Exit ticket where students list one push and one pull factor and explain their significance.
3. **Impact of Race, Power, and Privilege on Immigration (Day 2)**
 - **Objective:** Understand how race and privilege shape the immigrant experience and how different ethnic groups have faced unique challenges.
 - **Activities:**
 - Lecture/Presentation: Overview of how race and privilege affect immigration experiences, using historical examples and data.
 - Think-Pair-Share: Students discuss in pairs how race and privilege shape outcomes for immigrants. Encourage sharing personal or familial experiences, if comfortable.
 - Group Reading: Assign excerpts from *A Different Mirror* by Ronald Takaki. Each group reads about a specific ethnic group’s immigration experience and identifies key points on race and privilege.
 - **Assessment:** Reflection journal entry on how race and privilege have shaped their understanding of immigration.

4. Presentation and Discussion of Immigrant Experiences (Day 3)

- **Objective:** Share and discuss different immigrant experiences and the role of race and privilege using insights from *A Different Mirror*.
- **Activities:**
 - Group Presentations: Each group presents their findings from their assigned reading of *A Different Mirror*. Focus on how race and privilege influenced the experiences of their chosen ethnic group.
 - Class Discussion: Engage the class in a discussion comparing the experiences of different ethnic groups.
 - **Assessment:** Peer assessment where students provide constructive feedback on each group's presentation.

5. Assimilation, Acculturation, and Dominant Narratives (Day 4)

- **Objective:** Evaluate the effects of assimilation and acculturation on immigrant communities and how dominant narratives shape our understanding of immigrant experiences.
- **Activities:**
 - Lecture/Discussion: Define assimilation and acculturation and explore their differences.
 - Video Activity: Watch Chimamanda Ngozi Adichie's TED Talk, *The Danger of a Single Story*. Discuss how dominant narratives can oversimplify immigrant experiences.
 - Group Discussion: In small groups, students share their thoughts on the TED Talk and discuss how assimilation and acculturation have affected their own families or communities.
 - **Assessment:** Reflective journal entry where students respond to the TED Talk and discuss how it changed their view of the immigrant experience.

6. Privilege, Oppression, and Letter Writing (Day 5)

- **Objective:** Explore privilege and oppression in the context of immigration and express understanding through a written letter.
- **Activities:**
 - Introduction to the 4 L's of Oppression: Briefly explain Legitimization, Law, Language, and Labor as they relate to immigrant experiences.
 - Sorting People Activity: Conduct a sorting activity using the concept "Race is Not Biological" to illustrate how privilege and stereotypes shape perceptions.
 - Class Discussion: Discuss the implications of the sorting activity. Explore how privilege, microaggressions, and stereotypes impact immigrant experiences.
 - **Assessment:** Writing Activity: Students write a letter to a school counselor discussing the 4 L's of Oppression and how they relate to immigrants.

Assessment, Application, Action, and Reflection:

- **Assessments Overview:**
 - Presentation on *A Different Mirror*: Students will present on the historical immigration experiences of a chosen ethnic group (20%).
 - Short Essay on Push and Pull Factors: Students will compare and contrast two different immigrant groups (20%).
 - Reflective Journal Entry: Based on TED Talk and personal reflection on acculturation/assimilation (20%).
 - Letter to Counselor: Students will write a letter analyzing privilege and oppression in the immigrant experience, using the 4 L's of Oppression (40%).

Materials and Resources:

- *A Different Mirror* by Ronald Takaki (Chapters 4, 5, 6, 8)
- Chimamanda Ngozi Adichie's TED Talk, *The Danger of a Single Story*
- Historical maps showing immigration patterns
- Chart paper and markers for group work

Ethnic Studies Outcomes:

- Students will develop a deeper understanding of the historical and contemporary experiences of diverse ethnic groups in the U.S.
 - They will engage in meaningful dialogue and reflect on the impact of migration, race, and privilege on identity and community formation.
-

Unit 3: African American Experiences (2-Week Plan)

Lesson Purpose and Overview (1-2 paragraph narrative explanation):

This lesson introduces students to the complexities of justice, equity, and inclusion through an exploration of various social justice concepts and historical events. Students will develop an understanding of how cultural contexts, experiences, and systemic structures shape perceptions of justice and equity, and learn strategies for engaging in respectful discussions about these topics. The lesson aims to foster a deeper understanding of diverse perspectives, the importance of inclusivity, and the role of civic engagement in addressing systemic discrimination and marginalization.

Key Terms and Concepts (Ties into larger unit key terms but may also include terms specific to the lesson):

- **Justice:** The principle of fairness and moral righteousness, emphasizing the equal treatment and protection of individuals under the law.
- **Injustice:** Actions or conditions that violate principles of fairness and equality, often manifesting through systemic discrimination and social inequality.
- **Equity:** The fair distribution of resources and opportunities, taking into account the unique needs and circumstances of different groups to achieve equal outcomes.
- **Equality:** The concept of treating everyone the same, regardless of individual needs, circumstances, or starting points.
- **Intersectionality:** The interconnected nature of social categorizations such as race, class, and gender, creating overlapping systems of discrimination or disadvantage.
- **Marginalization:** The social process by which certain groups are pushed to the edges of society, limiting their access to resources, rights, and opportunities.
- **Civic Engagement:** The process of actively participating in the social, political, and economic life of a community to bring about social change.

Lesson Objectives (“Students will be able to...”):

1. Define justice, equity, and other key social justice concepts and explain their relevance to current societal issues.
2. Discuss how different cultural, historical, and personal experiences shape people's understanding of justice and equity.
3. Identify strategies for engaging in respectful and empathetic conversations on difficult topics, including systemic discrimination and marginalization.

Essential Questions (Ties lesson to larger unit purpose):

1. What is justice, and how do different groups understand and apply this term based on their cultural and historical experiences?
2. How can individuals and communities work together to address systemic injustice and promote greater equity and inclusivity?

Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):**
Begin the lesson with a community-building activity. Have students respond to a thought-provoking question related to justice and equity, such as: “What does fairness mean to you?” or “Can you think of a time when you witnessed or experienced injustice?”
2. **Introduction to Key Concepts (15 minutes):**
Use a multimedia presentation to introduce key terms and concepts related to justice, equity, and inclusivity. Provide historical and contemporary examples to illustrate these concepts.
3. **Group Analysis (20 minutes):**
Divide students into small groups and provide them with case studies or primary source documents related to social justice movements (e.g., the Civil Rights Movement, the fight for gender equality, or contemporary social justice movements). Have each group analyze their case study and present their findings to the class.
4. **Class Discussion (15 minutes):**
Facilitate a class discussion based on the essential questions. Encourage students to connect the concepts learned to current events or personal experiences.

5. Conclusive Dialogue (15-20 minutes):

End the lesson with a reflective dialogue. Ask students to share their thoughts on how their understanding of justice and equity has evolved and discuss ways they can contribute to promoting inclusivity in their communities.

