



**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST
FORM GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: REV, CVHS, RHS, Orangewood, eAcademy Department: History/Social Studies
(course offerings will be made available for all schools)

Contact Information

Contact Person: Patricia Buchmiller Phone: (909) 307-5300

Email: patricia_buchmiller@redlands.k12.ca.us

Phone: NaChé Thompson - (909) 307-5300 ext 20355

Course Information

Course Title: Introduction to Ethnic Studies Transcript Name (15 Max): EthnicStudies

Length of course: one-semester Amount of Units: 5 units Area of Credit: elective

Teacher Requirements

Credential Required: California Secondary Single Subject (Social Science recommended)

Department Review Date: _____ Department Signature: Patricia Buchmiller

Site Administrator Signature: Patricia Buchmiller

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Jean Joye Date reviewed: 4/23/2025

- ✓ District section of this form is appropriately completed
- ✓ All required attachments are affixed and appropriate
- ✓ Site signatures current and appropriate

Recommendation: Approve Do Not Approve Signature: Jean Joye

Course Approval Curriculum Committee

Approved by: Unanimous Date approved: 4/23/2025

Signature: Jean Joye

Board Submission Date: _____ Board Approved Date: _____



Introduction to Ethnic Studies

COURSE OUTLINE

Introduction to Ethnic Studies provides a thematic approach to studying race and ethnicity within the context of United States History. Identity, intersectionality, and cultural understanding are strong themes throughout all units of the course. This includes the critical analysis of core ethnic studies concepts such as identity, migration and immigration, citizenship and human rights, empowerment movements and advocacy, and civic engagement, as well as the establishment of Ethnic Studies as an academic discipline that promotes diversity and inclusion in education.

Introduction to Ethnic Studies provides a space for students to learn of the histories, experiences, and contributions of historically marginalized peoples in the United States. The curriculum focuses on the four foundational disciplines of traditional ethnic studies courses: African American, Chicano and Latino, Native American, and Asian American and Pacific Islander studies. Intersectionality and the experiences and contributions of various other ethnic groups will also be embedded throughout the course.

The Ethnic Studies course emphasizes critical thinking, inquiry and analysis of history, systems of oppression, and collaboration among diverse groups to promote productive dialogue, civic engagement and civic responsibility. Respect for diverse perspectives is an essential component of the course.

As recommended by the California Department of Education in its Ethnic Studies Model Curriculum Guidelines, this course will be consistent with the History-Social Science and English Language Arts Frameworks and other core and elective subjects as appropriate. This course satisfies the Ethnic Studies graduation requirement outlined in Assembly Bill 101.

COURSE OVERVIEW

Introduction to Ethnic Studies is an interdisciplinary course that examines the diversity of human experiences through the study of race and ethnicity within the context of United States History. The experiences, contributions, and intersectionality of historically marginalized ethnic groups will be studied within through five key thematic units: Introduction to Ethnic Studies, Identity, Migration and Immigration, Citizenship and Human Rights, and Empowerment Movements and Community-Building, culminating with a Civic Engagement project. A strong emphasis on respect and diverse perspectives is essential and emphasized throughout the course. This course satisfies the California Ethnic Studies graduation requirement outlined in Assembly Bill 101.

PREREQUISITES & CO-REQUISITES & TARGETED STUDENT POPULATION

No prerequisites or corequisites are required.

All high school students are required to take the course. All students will benefit from the focus on identity, representation, analysis, dialogue, and history content. This course is aligned with Framework and Content Standards for 11th and 12th grade History-Social Studies, and California Common Core State Standards: English Language Arts for grades 11-12.

COURSE CONTENT

The RUSD Intro to Ethnic Studies curriculum is organized into key thematic units that explore the histories, identities, and contributions of diverse communities. Each unit is designed to foster critical thinking, cultural awareness, and civic engagement, preparing students to navigate and positively contribute to society. These units are:

Unit I: Intro to Ethnic Studies

Essential Question: What is the purpose of Ethnic Studies and why is it important?

Overview of Content

Examines the history and purpose of Ethnic Studies in the United States.

Sample assignment:

- Students will analyze a different daily ethnic studies event through multimedia sources and respond to critical thinking questions related to the event.

Sample assessment:

- Students will research and design a presentation focused on a group that contributed to the development of Ethnic Studies in the 1960s.

