



BOUSD Ethnic Studies Course Overview

Section	Details
Course Title	Ethnic Studies
Course Description	In this course, students will explore how people form their identities. Students will look at how race, ethnicity, gender, beliefs, and additional identities affect each person's life and decisions. Students will study migration—when people move, either by choice, force, or necessity. Students will learn about the histories and migration stories of various groups, including, but not limited to, Native Americans, Latino Americans, African Americans/Blacks, and Asian Americans and Pacific Islanders. Throughout the course, students will have opportunities to study ethnic and identity groups of their choosing. Students will talk about how these groups have built communities over time. Next, students will study U.S. laws and rules that have led to unfair treatment and discrimination. Students compare equality (treating everyone the same) and equity (making sure everyone has what they need). Finally, students will study social movements—when people work together to create change.
Grade Level	9-12
Course Duration	One Semester
Unit 1: Exploring the Complexity of Identity	Unit Description: This unit explores the complexities of identity, race, and representation, focusing on how social constructs shape our understanding of ourselves and others. Students will engage with historical and contemporary perspectives on identity, examining how various factors—such as race, ethnicity, class, gender, and media—intersect to influence societal narratives. By analyzing media bias, exploring narratives, and identifying counter-narratives, students will develop critical thinking skills to navigate the world. Objectives: • Students will be able to characterize their own identities through their understanding of history, society, and community. • Students will be able to define the concepts of ethnicity and race. • Students compare what characteristics of identity are self determined or determined by society. • Students will explain attributes of bias, equity and equality seen in society.

	- Students will recognize components of intersectionality through their own and societal identities. Key Concepts: - Identity Formation: Self-Identity, Group Identity - Race & Ethnicity: Race vs Ethnicity - Intersectionality - Social Construction of Race - Bias & Media Literacy - Stereotypes & Misconceptions - Narratives and Counter Narratives Lessons: 1.0 Unit Journal 1.1 Identity Wheel 1.2 I am Poem 1.3 Cultural Self 1.4 Jewish Americans: Identity, Intersectionality, and Complicating Ideas of Race 1.5 Social Construction of Race 1.6 Equality vs. Equity 1.7 The Model Minority Myth 1.8 Dominant Narratives 1.9 Media Bias 1.10 Redefining Orange County Assessment: Using their unit journal, students will choose at least four sources from their lives to write, record, or create a short self-reflection that will be produced into an artistic mural (online or paper/pencil). They will describe (using sensory details and setting) how their experience affects how they see themselves, see others, and perceive how others perceive them. Materials and Resources: <i>Linked within lessons</i>
Unit 2: Migration Histories	Unit Description: This unit explores migration, displacement, and community building through the experiences of ethnic groups in the United States. Students will analyze the historical and contemporary forces that have shaped voluntary and forced migration, including colonialism, slavery, genocide, and immigration. Through case studies, primary sources, and inquiry, students will investigate the resilience and contributions of Native Americans, Latino Americans, African Americans/Blacks, Asian Americans and Pacific Islanders, Middle Eastern, and other diasporic communities. Objectives: Students will be able to analyze how migration patterns have shaped the cultural and social landscapes of various communities over time.

- Students will be able to explain the historical factors that have influenced both voluntary and forced migrations globally and in the United States.
- Students will be able to evaluate how personal and community migration stories challenge dominant or mainstream historical narratives.
- Students will be able to identify and describe the contributions of migrants to the economic, cultural, and social development of the societies they join.
- Students will be able to compare and contrast the migration experiences of different ethnic, racial, and socioeconomic groups.
- Students will be able to examine how ideas of belonging, exclusion, and identity shape migrant experiences in both origin and destination communities.
- Students will be able to describe how migrants preserve cultural traditions while adapting to new environments and social systems.
- Students will be able to reflect on and articulate how understanding migration histories can foster empathy, challenge stereotypes, and promote social justice today.

