

Ethnic Studies

Contacts

1. District Information	Coachella Valley Unified School District
2. Course Contact	

A. Cover Page

1. Course Title	Ethnic Studies
2. Transcript Title	Ethnic Studies
3. Transcript Course Code	
4. Seeking Honors Distinction? (HS Only)	No
5. Subject Area	College Preparatory Elective (“G”)
6. Grade Levels	9th, 10th, 11th, 12th
7. Unit value	1.0 (one year, 2 semesters, or 3 trimesters equiv)
8. Was this course previously approved by UC? (HS Only)	No
9. Is this course, or any section of this course, taught in an online learning environment?	No
10. Is this course classified as a Career Technical Education course: (HS Only)	No

11. Brief Course Description:

Ethnic Studies is a year-long course that investigates the local and global struggles confronted by communities of color throughout history. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. Students study history, literature, music and art through a sociological lens with an end goal for them to develop their own unique and informed framework for interpreting struggle and inequality. The purpose is to identify and understand why social inequalities in the U.S. persist and how these inequalities are distributed across racial, gender and socioeconomic lines. The emphasis will be on Native-Americans, Chicanos/Latinos, African-Americans, Asian/Pacific Islanders, and Arab-Americans, but other groups are also discussed.

12. Prerequisites : None

13. Co-Requisites : None

14. Context for Course:

Ethnic Studies is a college preparatory elective that will help students fulfill the A-G requirements for a preparation and admission to a UC/CSU four-year university. Ethnic Studies will be made available to 9th-12th grade students.

15. History of Course Development:

Collaboration for the creation of this course has occurred over many days at the district level with history teachers and with district administration support. Participants in the courses, collaborated with other school districts across California to help support the construction of this course. This course is created using the common core standards.

16. Textbooks:

Zinn, Howard. *A people's history of the United States*. Pan Macmillan, 2014.

Zinn Education Project. Teacher Online Resources. <http://zinnedproject.org>

17. Supplemental Instruction Materials:

Teacher selected readings and films.

Teachers will create units of study to supplement textbook.

Acuña, Rodolfo. *"Occupied America."* (1972).

Delgado, Richard, and Jean Stefancic. *"Critical race theory: An introduction"*. NYU Press, 2012.

Deloria, Vine. *"Red earth, white lies: Native Americans and the myth of scientific fact"*. Fulcrum Publishing, 1995.

Dunbar-Ortiz, Roxanne. *An indigenous peoples' history of the United States*. Vol. 3. Beacon Press, 2014.

Freire, Paulo. *"Pedagogy of the oppressed"*. Bloomsbury Publishing, 2000.

García, Mario and Sal Castro. *"Blowout!: Sal Castro and the Struggle for Educational Justice."* Chapel Hill: The University of North Carolina Press, 2011.

Rosales, Francisco Arturo. *"Chicano!: The history of the Mexican American civil rights movement"*. Arte Público Press, 1996.

Course Content

Course Purpose:

Ethnic Studies is a yearlong course that investigates the local and global struggles confronted by communities of color throughout history. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. Students study history, literature, music and art through a sociological lens with an end goal for them to develop their own unique and informed framework for interpreting struggle and inequality. The purpose is to identify and understand why social inequalities in the U.S. persist and how these inequalities are distributed across racial, gender and socioeconomic lines. The emphasis will be on Native-Americans, Chicanos/Latinos, African-Americans, Asian/Pacific Islanders, and Arab-Americans, but other groups are also discussed.

This course includes a study of the histories, culture, and communities of racial minorities in the United States. It will explore the origin, nature, and meaning of America's racial diversity in order to become more politically, socially, and economically conscious, making connections between personal, local, and global histories. As an interdisciplinary course it will use a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States.

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, and nationality, (2) describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others, (3) participate in transformative grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.

By studying the histories of race, ethnicity, nationality, 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. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all. Overall, the course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives and gives students a broad opportunity to work with and understand the variety of perspectives that shape the richness and complexity of the United States as well as our local community.

Course Outline:

Unit 1: Ethnic Studies and its Theoretical Framework

The first unit in this course introduces students to foundational concepts and frameworks of Ethnic Studies, and how these concepts and frameworks will be used to assess and analyze historical and current events. Students will learn to apply a sociological lens in researching and discussing issues which include race and racism, classism, gender and sexism, oppression, and popular resistance. Students will learn that Ethnic Studies spawned from social movements in the 1960's, and that Ethnic Studies emphasizes a multitude of experiences and perspectives in history.