Unit II: Identity

Essential Question: Why are understanding self and different perspectives important to cultural understanding?

Overview of content:

The Identity unit is a foundational aspect of Ethnic Studies by establishing a critical awareness of self and others through exploration of social geography and social mapping, implicit bias assessments, and different perspectives on identity. A critical component of Ethnic Studies is representation, reflection and empowerment on the individual and group levels and this unit provides various readings and recordings of personal experiences and journeys related to identity. Guidelines and expectations for respectful and productive discourse and engagement will be practiced and emphasized as essential practices for an Ethnic Studies course that places value on various lived experiences.

Sample assignment:

- Identity Chart: Students will read the essay and watch the TedTalk "The Danger of the Single Story" by Chimamanda Adichie. Students will create an [identity chart](#) for Chimamanda Adichie and then for themselves. Students will evaluate how labels on the chart represent how she sees her identity and which ones represent how some others view her. Students will go through the same evaluation process for their own identity chart. The purpose of this assignment is for students to practice self awareness and awareness of others in prejudices, labels and stereotypes to dismantle misconceptions and prejudices about perceived group membership.

Sample assessment:

- Letter to My Family: Students will read various individual essays on identity throughout this unit, such as the Conclusion to "American Like Me" by America Ferrera. Students will write a letter to their family incorporating at least 5 concepts from the identity unit (i.e. identity, race, ethnicity, gender, norms, implicit bias, stereotypes, prejudices, social geography, social mapping, socialization, etc.) as it applies to their personal levels. Students will not be required to actually deliver/send the letter. As an alternative, students may opt to write a letter to "myself" to be opened in 10 years with the same content requirements. The purpose of this assignment is for students to apply learned

concepts to their own concepts of identity in a manner that is meaningful, setting the stage for a course that ties back to identity throughout the year.

Unit III: Migration and Immigration

Essential Question: How has the voluntary and involuntary movement of people affected the American experience?

Overview of content:

Students will learn about the migration and immigration (both voluntary and forced) of ethnic groups within the United States and the push and pull factors that led to these patterns of placement, displacement, and diaspora. The historical context and generational outcomes will be analyzed. A focus on vocabulary and systemic structures that encouraged or discouraged movement from different groups of people will develop a stronger understanding of present-day demographics.

Sample assignments:

- Timeline: Create a timeline of the development of immigration policy in the United States, including both causes and impacts of specific laws.
- Map: Create a visual representation of the movement of various groups. Include a key and analysis summary detailing the causes and impacts of different groups and movements.

Sample assessment:

- Free-response questions addressing a variety of prompts. Sample prompts include:
 - Analyze the impacts of United States policies on Native Americans in the 19th century.
 - Analyze the relative importance of various causes for the Great Migration.
 - Analyze the impact of World War I and World War II on immigration from Mexico.
 - Evaluate how United States immigration policy of the early 20th century prioritized or targeted different groups based on country of origin.
 - Analyze the extent to which stereotypes contributed to xenophobia and government immigration policy.

Unit IV: Citizenship and Human Rights

Essential Question: How do power and oppression operate to maintain or change systems?

Overview of content:

Studies will analyze what it means to be an American in the United States from cultural, political, and legal perspectives. Primary source documents, such as the Declaration of Independence and the Constitution, with emphasis on the Fourteenth Amendment, and "What to the Slave is the Fourth of July?" by Frederick Douglass, will be analyzed to understand the definitions, implementations, and privileges and limitations of citizenship within the United States. Special focus will be given to groups that have been systematically excluded from citizenship or rights of citizenship, such as voting, due to race, ethnicity, age or gender and the development of those laws and practices. This includes, but is not limited to: African Americans and the Fourteenth and Fifteenth Amendments, Native Americans and the Dawes Act of 1887 and Indian Citizenship Act of 1924, women and the Nineteenth Amendment, Japanese-American incarceration camps and *Korematsu v. United States*, Chinese-Americans and the Chinese Exclusion Act, Mexican Americans and the Mexican Repatriation Act, young adults and the Twenty-sixth Amendment, Muslim-Americans and the Patriot Act, and others.