Assessment, Application, Action, and Reflection:

- **Assessment Options:**
 - Write a reflective essay or journal entry addressing the question: “How do historical and contemporary efforts to achieve justice and equity influence your understanding of fairness today?”
 - Create a group presentation highlighting a social justice leader or movement that contributed to the fight for equity and inclusivity.
- **Materials and Resources:**
 - Multimedia presentation (e.g., PowerPoint or video clips)
 - Primary source documents (e.g., historical texts, speeches, case studies)
 - Art supplies for creative group activities
 - Classroom handouts with key terms and concepts

Ethnic Studies Outcomes:

- Promote a critical understanding of the influence of historical events, policies, and cultural contexts on marginalized communities.
 - Foster empathy and respect for the diverse experiences and perspectives of others.
 - Encourage civic engagement by connecting historical and current social justice efforts to students' lives and communities.
-

Unit 4: Latino American Experiences Duration: 2 Weeks

Lesson Purpose and Overview:

This lesson aims to deepen students' understanding of the rich and diverse experiences of Latino Americans. By exploring historical and contemporary issues such as immigration, cultural identity, and civil rights, students will gain insights into the complex identities and challenges faced by Latino communities in the United States. The lesson also focuses on how civic engagement and community-based social movements can create lasting change, encouraging students to see themselves as agents of change.

Key Terms and Concepts:

- **Immigration:** Moving permanently to a foreign country, often for better opportunities or safety.
- **Latino/Latina/Latinx:** Terms describing people of Latin American descent, with "Latinx" being gender-neutral.
- **Civic Engagement:** Participation in the community and political life of society, such as voting, volunteering, or advocating for social change.
- **Cultural Identity:** The sense of belonging to a particular culture, defined by shared beliefs, values, and traditions.

Lesson Objectives:

Students will be able to...

1. Analyze the historical and social contexts that shaped Latino American identities.

2. Examine the impact of immigration on Latino communities.
3. Evaluate the role of Latino Americans in civil rights movements and ongoing social issues.
4. Reflect on their own identities and how they can contribute to civic engagement and social change.

Essential Questions:

1. How have Latino American experiences been constructed in the United States, and how have they changed over time?
2. How do Latino American experiences continue to shape contemporary issues in the U.S.?

Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):**
 - Icebreaker: Share a story or object related to family history or migration. Discuss as a class how these experiences shape individual and group identities.
2. **Introduction to Key Concepts (15 minutes):**
 - Present key terms and concepts using multimedia (videos, slides) to provide historical context on Latino American experiences.
 - Group Activity: Divide students into small groups to discuss and define each key term. Share out to the class.
3. **Exploration Activity (30 minutes):**
 - **Text Analysis:** Read excerpts from *Enrique's Journey* by Sonia Nazario, discussing the reasons behind immigration and the challenges faced by Latino immigrants.
 - **Discussion:** What are the push and pull factors that influence migration? How do these factors shape the identity and experiences of Latino Americans?
4. **Case Study (30 minutes):**
 - Examine a case study of the Chicano Civil Rights Movement or *Mendez v. Westminster*. Discuss its significance and impact on American society.
 - Small Group Presentation: Each group presents their analysis of the case study and its relevance today.
5. **Conclusive Dialogue (20 minutes):**
 - Class discussion on the role of civic engagement in creating change.
 - Reflection: Students write a one-page response on how they can engage in their communities and advocate for social justice.

Assessment, Application, Action, and Reflection:

- **Assessment:** Short responses, group presentations, and a final reflective essay on the importance of civic engagement.
- **Application/Action:** Students research a local organization involved in community advocacy and create a plan for how they could participate.
- **Reflection:** Share reflections on how Latino American experiences contribute to the broader American narrative and influence contemporary issues.

Materials and Resources:

- Excerpts from *Enrique's Journey* by Sonia Nazario
- Articles on Latino American history and civil rights
- Multimedia resources (documentaries, podcasts, videos)

Ethnic Studies Outcomes:

- **Reflect on personal identity and history:** Encourage students to connect lessons to their own experiences and identities.
- **Celebrate diverse narratives:** Highlight the contributions and challenges of Latino Americans within the larger context of U.S. history.
- **Foster civic engagement:** Motivate students to see themselves as active participants in social change.

Unit Title:

Latino American Experiences and Contributions

Duration:

2 Weeks

Unit Overview:

This unit explores the rich and diverse experiences of Latino Americans, focusing on historical and contemporary issues such as immigration, cultural identity, civil rights, and community formation. Students will examine pre-colonial cultural formations in Latin America, the reasons behind Latino migration to the U.S., and the complex identities that Latino Americans navigate today. By studying these topics, students will link theory to practice, exploring how civic engagement and community-based social movements can create lasting change.

Essential Questions:

1. How have Latin American experiences been constructed in the United States, and how have they changed over time?
2. How do Latin American experiences continue to shape the United States and contemporary issues?

Student Learning Outcomes:

By the end of this unit, students will:

- Reflect on their own identities, communities, and systems of power.
- Celebrate the diversity of Latino American experiences.
- Apply leadership skills to become agents of change in their communities.
- Explore civic engagement and social movements as tools for addressing systemic challenges.

Key Concepts & Vocabulary:

- **Immigration, Relocation, Migration**
- **Latino, Hispanic, Chicano/a/x, Latinx**
- **Civil Rights Movement, Cartels, Cultural Identity**
- **Civic Engagement**

Anchor Lessons & Assessments:

- **Week 1: Early Cultural Formations and the Journey Through America**
- **Week 2: Taking Root, Overcoming Challenges, and the Latino Civil Rights Movement**

Ethnic Studies Values and Principles Alignment:

This lesson promotes awareness of Native American histories, cultural resilience, and contemporary experiences, aligning with principles of equity, inclusivity, and social justice.

Standards Alignment:

- [State/Local History Standard]
- [Social Studies Standard on Civil Rights Movements]

Lesson Purpose and Overview:

This lesson explores the rich history, cultural resilience, and contemporary challenges faced by Native Americans. Students will gain insight into the impact of colonization, the significance of Native American contributions to the civil rights movement, and the ongoing struggles for justice and recognition. Through texts, discussions, and media, the lesson aims to deepen understanding of Native American identities and their role in shaping American society.

Key Terms and Concepts:

- **Land Acknowledgment**
- **Sovereignty**
- **Colonization**
- **Cultural Resilience**
- **Iroquois Confederacy**
- **Civil Rights Movement**
- **Reservation**
- **Social-Ecological Traps**
- **Tribal Stewardship**

Lesson Objectives (“Students will be able to...”):

1. Understand the diversity and complexity of Native American cultures and societies before and after European contact.
2. Analyze the ongoing impact of colonization on Native American communities.
3. Recognize the significant role of Native Americans in the Civil Rights Movement.
4. Reflect on contemporary Native American identity, examining both the challenges and contributions they bring to American society.
5. Develop critical thinking and leadership skills to become agents of change in their own communities.

Essential Questions:

1. How have Native American experiences been constructed in the United States, and how have they changed over time?
2. How do Native American experiences continue to shape the United States and contemporary issues?

Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):**
 - Start with a land acknowledgment and a brief discussion on its significance in honoring Indigenous peoples and their connection to the land.
2. **Introduction to Early Native American Cultural Formations:**
 - **Lecture/Presentation:** Provide an overview of Native American societies and cultural characteristics before European contact, focusing on key tribes (e.g., Iroquois, Yurok, and Tewa).
 - **Class Discussion:** Discuss the role of spirituality, social structures, and community in these cultures.
 - **Reflective Writing:** Students write a brief reflection on how these cultural characteristics helped sustain Native communities over centuries.
3. **Analyzing Native American Social Structures and Resilience:**
 - **Group Activity:** Students work in small groups to analyze the social structures of different tribes and present their findings.
 - **Interactive Mapping:** Create a visual map of various tribes, highlighting social systems such as matriarchal societies or clan networks.
 - **Discussion:** Analyze how these social structures enabled Native groups to maintain their identities in the face of external pressures.
4. **Exploring the Iroquois Confederacy and Pre-Contact Relationships:**
 - **Class Discussion:** Examine the political and social organization of the Iroquois Confederacy.
 - **Activity:** Create a timeline illustrating the formation of the Iroquois Confederacy and its influence on Native tribes and early American political systems.
 - **Document Analysis:** Analyze how the Great Law of Peace served as a model for the U.S. Constitution.
5. **Early European Contact and Its Impacts:**
 - **Watch and Discuss:** View the documentary *Trail of Tears* and discuss how European colonization affected Native land, culture, and social systems.

- **Timeline Creation:** Create a timeline tracing the progression of Native-European relations.
- **Class Debate:** Divide into groups to debate whether Native responses to European contact were primarily defensive or strategic.

Conclusive Dialogue (Student and Community Reflection):

Discuss the key themes of the week and how Native American experiences continue to shape contemporary issues and American society.

Assessment, Application, Action, and Reflection:

- **Assessment:**
 - Short essay: Analyze the effects of European colonization on Native American societies.
 - Group presentations on social structures and cultural resilience.
 - Final project: Essay or multimedia presentation on contemporary Native American identity and challenges.

Materials and Resources:

- Texts: *Standing Ground*, *The Tewa World*, *Iroquoia*
- Media: *Trail of Tears* documentary (PBS)
- Articles: “Escaping social-ecological traps through tribal stewardship”

Ethnic Studies Outcomes:

- Increased awareness of Native American histories and contributions.
- Enhanced understanding of how Indigenous communities have shaped and continue to influence American society.

Unit 5: Native American Experiences

Duration: 2 Weeks

Unit Overview

Native Americans, as the first people to inhabit America, have a unique history marked by both struggle and resilience. This unit delves into the paradox of being both Indigenous peoples and citizens of a nation that has historically marginalized them. It explores their cultural characteristics, responses to colonization, contributions to civil rights movements, and contemporary experiences. Through texts, discussions, and media, students will examine the rich heritage of Native American cultures and their ongoing quest for justice and recognition.

Unit 6: Asian American Experiences

Unit Overview:

This unit delves into the essential contributions and challenges faced by Asian Americans throughout U.S. history, from their early immigration experiences to their roles in shaping the cultural, economic, and political landscape of the country. Students will explore different Asian ethnicities, their diverse reasons for migration, their roles in the development of American infrastructure, their involvement in civil rights movements, and their ongoing struggles and triumphs in contemporary society.

Essential Questions:

1. How have Asian American experiences been constructed in the United States, and how have they changed over time?

2. How do Asian American experiences continue to shape the United States and contemporary issues?

Student Learning Outcomes:

- Reflect on and celebrate their diverse identities by exploring Asian American contributions.
- Examine the historical and present-day challenges faced by Asian American communities.
- Understand the impact of Asian Americans in social justice movements.
- Explore concepts of solidarity, cultural wealth, and leadership within Asian American communities.

Key Concepts & Vocabulary:

1. **Exclusionary Policies:** Laws or regulations designed to exclude certain groups based on race, ethnicity, gender, religion, or other factors. Examples include Jim Crow laws, the Chinese Exclusion Act, and redlining practices.
2. **Internment Camps:** Places where people are forcibly detained during times of war or political conflict, often based on their race or ethnicity. A prominent example is the internment of Japanese Americans during WWII.
3. **Model Minority Myth:** A stereotype portraying Asian Americans as uniformly successful, while ignoring systemic racism and diversity of experiences within Asian communities.
4. **Cultural Hybridity:** The blending of different cultural elements to create something new, often occurring in multicultural societies.
5. **Solidarity:** Unity and support among individuals or groups with shared interests or goals, especially in social justice movements.
6. **Praxis:** The application of theory to practice in real-world situations, especially for social change.
7. **Cultural Wealth:** The knowledge, skills, abilities, and assets that marginalized groups possess, often overlooked by dominant narratives.
8. **Reservation:** Land designated by the government for Native American tribes, where they have some degree of sovereignty and self-governance.
9. **Social-Ecological Traps:** Situations where social and ecological factors interact, leading to unsustainable outcomes and trapping communities in cycles of poverty or environmental degradation.
10. **Tribal Stewardship:** Management and care of natural resources by Indigenous tribes, based on traditional knowledge and sustainable practices.

Anchor Lessons & Assessments:

Day 1: Origins of Asian American Immigration

- **Objective:** Understand the early waves of Asian immigration to the U.S. and the cultural foundations Asian immigrants brought with them.
- **Activities:**
 1. **Lecture/Presentation:** Cover early immigration waves of Chinese, Japanese, and Southeast Asian communities.
 2. **Group Activity:** Create presentations highlighting history, cultural practices, and contributions of different Asian ethnic groups.
 3. **Reading & Reflection:** Read excerpts from *A Brief History of the Cultures of Asia* and *Southeast Asia: A Very Short Introduction*.
- **Assessment:**
Short reflective journal entry discussing how Asian cultures differ from or share similarities with students' own backgrounds.

Day 2: Journey Through America and Taking Root

- **Objective:** Analyze the reasons for Asian immigration to the U.S. and the challenges of settlement, identity, and community formation.
- **Activities:**
 1. **Class Discussion:** Explore push and pull factors influencing Asian immigration.
 2. **Map Activity:** Identify where different Asian groups settled and why.
 3. **Reading & Discussion:** Read passages from *The Best We Could Do* and *Almost American Girl*.
- **Assessment:**
Exit ticket: Students list two reasons for Asian immigration and explain challenges faced in settling.

Day 3: WWII Exclusionary Policies and Asian American Internment Camps

- **Objective:** Examine the impact of WWII policies on Asian Americans and the internment of Japanese Americans.
- **Activities:**
 1. **Document Analysis:** Review primary sources related to WWII exclusionary policies.
 2. **Reading & Discussion:** Read excerpts from *Farewell to Manzanar*.
- **Assessment:**
Journal entry analyzing how internment shaped public perception and reinforced stereotypes.

Day 4: Solidarity, Praxis, and Reimagination: Wisdom from Yuri Kochiyama and Grace Lee Boggs

- **Objective:** Learn about the role of Asian Americans in the Civil Rights Movement and other social justice initiatives.
- **Activities:**
 1. **Video & Presentation:** Watch a short documentary or clip about Yuri Kochiyama and Grace Lee Boggs.
 2. **Group Analysis:** Analyze selected writings or speeches by Kochiyama and Boggs.
- **Assessment:**
Group presentation summarizing key contributions and ideas of either Kochiyama or Boggs.