Essential Question:

What is Ethnic Studies? And why it's important.

Objectives:

1. To learn the theoretical foundations and the lens' of Ethnic Studies
2. To analyze multitude experiences and perspectives in history

Topics:

1. Identify and understand the theoretical foundations of Ethnic Studies
2. Become familiar and understand Christine Sleeter's Ethnic Studies foundations
3. Become familiar and understand Paulo Freire's Critical Theory

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how Ethnic Studies will shape their educational path.

Unit 2: Race, Ethnicity, and Gender

Students will learn the concepts of Race, Ethnicity, and Gender and how they were created, transformed, and have been maintained. Students will learn about the factors that determine a dominant or subordinate group and the relationship between the three. Using the text as a source of reading, the students will be able to distinguish the ways Race, Ethnicity, and Gender have constructed modern society. Students will develop skills in decoding meanings produced by experiences based on race, ethnicity, and gender in social contexts, as well as the construction of race, ethnicity, and gender identity through everyday life. Students will be asked to create a PowerPoint/Keynote presentation that will explain the theoretical perspectives of how sociologists see society.

Essential Question:

How does American society perceive Race, Ethnicity, and Gender?

Objectives:

1. To become familiar with the factors that determine a dominant and a subordinate group in relation to power and privilege between these groups.
2. To understand how race is socially constructed through Critical Race Theory.
3. To be introduced to the different sociological perspectives regarding intergroup relations and the processes that created dominant/subordinate groups (i.e. Hegemony).

Topics:

1. Understanding structures of power within society. What is a dominant group? What is a subordinate group?
2. Does Race matter? Does Gender matter?
3. Understand the theoretical foundations of Critical Race Theory
4. Sociology and the Intersectionality Study of Race, Ethnicity, and Gender
5. The Creation of Subordinate-Group Status
6. The Consequences of Subordinate-Group Status

Assignment:

Students will create a PowerPoint/Keynote presentation that examines the sociological perspectives learned in the unit of understanding how power structures dominant and subordinate groups, and how Race and Ethnicity

plays a role within this power structure.

Unit 3: My Story: Student Identity and Narratives

Students will learn ethnographic research and design, and utilize its approach to research in the student's family history. Students will create a Tree of Life project that analyzes the student's family history and roots, utilizing an ethnographic-approach in analyzing how race, ethnicity, gender, nationality, geography, and culture have influenced their identity.

Essential Question:

Who am I and where am I from?

Objectives:

1. To understand and apply Ethnography research and methods
2. To research the students family history and roots
3. To apply learned knowledge from previous unit to understand the dynamics of how race, ethnicity, and gender play a role in the construction of one's identity.
4. To describe the development of the self's sense of motivated agency in the articulation of life goals and values in adolescence and beyond.
5. To define the term narrative identity, and explain the cultural functions that narrative identity serves.
6. To create a "Tree of Life" project that illustrates the intersectionality of how race/ethnicity, gender, nationality, and culture structure the student's identity.

Topics:

1. Geography/environment and how it influences identity
2. Race/Ethnicity/Culture and how it influences identity
3. Socio-economic status and how it influences identity
4. Self perception and how one is perceived

Assignments:

Students will research their family history using an ethnographic approach. Students will create a Tree of Life project that analyzes the student's family history and roots, in analyzing how race, ethnicity, gender, nationality, geography, experiences and culture have influenced their identity.

Unit 4: First Nations: Indigenous People of the Americas

Students identify, explore, and evaluate the contributions, struggles, and triumphs of the Native Americans through the examination and analysis of the historical, socio-political challenges, literature, art, and personal accounts from the 1400's to the present. Specifically, students investigate and evaluate the impact of policies that affect the relationship and between Native Americans and United States government, such as, but not limited, to the Allotment "Dawes" Act, Self-Determination Act, Indian Boarding Schools, Termination Policy, Indian Removal Act, and the Citizenship Act. Students draw conclusions about symbolic significance of the Ghost Dance, the Massacre of Wounded Knee, Occupation of Wounded Knee, the Trail of Broken Treaties, Occupation of Alcatraz, the Alcatraz Proclamation, Code Talkers, American Indian Movement, People Not Mascots, and the case of Leonard Peltier. Students will also explore the local Native-American history of the Cahuilla, Cabazon, and Chemehuevi Band of Mission Indians. This unit closes with a discussion of current issues impacting Native American communities today.