Key Concepts:

- Migration and Diaspora
- Voluntary vs. forced migration
- Immigrants, refugees, and asylum seekers
- Internal migration and displacement
- Indigenous identity and tribal sovereignty
- Impacts of colonialism: genocide, forced removal, and reservation system, and federal policies
- Independence movements
- Migration patterns and policies.
- Labor migration, exclusion laws, and internment
- Refugee resettlement
- Ethnic Enclaves and Community Building

Lessons:

- 2.1 This is Indian Land
- 2.2 Romanticization of Mission History
- 2.3 The Great Migration and the Evolution of Black Identity in Los Angeles
- 2.4 Mexican Immigration
- 2.5 Central American Immigration
- 2.6 Chinese Immigration and Exclusion in Orange County
- 2.7 Japanese Immigration
- 2.8 Korean Americans
- 2.9 Asian Refugee Life 1924-1986

	2.10 Refugees from Southeast Asia 1964-2000 2.11 Exploring Anaheim's Little Arabia Assessment: As a unit assessment, students will create a digital magazine based on the history of an ethnic group of their choice. Each product will include the following: a cover representing their group, an introduction or editor's letter explaining to readers the content of their magazine, at least three quotes from sources shared during this unit, at least three visuals shared during this unit, at least two advertisements related to zine content, at least two articles related to zine content, and a description as well as an explanation of each visual and quote's relationship to their group. Materials and Resources: <i>Linked within lessons</i>
Unit 3: Public Policies and Impacts	Unit Description: This unit examines the historical and ongoing impacts of policies that have shaped the experiences of Native Americans, Latino Americans, African Americans/Blacks, and Asian Americans and Pacific Islanders communities in the United States. Through the lens of laws, court cases, and government actions, students will analyze how communities have navigated broken treaties, segregation, displacement, and exclusion. Objectives: • Students will be able to explain how U.S. laws and policies have affected different racial and ethnic groups throughout history. • Students will be able to use primary and secondary sources to understand how government actions shaped people's rights, land, and opportunities. • Students will be able to describe what power is and how it influences people's lives in both the past and present. • Students will be able to identify examples of injustice, such as segregation, displacement, or exclusion, and explain how people resisted or fought back. • Students will be able to connect past events, like redlining or immigration bans, to issues we see in the world today. • Students will be able to explore how laws and social systems affect cultural identity and express those ideas through writing, media, or discussion. • Students will be able to work with classmates to research, discuss, and share what they've learned in a creative and respectful way. • Students will be able to use facts, quotes, and examples from reliable sources to explain the effects of historical events and policies. • Students will be able to identify recurring themes in U.S. history, such as oppression and resistance across different communities. • Students will be able to make a video or project that teaches others about the impact of a law and why it still matters today. Key Concepts: • Broken treaties

	• Forced Labor and Economic Exploitation • Segregation e.g., Black Codes and Jim Crow laws • Redlining and housing discrimination • School segregation and desegregation cases • Restrictive Immigration Policies • Mass Incarceration • Boarding schools • Racial disparities in housing and education • Barriers to citizenship and land ownership • Resistance, Legal Challenges, and Civil Rights Movements Lessons: 3.1 What is power, and how does it impact us? 3.2 Tribal Land Policies 3.3 Boarding Schools and Forced Assimilation of Native Americans 3.4 Redlining 3.5 GI Bill and Housing Discrimination 3.6 Bracero Program 3.7 Mendez vs Westminster 3.8 US Undocumented Immigrants from Mexico and Beyond: Mojada: A Medea in Los Angeles 3.9 Chinese Exclusion/Anti-Asian Policies 3.10 Japanese Internment/EO 9066 3.11 Cambodian Americans—Deportation Breaking Families Apart 3.12 Chinatown (Santa Ana) Assessment: Students will analyze the impact of a significant law on a specific community by researching its historical context, consequences, and responses. They will present their findings in a video using evidence from provided sources and apply key ethnic studies concepts such as power, oppression, resistance, identity, and social justice. Materials and Resources: <i>Linked within lessons</i>
Unit 4: Social Movements	Unit Description: This unit explores the historical and contemporary movements of Native Americans, Latino Americans, African Americans/Blacks, and Asian Americans and Pacific Islanders communities in their pursuit of justice. Students will examine the social, political, and economic contexts that gave rise to movements and analyze the diverse strategies used. Through primary and secondary sources, students will explore the interconnectedness of these movements and how they have shaped contemporary struggles for civil rights and cultural preservation. Objectives:

- Students will analyze primary sources to evaluate the relationship between social movements and ethnic studies while developing key academic and collaborative skills.
- Students will examine the strategies of key Civil Rights leaders and connect their approaches to actions they can take to promote equity and justice today.
- Students will evaluate the structure and tactics of the Black Lives Matter movement and its effectiveness in confronting police brutality and systemic racism.
- Students will investigate the causes and demands of the 1968 East LA Walkouts and relate those events to current issues of educational equity and representation.
- Students will explore the contributions of Filipino and Mexican laborers to the farmworkers' movement and analyze how solidarity, art, and culture foster resistance and justice.
- Students will assess how collective action during the Delano grape strike advanced labor rights and visibility for marginalized farmworker communities.
- Students will analyze the role of Native American women in the American Indian Movement and reflect on their activism for sovereignty and representation.
- Students will evaluate the impact of assimilation policies on Native education and propose solutions to support Indigenous educational sovereignty today.
- Students will analyze how Asian American artists used creative expression to challenge stereotypes, build community, and contribute to social movements.
- Students will examine anti-Asian racism, explore its historical roots, and design a public awareness campaign to promote empathy, solidarity, and action.
- Students will develop a Community Action Plan that addresses anti-Asian racism and fosters healing, justice, and anti-racist strategies across communities.

Key Concepts:

Social Movements Overview

- Analyzing primary sources
- Evaluating social movements' emergence and impact
- Developing critical thinking, source evaluation, public speaking, and collaborative skills

Civil Rights Movement

- Strategies of Dr. Martin Luther King, Jr., Malcolm X, and Stokely Carmichael
- Applying historical strategies to contemporary social change

Black Lives Matter and Social Change

- Analyzing #BlackLivesMatter and broader Movement for Black Lives
- Assessing effectiveness in addressing police brutality

	● Examining historical impact of racial profiling Educational Reform - East LA Walkouts ● Conditions leading to the 1968 East LA school walkouts ● Examining demands for educational equity ● Connecting historical activism to current educational issues Farm Workers' Movement ● Role of Filipino laborers in United Farm Workers movement ● Understanding labor solidarity and cultural resistance ● Analyzing protest songs as cultural artifacts Grape Workers' Strike Movement ● Early stages of the Delano grape strike ● Strategies of the United Farm Workers in organizing ● Impact of collective action and visibility in social movements Native American Women in AIM ● Role of Native American women in the American Indian Movement ● Using primary sources and documentary analysis ● Significance of Native women's activism for sovereignty Indian Education Movement of 1872 ● Impact of federal policies on Native American education ● Resistance and sovereignty in education ● Contemporary issues and solutions in Indigenous education Asian American Movement ● Role of art and culture in identity and social movements ● Contributions of Asian American artists, musicians, and filmmakers ● Challenging stereotypes and preserving community Anti-Asian Hate Campaigns ● Historical and contemporary roots of anti-Asian racism ● Role of language and stereotypes ● Creating awareness campaigns against discrimination Moving Forward and Healing ● Reflection on anti-Asian racism and solidarity ● Community Action Plans for promoting unity and anti-racism Lessons: 4.1 What are Social Movements? 4.2 Civil Rights Movement 4.3 Black Lives Matter and Social Change 4.4 Educational Reform 4.5 Farm Workers' Movement 4.6 Grape Workers' Strike Movement 4.7 Native American Women in the American Indian Movement 4.8 Indian Education Movement of 1872 4.9 Asian American Movement 4.10 Anti-Asian Hate Campaigns 4.11 Moving Forward and Healing
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	Assessment: The goal of this project is to research and analyze at least three social movements, illustrating how they developed over time and influenced each other. Students will create a multimedia presentation that includes a visual or interactive timeline and an oral explanation. This project will deepen their understanding of social movements' strategies and impacts while strengthening their research, collaboration, and communication skills. Materials and Resources: <i>Linked within lessons</i>
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