Day 5: Contemporary Challenges and Opportunities for Asian Americans

- **Objective:** Analyze modern challenges and opportunities faced by Asian Americans in various fields.
- **Activities:**
 1. **Reading & Discussion:** Read excerpts from *What It Means to Be Asian in America* and *Understanding America*.
 2. **Panel Discussion/Guest Speaker (if possible):** Invite an Asian American community leader to share insights.
- **Assessment:**
Write a letter or editorial reflecting on modern Asian American experiences.

Assessment Overview:

- **Journal Entries:** Reflect on how Asian American experiences challenge or conform to traditional racial stereotypes.
 - **Group Presentations:** Analyze and present on specific topics (e.g., immigration patterns, cultural contributions, wartime policies).
 - **Class Discussions:** Participation in evaluating key themes and events.
 - **Written Reflections:** Articulate understanding through reflective essays and letters.
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Assessments Overview:

- **Journal Entries (20%):** Students will maintain weekly journals reflecting on how Asian Americans' experiences challenge or conform to stereotypes, their personal responses to the lessons, and connections to their own lives.
 - **Participation (20%):** Active engagement in discussions, group work, and presentations.
 - **Group Project (30%):** Infographic or multimedia presentation on the contributions of a key Asian American figure in civil rights advocacy.
 - **Final Essay (30%):** Comprehensive analysis of how historical and contemporary challenges have shaped Asian American identity and contributions to U.S. society.
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Texts & Resources:

- *Southeast Asia: A Very Short Introduction*
- *A Brief History of the Cultures of Asia*
- *The Best We Could Do: An Illustrated Memoir* by Thi Bui

- Excerpts from *Farewell to Manzanar* by Jeanne Wakatsuki Houston
 - *Almost American Girl* by Robin Ha
 - *Key Facts about Asian Americans, a Diverse and Growing Population* (Pew Research)
 - “Silence...No More” by Kiku Funabiki
 - *United Farm Workers Movement: Philip Vera Cruz, Unsung Hero*
 - *Chinatown Resource Guide*, PBS
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Unit 7: Arabic American Experiences

Lesson Purpose and Overview:

This lesson aims to provide students with a comprehensive understanding of the Arabic American experience, particularly in the context of immigration, cultural contributions, and contemporary challenges faced by this community. Students will explore the historical narrative of Arab Americans, focusing on their contributions to civil rights, the impact of Islamophobia post-9/11, and the importance of cultural representation in media. Through discussions, readings, and creative projects, students will critically analyze how these experiences shape American society today.

Key Terms and Concepts:

- **Islamophobia:** Prejudice and discrimination against Islam and Muslims, especially pronounced in post-9/11 America.
 - **Post-9/11 America:** Changes in societal attitudes and policies affecting Middle Eastern Americans after the September 11 attacks.
 - **Civil Rights Advocacy:** Efforts to protect and secure the rights of marginalized groups, particularly in the context of the Arab American community.
 - **Media Representation:** The portrayal of Arab Americans in media and its impact on societal perceptions.
 - **Cultural Mosaic:** A metaphor for a society that values and celebrates multiculturalism while retaining distinct identities.
 - **Refugee Experiences:** The challenges faced by Middle Eastern refugees, particularly regarding integration and trauma.
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Lesson Objectives:

Students will be able to:

1. Understand the diverse cultural, religious, and linguistic backgrounds of Middle Eastern Americans.
 2. Analyze the impact of post-9/11 America and Islamophobia on Arab and Middle Eastern Americans.
 3. Explore the contributions of Middle Eastern Americans to the Civil Rights Movement and ongoing advocacy efforts.
 4. Critically analyze media portrayals of Arab Americans and their influence on public perception.
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Essential Questions:

1. How have Arabic American experiences been constructed in the United States, and how have they changed over time?
 2. In what ways do Arabic American experiences continue to shape contemporary issues in the United States?
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Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):** Begin with a brief icebreaker where students share their thoughts on what diversity means to them.
 2. **Introduction to Middle Eastern Cultures (Day 1):**
 - Readings from "Ancient Middle East Historical Region, Asia" by William Foxwell Albright.
 - Discussion on early Middle Eastern civilizations and their influence on modern societies.
 3. **Social Order in Middle Eastern Societies (Day 2):**
 - Analyze social structures of Middle Eastern tribes pre- and post-European contact.
 - Group analysis and presentations on specific tribes.
 4. **Immigration Journeys to the U.S. (Day 3):**
 - Readings from "Arab Immigration to the United States: Timeline."
 - Class discussion on factors driving immigration.
 5. **Timeline Activity (Day 4):**
 - Create visual timelines of significant events related to Middle Eastern immigration.
 6. **Assessment & Reflection (Day 5):**
 - Short Response Essay on maintaining cultural identity in America.
 - Class reflection on cultural identity and immigration experiences.
 7. **Understanding Contemporary Issues (Week 2, Day 1):**
 - Readings from "The Story of Arab Americans' Beginning in America – And the Quest for Fair Representation."
 - Teacher-led presentation and class discussion.
 8. **Media Representation (Day 3):**
 - Watch a segment from *Reel Bad Arabs* and discuss media portrayals.
 9. **Group Presentations (Days 4-5):**
 - Final projects analyzing media representations or showcasing contributions of Middle Eastern Americans.
 - Class presentations followed by reflections on learning outcomes.
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Assessment, Application, Action, and Reflection:

- **Assessment:** Short Response Essay and Final Project presentation.
 - **Application:** Students will apply their understanding through discussions, presentations, and creative projects.
 - **Action:** Encourage students to explore further into their communities to identify contributions of Middle Eastern Americans and advocate for inclusive narratives.
 - **Reflection:** Students will engage in class discussions and written reflections to consider what they learned and how they can contribute to social change.
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Materials and Resources:

- "Ancient Middle East Historical Region, Asia" by William Foxwell Albright
 - "Culture: A Rich Mosaic," PBS
 - "The Story of Arab Americans' Beginning in America – And the Quest for Fair Representation" by Rita Stephan, Ph.D.
 - "Arab Immigration to the United States: Timeline" by Becky Little (History.com)
 - "Middle Eastern and North African Immigrants in the United States" by Laura Harjanto and Jeanne Batalova
 - Access to media clips and project materials.
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Ethnic Studies Outcomes:

Students will develop a deeper understanding of the complexities surrounding Arabic American experiences, recognize the contributions of Middle Eastern Americans to U.S. society, and enhance their skills in critical analysis, cultural understanding, and civic engagement.

Unit 8: Culminating Project

Unit Description:

This project offers students the opportunity to author a personal narrative that captures their identity and experiences. Students will explore who they are, where they come from, and what empowers them to be active participants in American civic life. Through this culminating project, students will reflect on the seven units previously studied in the course, integrating insights from personal, cultural, ethnic, and American identities to articulate their sense of self.

Essential Questions:

1. How does your ethnic or cultural background help shape your identity?
 2. How might you carry that part of your identity into the American experience?
 3. What challenges do you face right now?
 4. What personal resources can help you overcome those challenges?
 5. What goals or ambitions might you strive to achieve?
 6. How might you work toward achieving them?
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Student Learning Outcomes:

By the end of this unit, students will be able to:

- Reflect on their personal, cultural, and ethnic identities and how these shape their overall sense of self.
 - Analyze the impact of their identity on their experiences in American civic life.
 - Identify personal challenges and articulate strategies and resources to overcome them.
 - Set personal goals and develop a plan for achieving these goals in the context of their narrative.
 - Synthesize learning from previous units to create a cohesive, well-structured personal narrative.
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Day 1: Introduction & Brainstorming

Objective: Identify key aspects of identity and begin planning the narrative.