Essential Question:

How did the First Nation peoples' identity evolve?

How did indigenous people resist oppression?

Objectives:

1. To understand the history and narratives of First Nations: Indigenous People of the Americas
2. To understand the dynamics of the historical relationship of United States policy (i.e. social change, racial issues, laws, and public history) between Native-Americans and the United States government.
3. To understand the local history of the Cahuilla, Cabazon, and Chemehuevi Band of Mission Indian

Topics:

1. History of the contributions, struggles, and triumphs of the Native American Identity through the examination and analysis of the historical, socio-political challenges, literature, art, and personal accounts from the 1400's to the present.
2. United States Policy towards Native-American
3. History of local Native-American Tribes

Assignments:

Students will work in small groups to create a PowerPoint/Keynote presentation in which they will discuss their research on a particular United States policy or current issue towards Native-Americans.

Unit 5: Chicano

Part 1: The Loss of Aztlan

Students will be asked to geographically outline Aztlan in the United States. How has Latino culture mixed with American to make us what we are today. Students will be asked to analyze the idea of Manifest Destiny and how it shaped the United States and created a war between the United States and Mexico. Students will be asked to take on readings from the *Latino Experience* and *The Mexican American Heritage*.

Essential Question:

Was the expansion of the United States into northwest Mexico fair?

Objective:

1. Students will be able to depict the area known as Aztlan and how it has sculpted the makeup of the United States.
2. To understand Manifest Destiny and how it created greed amongst Americans.
3. To understand the discourse of Mexico and United States relations leading to war.
4. Students will understand the Treaty of Guadalupe Hidalgo and if it was honored by the United States government.

Topics:

1. What is Aztlan?
2. Manifest Destiny
3. The Texas Revolt
4. The U.S.-Mexico War
5. The Treaty of Guadalupe Hidalgo

Assignment:

Given the history of Aztlan, write a analytical essay on the following issues: Mexican “illegal aliens” who come to the U.S.; The border itself and its “one way only” nature; the growth of the Mexican American population in Aztlan; brotherhood between Mexicans and Mexican Americans? Students will be able to describe the issues

illegal immigrants face and create their own beliefs on the immigration issue.

Part 2: The Zoot Suit Riots

Students will understand the troubles that Mexican-Americans faced during the 1940's along with the roles that many Mexican-Americans played during World War II. Facing discrimination at home while fighting a world war many Mexican-Americans felt displaced. How could a country that they fight discriminate against them at home? The students will compare the life of a soldier and a Mexican-American at home. Students will draw from historical events that happened in the United States pertaining to the time period, drawing from the Zoot Suit Riots and the Sleepy Lagoon Murder trial. Students will be asked to look at the role that media played in the riots. Through analysis of the articles students will be able to create a skit on the Zoot Suit Riots.

Essential Question:

How did the young Mexican-Americans during the 1940's sought their own American identity?

Objective:

1. Identify the importance of Mexican Americans during World War II and how they were treated at home.
2. To understand how racism caused people to view Mexican Americans as criminals.
3. Students will understand the role that media played in the Zoot Suit Riots.

Topics:

1. Mexican-Americans in WWII -Pachuco/Blackwidows -Racism Against Mexicans
2. Sleepy Lagoon Trial -The Riots
3. Justice Served -End of WWII

Assignment:

Given prior knowledge on the Zoot Suit Riots students will work in groups to create and perform a skit that demonstrates Chicano life during the Zoot Suit era. Students will be able to see the struggles that many Mexican Americans faced as the country was at war.

Part 3: Mexican Labor: UFW and Cesar Chavez

Students will take a look at the California labor force and how it impacts us here in the Central Valley. Through readings and lecture the students will be learn the history of farm workers and more importantly their fight to unionize. Students trace the steps that Cesar Chavez took to fight for these farm workers and how it affects people today. The students will write an act/script that will show the direction of the Delano grape strike placing an emphasis on strikes ability to get national coverage.

Essential Question:

What strategies did farm workers use to resist oppressive practices of the growers?

Objectives:

1. Students will be able to map out the California labor force.
2. To understand the need for farm workers to unionize.
3. Describe the role Cesar Chavez played in the union of laborers.
4. To understand the results of unionization in agriculture.