Sample assignments:

- Students learn about the Double-V campaign through multimedia sources stemming for a google slides presentation. Students then create a triple venn diagram comparing and contrasting various groups' experiences in the quest for victory for the US during WWII as well as victory against racism within the United States.
- Double-Entry Journal: Students will watch excerpts from various episodes of the "Amend" documentary, each which focuses on a different marginalized group. Students will create double-entry journals for each video clip as well as a discussion on how citizenship was gained or

denied in different historical contexts will encourage students to evaluate the evolving meaning of citizenship and how it has been applied throughout U.S. history to different individuals based on perceived group membership.

Sample assessments:

- Essay: Create a thesis about citizenship in the United States and write an essay with at least three different primary sources to defend it.
- Students create a short video documentary using WeVideo, Canva or other video editing tool to share the positive contributions of an individual or group that faced challenges to their citizenship or human rights in the United States.

Unit V: Empowerment Movements and Community-Building

Essential Question: How do different groups advocate and unite for transformative change?

Overview of content:

Students will trace how the political, economic, and socio-cultural policies and practices towards indigenous groups, African Americans, Asian Americans, and Latino/x Americans in the United States led to the development of various empowerment movements. Students will learn how community organizing blossomed into specific social movements after World War II and will study the various racial and ethnic groups that joined the Civil Rights Movement initiated by African Americans. Students explore the ways in which the ideology of eugenics influenced the educational system in the United States and legal challenges to those beliefs, such as in *Alvarez v. Lemon Grove*, and *Mendez v. Westminster* and *Brown v. Board of Education*. Students will evaluate the concerns and demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system, including the Third World Liberation Front in 1968 and its role and impact in the movement for Ethnic Studies. In broader social movements that developed from systemic oppression and racism, students will analyze the goals, leaders, obstacles, and achievements of various civil rights and empowerment organizations along with the unity among different groups supporting each other or organizing for similar goals.

Sample assignment:

- Students will analyze Marvel creator Stan Lee's writings that explain how the X-men stemmed from the Civil Rights Movement. Students will design a Funko Pop figure and write a biography summary honoring a civil rights leader of their choice.

Sample assessment:

Students create a presentation detailing the history, challenges and achievements of a civil rights group of their choice.

Civic Engagement Final Project

Essential Question: How do we apply knowledge to impact our community?

Throughout the semester course, students will develop their knowledge of Ethnic Studies. The final project will encourage students to apply that knowledge in a civic engagement project. Students will work with teachers to develop a project that demonstrates and expands the content and curriculum outcomes of Ethnic Studies in the community. Examples include but are not limited to: designing a historical marker honoring a local historical event or contribution from a group or individual, organizing a cultural event on campus, identifying an issue in the community and creating a plan to address it.

COURSE MATERIALS

The course will use a digital reader, which may include, but is not limited to readings or excerpts from the following sources:

- *A People's History of the United States* by Howard Zinn

- *American-Born Chinese* by Gene Luen Yang
- *American Like Me* by America Ferrera
- *Between the World and Me* by Ta-Nehisi Coates
- *Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux* by John G. Neihardt
- *Borderlands* by Gloria Anzaldua
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- *Five Hundred Years of Chicana History* by Elizabeth Martinez
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- *Latino Americans: The 500-Year Legacy that Shaped a Nation* by Ray Suarez
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- *March* (graphic novel trilogy) by John Lewis and Andrew Aydin
- *Muslim Girl* by Amani al-Khatahtbeh
- *My Beloved World* by Sonia Sotomayor
- NationalGeographic.com (various articles)
- *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement* by Lilia Villanueva and Craig Scharlin
- *Teaching Tolerance* magazine (various articles)
- "The Danger of the Single Story" (essay) by Chimamanda Ngozi Adichie
- *The Good Fight: America's Ongoing Struggle for Justice* by Rick Smolan and Jennifer Erwitte
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- *Undocumented: How Immigration Became Illegal* by Aviva Chomsky

Video documentary excerpts may include, but are not limited to:

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- Amend (14th Amendment, various episodes) (Netflix original)
- Asian Americans (PBS)
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Assigned Reviewer Section

Reviewed by: _____ Date reviewed: _____

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Recommendation: Approve Do Not Approve Signature: _____

Course Approval Curriculum Committee

Approved by: _____ Date approved: _____

Signature: _____

Board Submission Date: _____ Board Approved Date: _____

Introduction to Ethnic Studies



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- The West (Impact of westward expansion on Native Americans) (Ken Burns)
- Viva La Causa (Cesar Chavez and the United Farm Workers) (Southern Poverty Law Center/Teaching Tolerance)
- We Shall Remain: America Through Native Eyes (American Experience: PBS)