Activities:

- Review Unit & Project Requirements: Discuss the unit description, essential questions, and learning outcomes.
 - Brainstorming Session: Use guiding questions to prompt discussions about how ethnic or cultural backgrounds shape identities.
 - Create a Graphic Organizer: Have students create a visual organizer identifying key themes (identity, cultural background, challenges, ambitions).
 - Homework: Complete a “Who Am I?” worksheet reflecting on identity, challenges, and goals.
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Day 2: Drafting the Introduction & Developing the Body

Objective: Write the introduction and initial body paragraphs focusing on challenges and identity.

Activities:

- Mini-Lesson on Narrative Introductions: Discuss ways to start a narrative (anecdotes, quotes, vivid descriptions) and analyze examples.
- Writing Time:
 - Draft the introduction incorporating insights from the brainstorming session.

- Write 1-2 paragraphs detailing challenges faced and how identity has played a role in overcoming them.
 - Peer Review: Exchange drafts to provide feedback on introductions and body paragraphs.
 - Homework: Revise the introduction and body paragraphs based on feedback.
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Day 3: Developing the Body – Goals & Ambitions and Conclusion

Objective: Write about personal goals and draft the conclusion.

Activities:

- Mini-Lesson on Setting Goals: Discuss the importance of goal-setting and how it relates to identity.
 - Writing Time:
 - Write paragraphs exploring personal goals, linking them to identity and strategies for achievement.
 - Draft the concluding paragraphs, tying back to the narrative's main themes.
 - Peer Review & Self-Editing: Exchange drafts for overall coherence and complete a self-editing checklist.
 - Teacher Conferences: Provide individual feedback and support.
 - Homework: Finalize the personal narrative based on peer and teacher feedback.
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Day 4: Final Edits, Presentation & Reflection

Objective: Polish the narrative, share completed work, and reflect on the project process.

Activities:

- Grammar & Style Check: Conduct a final self-edit using a checklist to ensure clarity and coherence.
 - Optional Presentations: Students present excerpts of their narratives to the class or in small groups.
 - Reflective Discussion: Discuss insights gained about identity and civic engagement throughout the project.
 - Written Reflection: Write a brief reflection on challenges faced, personal growth as writers, and lessons learned about identity.
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Materials Needed:

- Brainstorming worksheets
 - Graphic organizers
 - Peer review checklists
 - Self-editing checklists
 - Rubric for final assessment (to be shared at the beginning of the unit)
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Assessments:

The culminating project is a 5-10 page personal narrative that draws on course discussions, documents, and narratives explored throughout the year. Assessments include:

- Brainstorming and Planning Worksheets: Initial ideas and structure for the narrative.
- Rough Draft Submission: A draft of the narrative for peer review and teacher feedback.
- Final Narrative: A polished version of the personal narrative.
- Presentation or Reflection: Option to share the narrative or reflect on the writing process and its impact on their understanding of identity.

Project Options:

Students can choose from several final project options, including:

1. “I Am History” Personal Narrative: A structured narrative that explores their identity and role within the American experience.
 2. Creative Expression: Students may also present their narrative through alternative mediums, such as poetry, video, or art, accompanied by a written reflection that connects back to the essential questions.
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Glossary

Abolitionism

English: The movement to end the practice of slavery and the slave trade, especially prominent in the 18th and 19th centuries.

Spanish: El movimiento para acabar con la práctica de la esclavitud y el comercio de esclavos, especialmente prominente en los siglos XVIII y XIX.

Agency

English: The capacity of individuals to act independently and make their own free choices, as opposed to being controlled by external forces.

Spanish: La capacidad de los individuos para actuar de manera independiente y tomar sus propias decisiones libres, en lugar de ser controlados por fuerzas externas.

Cartels

English: Organized groups, often involved in illicit activities such as drug trafficking, that operate to control markets, limit competition, and maintain monopolistic control over specific trades or territories.

Spanish: Grupos organizados, a menudo involucrados en actividades ilícitas como el tráfico de drogas, que operan para controlar mercados, limitar la competencia y mantener el control monopolístico sobre comercios o territorios específicos.

Chinatown

English: A district or neighborhood within a city, predominantly inhabited by people of Chinese descent, often characterized by Chinese cultural elements, businesses, and restaurants.

Spanish: Un distrito o vecindario dentro de una ciudad, predominantemente habitado por personas de ascendencia china, a menudo caracterizado por elementos culturales chinos, negocios y restaurantes.

Civil Rights Movement

English: A series of movements and campaigns in the United States, particularly during the 1950s and 1960s, aimed at ending racial segregation and discrimination against African Americans and securing legal recognition and federal protection of their citizenship rights.

Spanish: Una serie de movimientos y campañas en los Estados Unidos, particularmente durante las décadas de 1950 y 1960, dirigidas a terminar con la segregación racial y la discriminación contra los afroamericanos y asegurar el reconocimiento legal y la protección federal de sus derechos de ciudadanía.

Community

English: A group of people living in the same place or having a particular characteristic in common, often sharing resources, responsibilities, and a sense of belonging.

Spanish: Un grupo de personas que viven en el mismo lugar o tienen una característica particular en común, a menudo compartiendo recursos, responsabilidades y un sentido de pertenencia.

Community & Cultural Humanity

English: Recognizing the importance of community and culture in shaping human experience and identity, and the need for mutual respect and understanding across diverse groups.

Spanish: Reconocer la importancia de la comunidad y la cultura en la formación de la experiencia e identidad humana, y la necesidad de respeto mutuo y comprensión entre diversos grupos.

Cultural Wealth

English: The array of cultural knowledge, skills, abilities, and contacts possessed by marginalized groups that often go unrecognized and undervalued by dominant social institutions.

Spanish: La gama de conocimientos culturales, habilidades, capacidades y contactos poseídos por grupos marginados que a menudo no son reconocidos ni valorados por las instituciones sociales dominantes.

Disenfranchise

English: To deprive someone of the right to vote or other rights of citizenship.

Spanish: Privar a alguien del derecho al voto u otros derechos de ciudadanía.

Ethnicity

English: A category of people who identify with each other based on shared social, cultural, or national experiences and backgrounds.

Spanish: Una categoría de personas que se identifican entre sí en base a experiencias y antecedentes sociales, culturales o nacionales compartidos.

Gender

English: The range of characteristics pertaining to, and differentiating between, masculinity and femininity, often encompassing both biological sex and social roles or identities.

Spanish: La gama de características relacionadas con y que diferencian entre la masculinidad y la feminidad, a menudo abarcando tanto el sexo biológico como los roles o identidades sociales.

Identity

English: The qualities, beliefs, personality, looks, and expressions that make a person or group; how individuals perceive themselves and are recognized by others.

Spanish: Las cualidades, creencias, personalidad, apariencia y expresiones que conforman a una persona o grupo; cómo los individuos se perciben a sí mismos y son reconocidos por los demás.