Topics:

1. Agricultural Labor Force
2. Labor and Unions

3. Early Organization of Mexican Labor -Cesar Chavez
4. The Birth of the UFW -Boycott/Strikes
5. Justice for Mexican Workers

Assignment:

Given a handout on how to write an acto, students will write an act/script that might have been performed by El Teatro Campesino during the Delano grape strike. Students will be working in groups to create their own script. The students will then present the acto to the class. Students will be able to live out the ideas of these Campesinos.

Part 4: The Chicano Movement

Students understand the struggles that Mexican Americans faced during the Chicano Movement and how that has affected us today. Students will be able to understand the works of these early Chicanos by reading their literature, discovering their artwork, and by viewing various films. The students will create a collage of Chicano Movement work, political works, authors, events, etc. that have shaped the American Southwest and provide a description.

Essential Question:

Why did Mexican-Americans identify themselves as Chicana/os during the 1960's?

Objectives:

1. To describe the struggles that Mexican Americans faced in United States history.
2. To understand the work and effort that it took to get some changes in American society.
3. Students will be able to recognize different works of art from Mexican American artists and writers.

Topics:

1. Reis Lopez Tijerina- Spanish Land Grants
2. Walkouts- East Los Angeles-Chicano Moratorium-Ruben Salazar-
3. Luis Valdez -Octavio I. Romano -Chicano Literature -Chicano Art

Assignment:

Create a collage/artwork that demonstrates the various struggles of Latinos during the Chicano Movement. Students will see the struggles and the beauty that came with the Chicano Movement. They will get a better understanding of the lives of many Mexican Americans in the southwest United States.

Unit 6: African-American

Part 1: Africa, the Slave Trade, and the Diaspora

Building on their prior knowledge of the slave trade, students will be asked to relate the Americas, Europe, and Africa to the Transatlantic Slave Trade. They will read texts and analyze data to understand the importance of the slave trade. Students will learn about the different systems of slavery in the Americas - with that knowledge students will be asked to write an essay that describes the experience of slaves in the colonies.

Essential Question:

How did African slavery come to existence during the colonial period in the Western Hemisphere?

Objectives:

1. Relate the geographic and economic aspects of the Transatlantic Slave Trade.
2. Identify the major centers of plantation slavery in the Americas.
3. Compare the Black experience in North and South America.

Topics:

1. Transatlantic Slave Trade
2. Slavery in the Americas
3. Economic Dynamics of Slavery

Assignment:

Drawing from the lessons and research. Students will be asked to write a compare/contrast essay. Compare and contrast the Black experience in North and South America. Students are to learn the key differences between the two continents and slave institutions of each.

Part 2: Slavery and the American Revolution

Students will be asked to examine the ideals of the Founding Fathers and the United States Constitution and asked to draw their own interpretation of their findings. A discussion will follow and we will - as a class - get down to the ideals found within the development of this country. We will take a look at the constitution and how slavery played a role in its development. Has it changed? How has society benefited?

Essential Question:

What did the founding fathers mean by “all men are created equal” when writing the Declaration of Independence?

Objectives:

1. Examine and explain the coexistence of the ideals of the Founding Fathers and the reality of slavery.
2. Discuss the significance of slavery in the development of the U.S. Constitution.

Topics:

1. Socio-economic status of Americans who own slaves
2. Slavery - a way of life in Northern America
3. Founding Fathers ideal of who is created equal
4. The creation of Declaring Independence and creating a first and second governmental Constitution

Assignment:

In groups, students prepare for and engage in a debate regarding whether or not slavery could truly coexist with the ideals of the Founding Fathers.

Part 3: African Americans in the Antebellum Period

Students will identify the difference between free states and slave states. Through lecture and research students will be able to live life through the eyes of an African American in either the North or South. Students will present their iMovie to the class.

Essential Question:

What are the economic factors that distinguished “free” states from “slave” states?

Objectives:

1. Relate and explain the status of African Americans in the "free" states.
2. Describe the lives of Black people in the South.
3. Compare living in the South versus living in the North.
4. Analyze the changes in African American culture.
5. Evaluate the influence of African American culture in America.

Topics:

1. The political and economic issues related to slavery
2. The life of African-Americans in the "free" states
3. The life of African-Americans in the "slave" states

Assignment:

Working in groups students will create a short film, on iMovie, about African American life in the South during the Antebellum Period. The students will be asked to look at life on the plantation and the gender roles associated with African American life in the South.