About the RUSD Ethnic Studies Course

Introduction to Ethnic Studies is an interdisciplinary course that examines the diversity of human experiences through the study of race and ethnicity within the context of United States History. The experiences, contributions, and intersectionality of historically marginalized ethnic groups will be studied within through four key thematic units: Identity, Migration and Immigration, Citizenship and Human Rights, and Empowerment Movements and Community-Building, culminating with a civic engagement project. A strong emphasis on respect and diverse perspectives is essential and emphasized throughout the course. This course satisfies the California Ethnic Studies graduation requirement outlined in Assembly Bill 101.

Course Goals

As a result of this course, students will be able to do the following:

- Understand the historical factors affecting social inequality in the U.S.
- Explore the intersections of race, class, and gender in U.S. society
- Acknowledge community-building and positive contributions of various groups
- Develop and apply critical thinking skills
- Enhance verbal and written expression
- Prepare students to be productive citizens in a diverse, democratic society

Essential Questions

1. What is the purpose of Ethnic Studies and why is it important?
2. Why are understanding self and different perspectives important to cultural understanding?
3. How have the voluntary and involuntary movement of people affected the American experience?
4. Why is recognizing an individual's humanity essential when discussing rights?
5. How do different groups advocate and unite for transformative change?
6. How do we apply knowledge to impact our community?

Introduction

The Redlands Unified School District is committed to providing students with a well-rounded education that prepares them for success in a diverse society. The proposed Intro to Ethnic Studies course aligns with the California Model Ethnic Studies Curriculum and offers students an opportunity to explore the rich histories, cultures, and contributions of various communities in

the United States. Rooted in inquiry-based learning and academic rigor, this course fosters critical thinking, empathy, and civic engagement while adhering to state educational standards for English Language Arts and History-Social Science.

Anchoring the Course in Sources

The RUSD Intro to Ethnic Studies course draws upon scholarly research, historical analysis, and community narratives, ensuring students receive a balanced and comprehensive understanding of the subject matter. By integrating primary sources, historical documents, and the California Model Ethnic Studies Curriculum, this course enables students to develop a nuanced perspective on identity, migration, citizenship, and social movements.

The Ethnic Studies Model Curriculum

The California State Board of Education adopted the Ethnic Studies Model Curriculum in March of 2021 as a resource to help school districts develop ethnic studies courses. It is designed to provide students with a deeper understanding of the histories, cultures, struggles, and contributions of African American, Chicano and Latino, Native American, and Asian American and Pacific Islander communities. The curriculum is inquiry-based and aligns with California's educational standards, promoting critical thinking, civic engagement, and cultural understanding. While the model curriculum serves as a guide, districts have flexibility in adapting it to reflect their unique student populations and community contexts.

Standards Alignment

The RUSD Intro to Ethnic Studies course is aligned to the following key academic state standards:

English Language Arts:

RL 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL 11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI 11-12.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI 11-12.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 11-12.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

SL 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 11-12.2.: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11-12.2.: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11-12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

History-Social Science Framework Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Social Studies 11.2.2, 11.2.7

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.10 Students analyze the development of federal civil rights and voting rights.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

General Principles

The following general principles drive the RUSD Intro to Ethnic Studies Course and are aligned with the state-adopted Ethnic Studies Model Curriculum:

- Include accurate information based on current and confirmed research
- Promote the values of civic engagement and civic responsibility
- Align to the Reading, Writing, and Speaking/Listening California Common Core State Standards, and the History-Social Science Framework Standards
- Promote self and collective empowerment
- 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 and its significance in the establishment of ethnic studies as a discipline
- 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

Key Outcomes

1. Pursuit of justice and equity
2. Working toward greater inclusivity
3. Furthering self-understanding
4. Developing a better understanding of others
5. Recognizing intersectionality
6. Promoting self-empowerment for civic engagement
7. Supporting a community focus
8. Developing interpersonal communication

The Course Framework Conventions

Throughout this course, students will encounter key concepts that help frame discussions and deepen an understanding of Ethnic Studies. The following provides working definitions that serve as a foundation for classroom conversations, readings, and analyses. These definitions are meant to clarify how these concepts function within the course and may be revisited as students engage with historical and contemporary issues. By understanding these terms, students will be better equipped to critically examine the subject matter.