Immigration

English: The action of coming to live permanently in a foreign country.

Spanish: La acción de venir a vivir permanentemente en un país extranjero.

Implicit Bias

English: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Spanish: Las actitudes o estereotipos que afectan nuestra comprensión, acciones y decisiones de manera inconsciente.

Intersectionality

English: The theory that individuals have multiple, overlapping social identities (e.g., race, gender, class) that intersect and create unique modes of discrimination and privilege.

Spanish: La teoría de que los individuos tienen múltiples identidades sociales superpuestas (por ejemplo, raza, género, clase) que se intersectan y crean modos únicos de discriminación y privilegio.

Jim Crow

English: The system of racial segregation laws and practices in the United States, particularly in the South, enforced from the late 19th century until the mid-20th century, mandating the separation of African Americans from whites.

Spanish: El sistema de leyes y prácticas de segregación racial en los Estados Unidos, particularmente en el sur, impuesto desde finales del siglo XIX hasta mediados del siglo XX, que obligaba a la separación de los afroamericanos de los blancos.

Justice

English: The principle of fairness and the ideal of moral equity; the administration of the law or authority in maintaining this principle.

Spanish: El principio de equidad y el ideal de equidad moral; la administración de la ley o autoridad en el mantenimiento de este principio.

Land Acknowledgement

English: A formal statement that recognizes and respects the indigenous peoples as traditional stewards of the land and acknowledges the history and culture of the land's original inhabitants.

Spanish: Una declaración formal que reconoce y respeta a los pueblos indígenas como administradores tradicionales de la tierra y reconoce la historia y cultura de los habitantes originales de la tierra.

Marginalize

English: To relegate or confine a group of people to a lower social standing or outer edge of society, often limiting their access to resources and opportunities.

Spanish: Relegar o confinar a un grupo de personas a una posición social más baja o a la periferia de la sociedad, a menudo limitando su acceso a recursos y oportunidades.

Master/Dominant & Intersectionality

English: The analysis of how dominant societal structures (such as patriarchy, capitalism, and heteronormativity) intersect with various forms of identity and systems of oppression.

Spanish: El análisis de cómo las estructuras sociales dominantes (como el patriarcado, el capitalismo y la heteronormatividad) se intersectan con diversas formas de identidad y sistemas de opresión.

Microaggressions

English: Brief, everyday exchanges that send denigrating messages to individuals based on their group membership, often unintentionally perpetuating stereotypes or biases.

Spanish: Intercambios breves y cotidianos que envían mensajes denigrantes a individuos en función de su pertenencia a un grupo, a menudo perpetuando de manera involuntaria estereotipos o prejuicios.

Migration

English: The movement of people from one place to another, often for reasons such as economic opportunities, environmental conditions, or social factors.

Spanish: El movimiento de personas de un lugar a otro, a menudo por razones como oportunidades económicas, condiciones ambientales o factores sociales.

Othered/Othering

English: The process of perceiving or portraying someone or a group of people as fundamentally different or alien, often to reinforce a sense of exclusion or inferiority.

Spanish: El proceso de percibir o retratar a alguien o a un grupo de personas como fundamentalmente diferentes o extraños, a menudo para reforzar un sentido de exclusión o inferioridad.

Power

English: The capacity or ability to direct or influence the behavior of others or the course of events.

Spanish: La capacidad o habilidad para dirigir o influir en el comportamiento de otros o en el curso de los eventos.

Praxis

English: The process by which a theory, lesson, or skill is enacted, embodied, or realized through practical action.

Spanish: El proceso por el cual una teoría, lección o habilidad se lleva a cabo, se encarna o se realiza a través de la acción práctica.

Privilege

English: Unearned social advantages, entitlements, and benefits granted to individuals based on their membership in certain social groups.

Spanish: Ventajas sociales no merecidas, derechos y beneficios otorgados a los individuos en función de su pertenencia a ciertos grupos sociales.

Race

English: A social construct that categorizes and differentiates people based on physical characteristics such as skin color, which has been used historically to establish and justify systems of power and inequality.

Spanish: Un constructo social que categoriza y diferencia a las personas en función de características físicas como el color de la piel, que se ha utilizado históricamente para establecer y justificar sistemas de poder y desigualdad.

Rebellion:

English: An act of violent or open resistance to an established government or ruler; or, more generally, any resistance against established norms, rules, or authority.

Spanish: Un acto de resistencia violenta o abierta contra un gobierno o gobernante establecido; o, de manera más general, cualquier resistencia contra normas, reglas o autoridades establecidas.

Reconstructionism:

English: The period after the Civil War in the United States (1865-1877) focused on rebuilding the Southern states and integrating formerly enslaved people into society, or a modern movement in Judaism that views the religion as progressively evolving in response to contemporary issues.

Spanish: El período después de la Guerra Civil en los Estados Unidos (1865-1877) centrado en la reconstrucción de los estados del sur y la integración de las personas anteriormente

Textbooks Representing Multiple Voices

General Ethnic Studies:

“A Different Mirror for Young People” by Ronald Takalki, Published by Seven Stories Press, Copyright 2012, ISBN 9781609804169

[Teacher’s Guide](#)

“A Beginner’s Guide to American, For the Immigrant and the Curious” by Roya Hakakian, Vintage Books, Copyright 2021, ISBN: 978-0-525-56592-5

“Transformative Ethnic Studies in Schools” by Christine E. Sleeter and Miguel Zavala, Published by Teachers College Press, Copyright 20020, ISBN: 978-0-8077-6345-2

“Coming to America, Voices of Teenage Immigrants” by JOn Diconsiglio, Published by Scholastic Inc., Copyright 2002, ISBN: 0-439-12339-9

Native American Studies:

“The Native American Rights Movement”, by Mark Grossman, Published by The ABC-CLIO , Copyright 1996, ISBN 0-87436822-7

“Standing Ground, Yurok Indian Spirituality, 1850-1990:.. By Thomas Buckley, University of California Press, copyright 2002, ISBN: 978-0-520-23389-8

“Iroquoia, The Development of a Native World” by William Engelbrecht, Syracuse University Press, Copyright 2003, ISBN: 978-0815-63060-9

“The Nez Pece Indians and the Opening of the Northwest” by Alvin M. Josephy, Yale University, Copyright 1965, ISBN: 978-0544-310896

“Empire of the Summer Moon” by S. C. Gwynne, Published by Scribner, Copyright 2010, ISBN: 978-1-4165-9105-4

African American Studies:

“Remembering Saveray, African Americans Talk About Their Personal Experiences of Slavery and Emancipation” Edited by Ira Berlin, Marc Favreau and Steven F. Miller, The New Press, Copyright 1996, ISBN: 978-1-62097-028-7

“Dust Tracks on a Road” by Zora Neale Hurston, Harper Perennial Publishers, Copyright 1942, ISBN: 978-0060-921682

“A testament of Hope, the Essential Writings and Speeches of Martin Luther King Jr.” Edited by James M. Washington, Published by Harper One, Copyright 1986, ISBN: 978-0-06-064691-2

“Up From Slavery” by Booker T. Washington, ISBN: 978-1-66050246

Asian/Pacific Islander American Studies:

“Red Scarf Girl, A Memoir of the Cultural Revolution”. By David Henry Hwang, HarpperCollins Publisher, copyright 1997, ISBN: 0-06-446208-0

“Day of Empire, How Hyperpowers Rise to Global Dominance- and Why They Fall” by Amy Chua, First Anchor Books, Copyright 2002, ISBN: 978-1-4000-7741-0

“In Order to Live, a North Korean Girl’s Journey to Freedom” by Yeonmi Park, Published by Penguin Books, Copyright 2015, ISBN: 978-014309747

“Southeast Asia, A Very Short Introduction” by James R. Rush, Oxford University Press, Copyright 2018, ISBN: 978-0190-248765

“Nothin Like it in the World, the Men Who Built the Transcontinental Railroad 1863-1869: by Stephen E. Ambrose, Published by Simon & Schuster, Copyright 2000, ISBN: 978-0-7432-0317-3

Latin American Studies:

“Brown, The Last Discovery of America”. By Richard Rodriguez, Published by the Penguin Group, Copyright 2002, ISBN: 0-670-03043-0

“Once I Was You: A Memoir”, by Hinojosa, Maria, Atria, Copyright 2020, ISBN: 978-1-9821-2866-1

“The Tewa World, Space, Time, Being, and becoming in a Pueblo Society” by Alfonso Ortiz, The University of Chicago Press, Copyright 1969, ISBN: 0-226-63307-1

“The Prince of Los Cocuyos, A Miami Childhood” by Richard Blanco, HarperCollin Books, Copyright 2014, ISBN: 978-0-06-231377-5

“The House on the Mango Street: by Sandra Cisneros, Vintage Books, Copyright 1984, ISBN: 978-0-679-73477-2

“Taco USA, HOw Mexican Food Conquered America” by Gustavo Arellano, Published by Scribner, Copyright 2012, ISBN: 978-1-4391-4862-4

Middle Eastern Studies:

"Ancient Middle East historical region, Asia", by William Foxwell Albright

"Culture: A Rich Mosaic", PBS

"The Story of Arab Americans’ Beginning in America – And the Quest for Fair Representation” DIPNOTE RITA STEPHAN, PH.D., USAID

"Arab Immigration to the United States: Timeline", By Becky Little, History.com

"Middle Eastern and North African Immigrants in the United States", By Laura Harjanto and Jeanne Batalova

Notes for Board Workshop on 11-14-24

EIGHT OUTCOMES OF K–12 ETHNIC STUDIES TEACHING

The following eight essential outcomes for ethnic studies teaching and learning are offered to assist with K–12 implementation of ethnic studies. By operating on the basis of these eight principles, statewide ethnic studies can become a venue for developing a deeper understanding of the opportunities and challenges that come with ethnic diversity. It should advance the cause of equity and inclusivity, challenge systemic racism, foster self-understanding, build intergroup and intragroup bridges, enhance civic engagement, and further a sense of human commonality. In this way, ethnic studies can help build stronger communities, a more equitably inclusive state, and a more just nation.

The following guidelines should inform the development of ethnic studies courses.

- It is imperative that students are exposed to multiple perspectives and taught to think critically and form their own opinions.
- Curriculum, resources, and materials should include a balance of topics, authentic concepts, including primary and secondary sources that represent multiple, and sometimes distinctive, points of view or perspectives.
- Students should actively seek to understand, analyze, and articulate multiple points of view, perspectives, and cultures.
- The instruction, material, or discussion must be appropriate to the age and maturity level of the students and be a fair, balanced, and humanizing academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Guiding Outcome 1: Pursuit of Justice and Equity: Ethnic studies did not arise in a vacuum. It arose with the intent of giving voice to stories long silenced, including stories of injustice, marginalization, and discrimination, as well as stories of those who became part of our nation in different ways, such as through slavery, conquest, colonization, and immigration. Ethnic studies should address those experiences, including systemic racism,²⁷ with both honesty and nuance, drawing upon multiple perspectives. Ethnic studies should also examine individual and collective efforts to challenge and overcome inequality and discriminatory treatment. The exploration of injustice and inequality should not merely unearth the past. It should also create a better understanding of dissimilar and unequal ethnic trajectories in order to strive for a future of greater equity and inclusivity. In the pursuit of justice and equality, ethnic studies should help students comprehend the various manifestations of racism and other forms of ethnic bigotry, discrimination, and marginalization. It should also help students understand the processes of social change and the role that they can play individually and collectively in challenging these inequity-producing forces, such as systemic racism.

Essential Questions:

1. What is justice? What is injustice?
How do people's cultures, experiences, and histories influence how they understand and apply these terms?
2. What is equity, and how is it different from equality?
3. How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?
4. How can individuals or groups overcome and dismantle systemic discrimination and marginalization, including systemic racism?

Guiding Outcome 2: Working Toward Greater Inclusivity: The ethnic studies movement arose because of historical exclusion and pursued greater inclusion. California ethnic studies should emphasize educational equity by being inclusive of all students, regardless of their backgrounds. This means incorporating the experiences and contributions of a broad range of ethnic groups, while particularly clarifying the role of race and ethnicity in the history of California and the United States. Yet, due to curricular time constraints, difficult choices will have to be made at the district and classroom level. While ethnic studies should address ethnicity in the broadest sense, it should devote special emphasis to the foundational disciplines while making connections to the varying experiences of all students.

Essential Questions:

1. What does it mean to be inclusive?
How is inclusivity achieved, and what barriers to inclusivity exist?
2. What does it mean to be marginalized?
What does marginalization look like and feel like?

3. Whose voices or perspectives have been historically emphasized when studying this topic or event?
Whose voices or perspectives have been historically silenced or marginalized?
4. How have marginalized groups attempted to make themselves heard?
To what extent have these attempts been successful?

Guiding Outcome 3: Furthering Self-Understanding: Through ethnic studies, students will gain a deeper understanding of their own identities, ancestral roots, and knowledge of self. Ethnic studies will help students better exercise their agency and become stronger self-advocates as well as allies and advocates for the rights and welfare of others. Not every student has a strong sense of ethnic identity. However, all students have an ethnic heritage (or heritages) rooted in the histories of their ancestors. Building from the concept of student-based inquiry, ethnic studies should provide an opportunity for all students to examine their own ethnic heritages. Increasing numbers of students have multiple ethnic heritages. For example, this search can involve the exploration of students' own family histories. Through oral histories of family members and, where available, the use of family records, students can develop a better understanding of their place and the place of their ancestors in the ethnic trajectory of California and the United States. For students with non-English speaking family members, this would also provide an opportunity to develop research skills in multiple languages. However, educators should be sensitive to student and family privacy, while also recognizing that factors like adoption, divorce, legal status, and lack of access to family information may complicate this assignment for some students.

Essential Questions:

1. What does ethnicity mean? What does race mean?
What is the difference between ethnicity and race?
2. How are our identities formed?
To what extent can a person's identity change over time? How do upbringing and culture instill bias?
3. How much control do we have over our own identities?
What external factors influence our identities?