Part 4: The Slavery Controversy

Students are to examine the causes and effects of the Civil War in terms of slavery. Students will take a look at the role slavery played in the Civil War. Students will understand the living of pre-Civil War African Americans and post-Civil War African Americans. Did emancipation do them justice? Students will explore the struggles many African Americans faced after the Civil War.

Essential Question:

What role did slavery play in the United States Civil War?

Objectives:

1. Discuss and analyze the causes and effects of the Civil War in terms of slavery.
2. Distinguish the role of Black soldiers during the Civil War.
3. Evaluate the achievements and failures of Reconstruction.

Topics:

1. The Black experience in the Civil War
2. Identify the dynamics of slavery in the Civil War
3. Understanding the dynamics of the Emancipation Proclamation
4. Reconstruction Period and Post-Reconstruction Period (includes 13th, 14th, and 15th Amendments, Black Codes, Plessy v. Ferguson, Jim Crow Laws)

Assignment:

Students will write a narrative essay, incorporating key historical facts learned throughout the unit, detailing the role and reality of Black soldiers during the Civil War. This assignment will demonstrate the extent to which students clearly understood the unique reality of Black soldiers during the Civil War.

Part 5 :Building Black Institutions

Students draw upon the writings of W.E.B. Du Bois and Booker T. Washington to examine the increase in African American involvement in the United States in terms of politics, economic, and social terms. Students will create a PowerPoint presentation tracing the improvement of African Americans during the Harlem Renaissance.

Essential Question:

Did the abolishment of slavery actually mean freedom for African-Americans?

Objectives:

1. Describe and analyze the status of Black citizens in the "New South."
2. Explain the educational philosophy of Booker T. Washington.
3. Discuss and analyze the philosophy of W.E.B. Du Bois.
4. Discuss the concepts of the Harlem Renaissance's "New Negro."

Topics:

1. Establishing of all Black Universities/Colleges
2. The different perspectives and goals for Blacks between Du Bois vs. Washington
3. The Great Migration
4. Key teachings of the Harlem Renaissance (Claude McKay, Zora Neale Hurston, Marcus Garvey, Alain Locke, and Langston Hughes)

Assignment:

Create a keynote presentation on African American achievements during the Harlem Renaissance. Students will get a grasp of how this movement helped revolutionize American culture. How the movement helped create a more diverse United States that would eventually lead to further advancements for minority groups.

Part 6: The Civil Rights Movement

Students will analyze the major aspects of the Civil Rights Movement to include the role of figures such as Rosa Parks, Martin Luther King Jr., NAACP, Student Nonviolent Coordinating Committee, Malcolm X, A. Philip Randolph. Students will explore the different events of the Civil Rights Movement and create a timeline of important events.

Essential Question:

What were the civil rights leaders trying to accomplish during the 1960's?

Objectives:

1. Identify, analyze, and evaluate the major aspects of the Civil Rights Movement.
2. List the major individuals, organizations and events causing change.
3. Appraise the influence of spiritual and secular individuals and organizations.
4. Analyze the effectiveness of the Civil Rights Movement.

Topics:

1. Introduction to the Civil Rights Movement
2. The goals and strategies of Martin Luther King Jr.
3. The goals and strategies of Malcolm X
4. Key events of the Civil Rights Movement
5. Triumphs of obtaining Civil Rights

Assignment:

Write an analysis on the effectiveness of the Civil Rights movement. Students will be asked to view events of the movement and evaluate each of the events and how effective the events were. Students will see the struggles many Civil Rights activists faced. Based on their findings they will create a timeline of important events during the Civil Rights Movement.

Unit 7: Asian-American and Pacific Islanders

Students will analyze the historical treatment of Asians-Americans and Pacific Islanders based on United States policy and practice. Students will focus on the construction of railroad, World War II, and agricultural labor.

Essential Question:

How has United States policy affected the Asian-American and Pacific Islanders experience in the United States?

Objectives:

1. Explore and analyze the various Asian American and Pacific Islanders cultures.
2. Analyze the recruitment and treatment of Asians/Asians-Americans during the construction of the United States Railroad.
3. To learn exclusionary practices of the U.S government and U.S. society of Asian-Americans.
4. Analyze U.S policy towards to Asian-Americans during WWII.