Assimilation: The process of adopting the customs, values, and behaviors of a dominant culture. It can occur voluntarily or involuntarily.

Bigotry: Having or expressing negative beliefs towards people who hold different beliefs or ways of life based on stereotypes, myths or lack of understanding.

Equity: Fairness and justice in the distribution of resources, opportunities, and support recognizing that different individuals and groups may require different resources or support to achieve similar outcomes.

Ethnicity: An identity based on shared ancestry including nationality, land/territory, regional culture, religion, language, history, tradition, etc.

Identity: The understanding and expression of who we are as individuals or members of a group, shaped by various factors such as culture, ethnicity, gender, and personal experiences. It encompasses the ways people perceive themselves and are perceived by others.

Racism (institutional, systemic, structural): The belief or expression that racial differences produce an inherent inferiority of a particular race. This can be practiced through interpersonal or institutional power dynamics.

Oppression: Cruel or unjust use of authority or power.

Course Content

The RUSD Intro to Ethnic Studies curriculum is organized into key thematic units that explore the histories, identities, and contributions of diverse communities. Each unit is designed to foster critical thinking, cultural awareness, and civic engagement, preparing students to navigate and positively contribute to society. These units are:

Unit I: Intro to Ethnic Studies (2 weeks)

Essential Question: What is the purpose of Ethnic Studies and why is it important?

Overview of Content

Examines the history and purpose of Ethnic Studies in the United States.

Sample assignment:

- Students will analyze a different daily ethnic studies event through multimedia sources and respond to critical thinking questions related to the event.

Sample assessment:

- Students will research and design a presentation focused on a group that contributed to the development of Ethnic Studies in the 1960s.

Unit II: Identity (3 weeks)

Essential Question: Why are understanding self and different perspectives important to cultural understanding?

Overview of content:

The Identity unit is a foundational aspect of Ethnic Studies by establishing a critical awareness of self and others through exploration of social geography and social mapping, implicit bias assessments, and different perspectives on identity. A critical component of Ethnic Studies is representation, reflection and empowerment on the individual and group levels and this unit provides various readings and recordings of personal experiences and journeys related to identity. Guidelines and expectations for respectful and productive discourse and engagement will be practiced and emphasized as essential practices for an Ethnic Studies course that places value on various lived experiences.

Sample assignment:

- Identity Chart: Students will read the essay and watch the TedTalk “The Danger of the Single Story” by Chimamanda Adichie. Students will create an **identity chart** for Chimamanda Adichie and then for themselves. Students will evaluate how labels on the chart represent how she sees her identity and which ones represent how some others view her. Students will go through the same evaluation process for their own identity chart. The purpose of this assignment is for students to practice self awareness and awareness of others in prejudices, labels and stereotypes to dismantle misconceptions and prejudices about perceived group membership.

Sample assessment:

- Letter to My Family: Students will read various individual essays on identity throughout this unit, such as the Conclusion to “American Like Me” by America Ferrera. Students will write a letter to their family incorporating at least 5 concepts from the identity unit (i.e. identity, race, ethnicity, gender, norms, implicit bias, stereotypes, prejudices, social geography, social mapping, socialization, etc.) as it applies to their personal levels. Students will not be required to actually deliver/send the letter. As an alternative, students may opt to write a letter to “myself” to be opened in 10 years with the same content requirements. The purpose of this assignment is for students to apply learned concepts to their own concepts of identity in a manner that is meaningful, setting the stage for a course that ties back to identity throughout the year.

Unit III: Migration and Immigration (3 weeks)

Essential Question: How has the voluntary and involuntary movement of people affected the American experience?

Overview of content:

Students will learn about the migration and immigration (both voluntary and forced) of ethnic groups within the United States and the push and pull factors that led to these patterns of placement, displacement, and diaspora. The historical context and generational outcomes will be analyzed. A focus on vocabulary and systemic structures that encouraged or discouraged movement from different groups of people will develop a stronger understanding of present-day demographics.

Sample assignments:

- Timeline: Create a timeline of the development of immigration policy in the United States, including both causes and impacts of specific laws.
- Map: Create a visual representation of the movement of various groups. Include a key and analysis summary detailing the causes and impacts of different groups and movements.

