

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – Interdisciplinary; Non-Departmental**

<u>COURSE TITLE:</u>	Introduction to Ethnic Studies
<u>GRADE LEVEL(S):</u>	10
<u>COURSE LENGTH:</u>	Semester
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	World History, Culture and Geography
<u>CREDITS PER SEMESTER:</u>	5
<u>STANDARDS & BENCHMARKS:</u>	California History-Social Science Content Standards; California Common Core State Standards for English Language Arts / Literacy; California Ethnic Studies Model Curriculum
<u>GRADUATION REQUIREMENT:</u>	Yes
<u>UC/CSU A-G DESIGNATION:</u>	UC/CSU A-G Approved: (G) -- College Preparatory Elective
<u>ADOPTED by AUHSD GOVERNING BOARD:</u>	May 1, 2024

INSTRUCTIONAL MATERIALS

Supplemental Resources

Takaki, Ronald. (2012). *A Different Mirror for Young People: A History of Multicultural America (For Young People Series)*. Seven Stories Press.

California Ethnic Studies Model Curriculum, <https://www.cde.ca.gov/ci/cr/cf/esmc.asp>, March 2021.

Smithsonian Learning Lab, <https://learninglab.si.edu/>, April 2024.

Smith, Clint. (2021). *How the Word is Passed: A Reckoning with the History of Slavery Across America*. Little, Brown and Company.

COURSE DESCRIPTION

Introduction to Ethnic Studies is a semester-long course designed to foster an appreciation of different cultures and personal connections to history. Ethnic Studies is an interdisciplinary field of study that includes history, literature, economics, sociology, anthropology, and political science. Students will develop critical reading, writing, presentation, and analytical skills. In alignment with the California Department of Education's Ethnic Studies Model Curriculum, this AUHSD course will focus on the following racial/ethnic groups: African Americans, Asian Americans, Latina/o/x Americans, and Native Americans. Utilizing skills developed in the course, students will have the opportunity to examine a topic of their choice through an Ethnic Studies perspective.

ASSESSMENT AND GRADING

See AUHSD Grading Guidelines for grading categories

COURSE CONTENT -- SCOPE and SEQUENCE

Units and Standards	Core Objectives with Assignments and Assessments
<p>Unit 0.5 -- Introduction to Ethnic Studies</p> <p>CA HSS State Standards -- Analysis Skills (9-12)</p> <ul style="list-style-type: none"> ● Chronological and Spatial Thinking: 1, 2, 3 ● Historical Research, Evidence, and Point of View: 1, 2 ● Historical Interpretation: 1, 2, 3, 4 <p>CA CCSS for ELA/Literacy (9-10)</p> <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies (RH) ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades ● Speaking and Listening Standards (SL) <p>Ethnic Studies Values and Principles: 5,6</p>	<p>Objectives: Students will explore the key components of the Ethnic Studies discipline and its roots in the Bay Area. Students will be introduced to the benefits of learning this interdisciplinary field.</p> <p>Essential / Guiding Questions</p> <ul style="list-style-type: none"> ● How did Bay Area student activists and their allies challenge university structures in the 1960s to foster the establishment of Ethnic Studies? ● What are the core characteristics of the interdisciplinary field of Ethnic Studies? How does Ethnic Studies help us better understand history and contemporary issues? ● Why is it important to have an Ethnic Studies lens when studying history and contemporary society? <p>Representative Types of Activities / Assignments</p> <ul style="list-style-type: none"> ● Roots of Ethnic Studies at San Francisco State University -- Primary source analysis ● Why Ethnic Studies Matters Today -- Class seminar ● Stages of Racial Development -- Identifying and defining essential terms and concepts ● 4 Tenets of Ethnic Studies -- Written analysis