Topics:

1. Construction of the United States Railroad.
2. World War II Exclusionary Policies and Practices of Asian-Americans.
3. World War II Asian-American Internment Camps.
4. Filipinos and Japanese in agricultural labor during the 1900's.

Assignment:

Students will create a Keynote/PowerPoint focusing on the one of three topics covered in the the unit: Construction of the Railroad, World War II policies, and agricultural labor.

Unit 8: Arab-Americans and Orientalism

Students will analyze how the overarching connections of fear and terror related to Arabs and terrorism, created United States domestic and foreign policy that limits human rights home and abroad.

Essential Question:

How has United States intervention in Middle Eastern Countries contributed to current fear of Arabs?

Objectives:

1. What is the historical narrative behind Orientalism and how has it created or developed American policies towards the Middle East and Arabian peninsula.
2. Analyze the western media interpretation of Arabs
3. Understand the dynamics of Islamophobia

Topics:

1. Understanding Orientalism
2. Arab American Culture
3. Foreign Policy: United States War on Terror
4. Western Media representation of Arabs

Assignment:

Students will create a PowerPoint/Keynote defining and challenging Islamophobia.

Unit 9: Service Learning Project

This unit is centered around building a sense of empowerment. The class will begin by developing a framework for how it as a class wants to systematically analyze events. The students themselves will also be determining the scale of events they want to analyze as well as a region they would like to focus on. The act of creating this framework is the first step in understanding how to build empowerment. After developing the framework for analyzing events and broadening their awareness of current events related to race, class, and gender, students will be supported in creating an action project that addresses a chosen issue.

Objectives:

1. Get familiar with problem/issue/conflict that are affecting local community
2. Utilize Youth Participatory Action Research methodologies
3. Five points of essay: Introduction (topic), Research on Issue, Problems associated with Issue, Solutions for the Issue, Conclusion and further research
4. Connect with local organizations that are currently addressing/researching problem/issue/conflict
5. Bring Awareness to problem/issue/conflict
6. Present Action Project to school/community/or community leaders

Topics:

1. Develop a framework that address the issue selected by the student
2. Research the issue
3. Connect learned material to community
4. Write Essay
5. Present findings to class (i.e., oral, iMovie, PowerPoint, Keynote)

Key Assignment:

Each student will create an action research project in which they identify a problem/issue/conflict either locally or globally and craft a project that addresses the problem, in relation to a unit of the course. Their project should analyze the main issues of the problem, highlight what, if anything, is currently be done to stop it, and propose their solutions. This will be in the form of a written essay of no less that 1500 words. Through this assignment students will learn how to take a problem and develop a project out of that problem.

Key Assignments:

Unit 1: Ethnic Studies and its Theoretical Framework

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how Ethnic Studies will shape their educational path.

Unit 2: Race, Ethnicity, and Gender

Assignment:

Students will create a PowerPoint/Keynote presentation that examines the sociological perspectives learned in the unit of understanding how power structures dominant and subordinate groups, and how Race and Ethnicity plays a role within this power structure.

Unit 3: My Story: Student Identity and Narratives

Assignments:

Students will research their family history using an ethnographic approach. Students will create a Tree of Life project that analyzes the student's family history and roots, in analyzing how race, ethnicity, gender, nationality, geography, experiences and culture have influenced their identity.

Unit 4: First Nations: Indigenous People of the Americas

Assignments:

Students will work in small groups to create a PowerPoint/Keynote presentation in which they will discuss their research on a particular United States policy or current issue towards Native Americans.

Unit 5: Chicano

(Students will select one of the four assignments at the of the unit)

Part 1: The Loss of Aztlan

Assignment:

Given the history of Aztlan, write an analytical essay on the following issues: Mexican “illegal aliens” who come to the U.S.; The border itself and its “one way only” nature; the growth of the Mexican American population in Aztlan; brotherhood between Mexicans and Mexican Americans? Students will be able to describe the issues illegal immigrants face and create their own beliefs on the immigration issue.

or

Part 2: The Zoot Suit Riots

Assignment:

Given prior knowledge on the Zoot Suit Riots students will work in groups to create and perform a skit that demonstrates Chicano life during the Zoot Suit era. Students will be able to see the struggles that many Mexican Americans faced as the country was at war.

or

Part 3: Mexican Labor: UFW and Cesar Chavez

Assignment:

Given a handout on how to write an act, students will write an act/script that might have been performed by El Teatro Campesino during the Delano grape strike. Students will be working in groups to create their own script.