Sample assessment:

- Free-response questions addressing a variety of prompts. Sample prompts include:
 - Analyze the impacts of United States policies on Native Americans in the 19th century.
 - Analyze the relative importance of various causes for the Great Migration.
 - Analyze the impact of World War I and World War II on immigration from Mexico.
 - Evaluate how United States immigration policy of the early 20th century prioritized or targeted different groups based on country of origin.
 - Analyze the extent to which stereotypes contributed to xenophobia and

government immigration policy.

Unit IV: Citizenship and Human Rights (3 weeks)

Essential Question: How do power and oppression operate to maintain or change systems?

Overview of content:

Studies will analyze what it means to be an American in the United States from cultural, political, and legal perspectives. Primary source documents, such as the Declaration of Independence and the Constitution, with emphasis on the Fourteenth Amendment, and "What to the Slave is the Fourth of July?" by Frederick Douglass, will be analyzed to understand the definitions, implementations, and privileges and limitations of citizenship within the United States. Special focus will be given to groups that have been systematically excluded from citizenship or rights of citizenship, such as voting, due to race, ethnicity, age or gender and the development of those laws and practices. This includes, but is not limited to: African Americans and the Fourteenth and Fifteenth Amendments, Native Americans and the Dawes Act of 1887 and Indian Citizenship Act of 1924, women and the Nineteenth Amendment, Japanese-American incarceration camps and *Korematsu v. United States*, Chinese-Americans and the Chinese Exclusion Act, Mexican Americans and the Mexican Repatriation Act, young adults and the Twenty-sixth Amendment, Muslim-Americans and the Patriot Act, and others.

Sample assignments:

- Students learn about the Double-V campaign through multimedia sources stemming from a Google Slides presentation. Students then create a triple Venn diagram comparing and contrasting various groups' experiences in the quest for victory for the US during WWII as well as victory against racism within the United States.
- Double-Entry Journal: Students will watch excerpts from various episodes of the "Amend" documentary, each which focuses on a different marginalized group. Students will create double-entry journals for each video clip as well as a discussion on how citizenship was gained or denied in different historical contexts will encourage students to evaluate the evolving meaning of citizenship and how it has been applied throughout U.S. history to different individuals based on perceived group membership.

Sample assessments:

- Essay: Create a thesis about citizenship in the United States and write an essay with at least three different primary sources to defend it.
- Students create a short video documentary using WeVideo, Canva or other video editing tool to share the positive contributions of an individual or group that faced challenges to their citizenship or human rights in the United States.

Unit V: Empowerment Movements and Community-Building (3 weeks)

Essential Question: How do different groups advocate and unite for transformative change?

Overview of content:

Students will trace how the political, economic, and socio-cultural policies and practices towards indigenous groups, African Americans, Asian Americans, and Latino/x Americans in the United States led to the development of various empowerment movements. Students will learn how community organizing blossomed into specific social movements after World War II and will study the various racial and ethnic groups that joined the Civil Rights Movement initiated by African Americans. Students explore the ways in which the ideology of eugenics influenced the educational system in the United States and legal challenges to those beliefs, such as in *Alvarez v. Lemon Grove*, and *Mendez v. Westminster* and *Brown v. Board of Education*.

Students will evaluate the concerns and demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system, including the Third World Liberation Front in 1968 and its role and impact in the movement for Ethnic Studies. In broader social movements that developed from systemic oppression and racism, students will analyze the goals, leaders, obstacles, and achievements of various civil rights and empowerment organizations along with the unity among different groups supporting each other or organizing for similar goals.

Sample assignment:

- Students will analyze Marvel creator Stan Lee's writings that explain how the X-men stemmed from the Civil Rights Movement. Students will design a Funko Pop figure and write a biography summary honoring a civil rights leader of their choice.

Sample assessment:

Students create a presentation detailing the history, challenges and achievements of a civil rights group of their choice.

Civic Engagement Final Project (2 week)

Essential Question: How do we apply knowledge to impact our community?

Throughout the semester course, students will develop their knowledge of Ethnic Studies. The final project will encourage students to apply that knowledge in a civic engagement project. Students will work with teachers to develop a project that demonstrates and expands the content and curriculum outcomes of Ethnic Studies in the community. Examples include but are not limited to: designing a historical marker honoring a local historical event or contribution from a group or individual, organizing a cultural event on campus, identifying an issue in the community and creating a plan to address it.