<p>Unit 1 -- Identity and Narrative</p> <p>CA HSS State Standards -- Analysis Skills (9-12)</p> <ul style="list-style-type: none"> • Chronological and Spatial Thinking: 3, 4 • Historical Research, Evidence, and Point of View: 2, 4 • Historical Interpretation: 1, 5 <p>CA CCSS for ELA/Literacy (9-10)</p> <ul style="list-style-type: none"> • Reading Standards for Literacy in History/Social Studies (RH) • Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) • Speaking and Listening Standards (SL) <p>Ethnic Studies Values and Principles: 1, 2, 3, 5</p>	<p>Objectives: Students will explore the meaning of race, ethnicity, identity, prejudice, privilege, oppression and discrimination. In doing so, students will examine how race and ethnicity shape society. Students will also examine their own identities through a critical lens by exploring the intersectionality of race, ethnicity, and identity.</p> <p>Essential / Guiding Questions</p> <ul style="list-style-type: none"> • What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance? • How do our identities influence our choices and the choices available to us? • How is identity shaped and reshaped by our specific circumstances? <p>Representative Types of Activities / Assignments</p> <ul style="list-style-type: none"> • Ronald Takaki's <i>A Different Mirror</i> (Chapter 1) and TedTalk -- Introduction to key concepts about identity • Critical Media Project -- Examine media representations of racial and ethnic groups and how representations connect to bias • Census Language and Identity Labeling -- Evaluation of census categories and how these categories have evolved
<p>Unit 2 -- History and Movement</p> <p>CA HSS State Standards -- Analysis Skills (9-12)</p> <ul style="list-style-type: none"> • Chronological and Spatial Thinking: 1, 2, 3, 4 • Historical Research, Evidence, and Point of View: 1, 2, 3, 4 • Historical Interpretation: 1, 2, 5, 6 	<p>Objectives: Students will study patterns of migration and immigration of ethnic groups in the U.S. This study will include an analysis of different ethnic groups' reasons for migration, their settlement and resettlement in the U.S., and their acculturation and/or assimilation into American society.</p> <p>Essential / Guiding Questions</p> <ul style="list-style-type: none"> • How does migration affect the identities of individuals, communities, and nations? • How do ideas or narratives about who should belong in a nation affect immigration policy, the lives of immigrants, and communities?

<p>CA CCSS for ELA/Literacy (9-10)</p> <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies (RH) ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) ● Speaking and Listening Standards (SL) <p>Ethnic Studies Values and Principles: 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> ● What role have immigrants played in defining notions of democracy? <p>Representative Types of Activities / Assignments</p> <ul style="list-style-type: none"> ● Housing Policies and Practices -- Primary source analysis of local housing deeds and connections to racial segregation ● Angel Island and Asian Immigration -- Historical analysis of Asian immigration to the Bay Area ● Immigration Mixer -- Examination of “push and pull” immigration factors
<p>Unit 3 -- Systems of Power</p> <p>CA HSS State Standards -- Analysis Skills (9-12)</p> <ul style="list-style-type: none"> ● Chronological and Spatial Thinking: 1, 3 ● Historical Research, Evidence, and Point of View: 3, 4 ● Historical Interpretation: 1, 2, 3, 6 <p>CA CCSS for ELA/Literacy (9-10)</p> <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies (RH) ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) ● Speaking and Listening Standards (SL) 	<p>Objectives: Students will study various systems of power and how these systems can control economic, political, and social circumstances. Students will look at the struggles that come with being impacted by certain oppressive systems, and students will examine how people have resisted these systems.</p> <p>Essential / Guiding Questions</p> <ul style="list-style-type: none"> ● What are sources of power and how are they used to create institutions? ● What implications do systems of power have on U.S. society and social hierarchy? ● How do people resist, challenge, and change systems of power? <p>Representative Types of Activities / Assignments</p> <ul style="list-style-type: none"> ● Facing History and Ourselves -- Introductory lesson on social and political power ● Four I’s of Oppression -- Ideological, Institutional, Interpersonal, and Internalized ● Voting Rights -- Analysis of the historical struggle for suffrage ● Role of Ordinary People in the Montgomery Bus Boycott -- Primary source and documentary film analysis

<p>Ethnic Studies Values and Principles: 1, 2, 3, 4, 5, 6</p>	
<p>Unit 4 -- Social Movements and Equity</p> <p>CA HSS State Standards -- Analysis Skills (9-12)</p> <ul style="list-style-type: none"> ● Chronological and Spatial Thinking: 1, 2, 3 ● Historical Research, Evidence, and Point of View: 1, 2, 3, 4 ● Historical Interpretation: 1, 2, 3, 4, 5, 6 <p>CA CCSS for ELA/Literacy (9-10)</p> <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies (RH) ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) ● Speaking and Listening Standards (SL) <p>Ethnic Studies Values and Principles: 2, 3, 4, 6</p>	<p>Objectives: Students will examine the relationship between collective action and the pursuit of equity in contemporary society. They will explore how diverse groups mobilize to address issues of injustice, inequality, and discrimination. Students will analyze the historical roots, theoretical frameworks, and evolving dynamics of social movements. Students will engage with real-world examples to develop a nuanced understanding of the complexities surrounding social movements and their role in advancing equity in American society.</p> <p>Essential / Guiding Questions</p> <ul style="list-style-type: none"> ● What strategies have been used to create change in society? ● How do social movements address different forms of discrimination or oppression? What debates and dilemmas remain unresolved? ● How can students use their agency to advocate for change? <p>Representative Types of Activities / Assignments</p> <ul style="list-style-type: none"> ● Alcatraz and the American Indian Movement -- Primary source analysis ● Oakland and the Black Panther Party -- Primary source analysis ● Chinatown Rising -- Documentary and guest speaker ● Delano Grape Boycott and California Farm Workers -- Historical analysis and connection to current events