The students will then present the acto to the class. Students will be able to live out the ideas of these Campesinos.

or

Part 4: The Chicano Movement

Assignment:

Create a collage/artwork that demonstrates the various struggles of Latinos during the Chicano Movement. Students will see the struggles and the beauty that came with the Chicano Movement. They will get a better understanding of the lives of many Mexican Americans in the southwest United States.

Unit 6: African-American

(Students will select one of the six assignments at the end of the unit)

Part 1: Africa, the Slave Trade, and the Diaspora

Assignment:

Drawing from the lessons and research. Students will be asked to write a compare/contrast essay. Compare and contrast the Black experience in North and South America. Students are to learn the key differences between the two continents and slave institutions of each.

or

Part 2: Slavery and the American Revolution

Assignment:

In groups, students prepare for and engage in a debate regarding whether or not slavery could truly coexist with the ideals of the Founding Fathers.

or

Part 3: African Americans in the Antebellum Period

Assignment:

Working in groups students will create a short film, on iMovie, about African American life in the South during the Antebellum Period. The students will be asked to look at life on the plantation and the gender roles associated with African American life in the South.

or

Part 4: The Slavery Controversy

Assignment:

Students will write a narrative essay, incorporating key historical facts learned throughout the unit, detailing the

role and reality of Black soldiers during the Civil War. This assignment will demonstrate the extent to which students clearly understood the unique reality of Black soldiers during the Civil War.

or

Part 5: Building Black Institutions

Assignment:

Create a keynote presentation on African American achievements during the Harlem Renaissance. Students will get a grasp of how this movement helped revolutionize American culture. How the movement helped create a more diverse United States that would eventually lead to further advancements for minority groups.

or

Part 6: The Civil Rights Movement

Assignment:

Write an analysis on the effectiveness of the Civil Rights movement. Students will be asked to view events of the movement and evaluate each of the events and how effective the events were. Students will see the struggles many Civil Rights activists faced. Based on their findings they will create a timeline of important events during the Civil Rights Movement.

Unit 7: Asian-American

Assignment:

Students will create a Keynote/PowerPoint focusing on the one of three topics covered in the the unit: Construction of the Railroad, World War II policies, and agricultural labor.

Unit 8: Arab-Americans

Assignment:

Students will create a PowerPoint/Keynote defining and challenging Islamophobia.

Unit 9: Service Learning Project

Key Assignment:

Each student will create an action research project in which they identify a problem/issue/conflict either locally or globally and craft a project that addresses the problem, in relation to a unit of the course. Their project should analyze the main issues of the problem, highlight what, if anything, is currently be done to stop it, and propose their solutions. This will be in the form of a written essay of no less that 1500 words. Through this assignment students will learn how to take a problem and develop a project out of that problem.

Instruction Methods and/or Strategies

The class will include a variety of instructional methods designed to help promote student learning, achievement, and engagement. We will use direct instruction, discovery, collaborative group work, independent work, and problem based learning. Each of the different types of methods will be targeted to areas we feel they

will be most effective.

Students will work in a number of settings, individually, in pairs, in triads, in small groups, and in whole group. Each will be structured to provide a positive learning environment.

Group work and peer tutoring:

Collaborative group work will be used throughout the course. Collaborative group work is instruction where students work together to explore different topics and ideas found . During collaboration, the teacher will give the students a problem or situation they are to work on together. The teacher will then go from group to group offering assistance in the form of clarifying instructions and asking leading questions or posing thought-provoking ideas. The teacher is not offering answers or solutions to students, but rather encouraging the group to use each other as their resources and sounding boards. Collaborative group work will be used usually after a topic has been introduced and the students have some comfort with it. It will also be used to help struggling students get up to speed by giving them another entry point to the material (besides the teacher). This group work furthers the goal of teaching the students problem solving by not allowing them to rely on the teacher for answers or solutions.

Students will be assigned a job that will alternate within each group activity so that they are exposed to all positions. Students will be assigned to be a Clarifier, a Questioner, a Summarizer, or a Planner. A Clarifier will need to look at words and phrases that the group may not understand. They will need to find all the essential words and use resources such as other group members, their textbook, thinking maps, and vocabulary on walls. A Questioner will ask questions to the group such as “What do we need to find out? What information do we need from this problem? Is there any information we do not need?” A Summarizer will summarize the purpose of the problem and how they inferred the purpose. The Planner will explain what steps will need to be followed and will use words such as first, next, then, in addition, and etc.