Guiding Outcome 4: Developing a Better Understanding of Others: The essential and complementary flip side of self-understanding is the understanding of others. Ethnic studies should not only help students explore their own backgrounds. It should also help build bridges of intergroup understanding. This interethnic bridge building can be furthered in various ways. Obviously, it can be enhanced by exposing students to a wide variety of voices, stories, experiences, and perspectives through materials featuring people of myriad ethnic backgrounds. But bridge building can also occur through the classroom sharing of students' personal stories and family histories. In this way students can simultaneously learn to understand ethnic differences while also identifying underlying commonalities and personal challenges. With mutual respect and dignity being emphasized, students will develop an awareness of and an appreciation for the complexity of diversity and how it continues to shape the American experience. Additionally, students will learn how to transform their appreciation of diversity into action that aims to build community and solidarity.

Essential Questions:

1. How do we develop a better understanding of other people, cultures, and ethnic groups?
Why is this important?
2. What does it mean to show respect for others?
What does that look like in practice?
3. What do we need to be able to do to hear perspectives and experiences that are different from ours?
How do we effectively engage with opposing or unfamiliar views as part of civil discourse?

Guiding Outcome 5: Recognizing Intersectionality: Ethnic studies focuses on the role of race and ethnicity. However, these are not the sole forces affecting personal identity, group identification, and the course of human experience. People, including students, are not only members of racial and ethnic groups. They also belong to many other types of social groups. These groups may be based on such factors as sex, religion, class, ability/disability, age, sexual orientation, gender identity, citizenship status, socioeconomic status, and language use. For each individual, these multiple social categories converge in a unique way. That confluence of identities is sometimes called intersectionality. Those myriad categories influence, but do not necessarily determine, one's life trajectory. They also may influence how a person is perceived and treated by others, including both by individuals and by institutions. The inequitable institutional treatment of certain racial and ethnic groups is sometimes referred to as systemic racism. To some degree, each person's individuality and identity are the result of intersectionality. The lens of intersectionality helps both to

explore the richness of human experience and to highlight the variations that exist within ethnic diversity. By highlighting intragroup variations, intersectionality can also help challenge group stereotyping and polarization.

Essential Questions:

1. What is intersectionality?
Why is it important to recognize and understand intersectionality?
2. Beyond ethnicity, what other kinds of social groups exist?
How are these social groups formed and defined?
3. How is intersectionality related to identity?
4. How is intersectionality connected to systemic discrimination, racism, and marginalization?

Guiding Outcome 6: Promoting Self-Empowerment for Civic Engagement: Ethnic studies should help students become more engaged locally and develop into effective civic participants and stronger social justice advocates, better able to contribute to constructive social change. It can also help students make relevant connections between current resistance movements and those in the past, and to imagine new possibilities for a more just society. The promotion of empowerment through ethnic studies can occur in various ways. It can help students become more astute in critically analyzing documents, historical events, and multiple perspectives. It can help students learn to discuss difficult or controversial issues, particularly when race and ethnicity are important factors. It can help students learn to present their ideas in strong, compelling, clear and precise academic language. It can help students assess various strategies for bringing about change. It can provide students with opportunities to experiment with different change strategies, while evaluating the strengths and limitations of each approach. In short, through ethnic studies students can develop civic participation skills, a greater sense of self-empowerment, and a deeper commitment to lifelong civic engagement in the cause of greater community and equity.

Essential Questions:

1. What is civic engagement?
What does civic engagement look like?
2. How can civic engagement contribute to social change?

Guiding Outcome 7: Supporting a Community Focus: Ethnic studies in all California districts should address the basic contours of national and statewide ethnic experiences. This includes major events and phenomena that have shaped our diverse ethnic trajectories. However, individual school districts may also choose to enrich their approach to ethnic studies by also devoting special attention to ethnic groups that have been significantly present in their own communities. By shaping ethnic studies to include a focus on local ethnic groups, districts can enhance learning opportunities through student-based inquiry into the local community. Such research can draw on multiple sources, such as local records, census material, survey results, memoirs, and media coverage. It can also involve oral history, providing voice for members of different ethnic communities and allowing students to engage multiple ethnic perspectives. This local focus can also create additional opportunities for civic engagement, such as working with city government or presenting to school boards.

Essential Questions:

1. How have different ethnic groups contributed to your community?
2. How has the ethnic makeup of your community changed over time?
3. Which groups have been historically marginalized or discriminated against in your community?
To what extent has the treatment and experiences of those groups changed over time?
4. To what extent have members of your community tried to achieve social or political change?
How successful have they been?

Guiding Outcome 8: Developing Interpersonal Communication: Achieving the preceding principles will require one additional capability: effective communication. Particularly considering California's extensive diversity, ethnic studies should help build effective communication across ethnic differences. This includes the ability to meet, discuss, and analyze sometimes controversial topics and issues that garner multiple diverse points of view. In other words, students should learn to participate in difficult dialogues. Further, students participating in ethnic studies will be equipped to analyze and critique contemporary issues and systems of power that impact their lived experiences and respective communities. They will engage in meaningful activities and

assignments that encourage them to challenge the status quo and reimagine their futures. Ethnic studies should help students learn to value and appreciate differences and each other's lived experiences as valuable assets in our diverse society in order to communicate more effectively and constructively with students of different backgrounds. It should help them communicate and interact with empathy, appreciation, empowerment, and clarity, to interact with curiosity, to listen empathically without judgment, and to critically consider new ideas and perspectives. It should also encourage students to value and respect each other's position in light of new evidence and compelling insights. Students should not seek to dominate in conversations, but rather practice a model of engagement which places a greater priority on listening, seeking to understand before seeking to persuade.

Essential Questions:

1. How do we communicate with others?
To what extent do our cultural contexts and audiences affect the way we communicate?
2. What are some strategies for effectively and respectfully discussing difficult, sensitive, or controversial topics?
3. In what ways are discussions and debates similar, and how are they different?
What purposes do these two methods of communication serve?
4. How can we model and foster empathetic listening skills?

The [Ethnic Studies Model Curriculum for K–12](#)

Education Ethnic studies incorporates purposeful academic language and terminology, including intentional respellings, to challenge various forms of oppression and marginalization. These language conventions are not foregrounded in this model curriculum for those just beginning familiarity with ethnic studies; however, educators should note that such conventions continue to grow and are common within ethnic studies classes, communities, and scholarship. Such as “herstory” or “hxrstory” to challenge what appears to be a gendered stem in “history.” The Ethnic Studies Model Curriculum serves as a guide to school districts that would like to either develop and implement stand-alone courses or integrate the concepts and principles of ethnic studies into current social science or English language arts courses. It is divided into chapters and appendices.

- Chapter 2 provides guidance to district and site administrators on teacher, student, and community involvement in the development of these courses.
- Chapter 3 provides instructional guidance for veteran and new teachers of ethnic studies content.
- Chapter 4 provides a collection of guiding questions, sample lessons, and topics for ethnic studies courses.
- Chapter 5 provides links to instructional resources to assist educators in facilitating conversations about race, racism, bigotry, and the experiences of diverse Americans.
- Chapter 6 provides examples of courses approved by the University of California Office of the President as meeting A–G requirements.

Input from the instructor on why we need two trimesters:

- Not enough time for processing information and emotional impact of the content, field trips for hands on learning, for critical thinking, and not enough time for debates
- No space in the pacing for a book study
- Spring break shortens and breaks up the instruction
- End of year activities conflict with course scheduling