Individual discussion to quickly assess individual learning:

As a large portion of class time will be spent in collaborative activities, it is important for students to also be able to work independently. Either during the discovery or practice portion of the day students will be required to analyze the reading(s) on their own. The premise is that students become so dependent on other members of the class for the analysis of reading(s), that it robs them of the opportunity to develop their own critical thinking. During independent time the teacher will walk around the room observing and assisting each student as they work on the reading(s). Some may need more assistance than others and this is the appropriate time for this to occur.

Project-based Learning:

Project-based learning will be used to help students understand how the Ethnic Studies theoretical framework can be used to model, understand and solve real world situations. Project-based learning focuses on students learning about a topic through the experience of problem solving. This learning method will be used after a topic has been introduced and students have had a little time to work with it. Project-based learning is also another entry point for students to practice their problem solving skills. It gives them the opportunity to approach a situation, analyze it, and then apply their prior learning from English, Social Studies and other areas of study and life. Further, it allows them to contextualize Ethnic Studies within their everyday life. The teachers will be required to provide a relevant problem to solve, connect it to the material being learned, and provide clear instructions.

Direct instruction:

Direct instruction is used to introduce new information or a new topic, and to set the stage for discussion. Teachers also model effective ways to understand and analyze the course material utilizing a variety of instructional methods (i.e close reading, critical reading strategies, etc.)

Think Pair Share:

In many instances a mixture of explicit and implicit teaching are employed. For example, a teacher poses a question based on the literature, film, or historical document, students are then instructed to think about it, write something down, and then share out with a partner before whole group discussions. Students are given the opportunity to add on or question a response to deepen the class discussion.

Communication:

Communication both orally and in writing to help students internalize the concepts learned in the literature, academic research, and historical documents learned in the course by using academic language. This is especially crucial for English language learners. The process of writing an explanation requires students to think deeply about concepts in order to be able to describe it in words.

Students will also have to explain their findings and conclusions in writing. Students will practice writing to demonstrate their academic understanding of the concepts and ideas learned in the course. They will describe not only their findings and conclusions gained from the readings, but also synthesize their application to real-world scenarios. The writing not only helps the student clarify their thinking, but it also helps the teacher assess student understanding and where gaps are present in student thinking.

English Learner Strategies:

To help second language students, teachers employ Quality Teaching for English Learners (QTEL) strategies to build understanding of problem situations while lifting the academic language. Although these strategies are specified for English Learners, they benefit all students. Strategies such as round-robin to ensure equal voice, jigsaws to allow for differentiation, collaborative posters to extend the learning, and double-entry journals are some examples. Although other strategies may be employed as needed such as:

- Visual and graphic descriptions of problems
- Thinking Maps
- Explicit and repeated instruction
- Socratic discovery
- Hands-on projects and experiential learning
- Interactive online lessons and projects using the iPad

Real Life Problems:

Students will be given real life problems that require students to use multiple disciplines and research methods to solve or find a solution. Students are given the opportunity to explore relationships, make conjectures, test the conjectures, explore real-life data, and make connections. Students make connections between and among representations, (e.g., between quantitative and qualitative data). They make sense of problems together and interpret answers. Stamina in problem solving is built through increasing complexity of the tasks.

Assessments Including Methods and/or Tools

1. Formative Assessment: Essays will be completed after every unit to assess student understanding of the material learned and where gaps are present in student thinking.
2. Performance Assessment: students will work in groups to create a project based assignment where

they will be asked to analyze, problem solve, experiment, make decisions, predict, cooperate with others, present orally and technologically, and produce a product that addresses real-life community issue.

3. Observational Assessment (every day, several times a day): students are asked to participate, read and analyze literature/historical documents/academic research, discuss reading, and explain their learned knowledge to the class.

4. Project-based Assessments: Students are asked to work together to connect the units learned into a cohesive whole. These projects are usually based upon practical situations and require interpretations so students might better grasp how the pieces fit into the larger whole.

5. Traditional Assessments: Students will be given regular intra-unit quizzes and end of unit exams (multiple choice and written). A longer final will culminate at the end of each semester to gauge students' long-term understanding (multiple choice and written).

6. Group assessments: Students will analyze, problem solve, experiment, make decisions, cooperate with others, present orally and/or produce a product (sometimes a written report) throughout each unit.