Intro to Ethnic Studies Course - **Internal**

The Intro to Ethnic Studies scope and sequence is a guide to teaching the course focusing on the following units: Introduction to Ethnic Studies, Identity, Citizenship and Human Rights, Migration and Immigration, Empowerment Movements and Community-Building, as well as a culminating civic engagement project. While various sample lessons and resources are provided for each unit, it is recommended that teachers ensure they are representing each of the four groups that are the traditional foci of Ethnic Studies: African American, Chicano/Latino, Native American, and Asian American and Pacific Islander.

Unit 1: Intro to Ethnic Studies (2 weeks)

Essential Question:

What is the purpose of Ethnic Studies and why is it important?

Overview of Content

Examines the history and purpose of Ethnic Studies in the United States.

Sample assignment(s):

- Students will analyze a different daily ethnic studies event through multimedia sources and respond to critical thinking questions related to the event.

Sample assessment(s):

- Students will research and design a presentation focused on a group that contributed to the development of Ethnic Studies in the 1960s.

Ethnic Studies Model Curriculum Key Outcomes	Essential Question (Students will Know)	Sample Lesson	Resources	History-Social Science or English Language Arts standards
2. Working toward greater inclusivity	What is the purpose of Ethnic Studies and why is it important?	Overview of Ethnic Studies course	Intro to Ethnic Studies: I	<p>ELA Standards: SL 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Social Studies Standards: 11.11 Students analyze the major social problems and domestic policy issues in contemporary</p>
4. Developing a better understanding of others	How were some of the major student identity groups founded in the US?	Slideshow and student project: The History of Student Identity Groups	The History of Studen...	
4. Developing a better understanding of others	What do my peers and I have in common? Different?	Ethnic Studies Interactive Matching BINGO	Ethnic Studies MATC...	
4. Developing a better understanding of others	What were some causes of the Ethnic	Video clip on movement for Ethnic	Movement for Ethnic ...	

	Studies movement?	Studies		American society.
4. Developing a better understanding of others	When and why did Ethnic Studies start? What is it and what is it not?	Slide shows with course overview, links, timelines.	<ul style="list-style-type: none"> ▣ Intro to Ethnic Studies: I ▣ Intro to Ethnic Studie... 	12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
4. Developing a better understanding of others	How can other people's words help us reflect?	Quotes by historical figures organized by Ethnic Studies unit for use as a preview or throughout course	<ul style="list-style-type: none"> ▣ Quotes for Ethnic Stu... 	12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
4. Developing a better understanding of others	What were the goals of the Third World Liberation Front?	Third World Liberation Front	<ul style="list-style-type: none"> ▣ Primary source photo... 	
4. Developing a better understanding of others	How do we interpret images based on our own experiences?	Caption this: Ethnic Studies image analysis	<ul style="list-style-type: none"> ▣ Caption this! Ethnic S... 	
4. Developing a better understanding of others	How does each history story fit into or challenge the dominant narrative?	Ethnic Studies Daily slides	<ul style="list-style-type: none"> ▣ Ethnic Studies Daily 	12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
4. Developing a better understanding of others	What are different examples of tolerance?	Tolerance in Action Station or Gallery Walk (video clips)	<ul style="list-style-type: none"> ▣ Tolerance in Action Vi... ☰ Tolerance in Action Vi... ☰ Tolerance Station Rot... 	12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of
4. Developing a better understanding of others	How can I summarize or communicate knowledge from a unit?	Sample unit choice assessment for this or other unit	<ul style="list-style-type: none"> ☰ Ethnic Studies Unit C... 	
4. Developing a better understanding of others	What did I learn in this unit?	Unit reflection questions for any unit	<ul style="list-style-type: none"> ☰ Unite Reflection Ques... ☰ Ethnic Studies Unit L... 	
4. Developing a better understanding of others	What were the most important take-aways from this topic?	One pager template for any topic in any unit	<ul style="list-style-type: none"> ▣ One-pager Template 	

4. Developing a better understanding of others	How are we similar and different?	Team 20 Questions Group Icebreaker	📁 PERIOD 1-TEAM 20 ...	religion and government.
Folder of various identity readings with questions to use throughout units			https://drive.google.com/drive/folders/1KUHAl9ovOLToBYbl5Mp6QUt5FyrbBoMk?usp=sharing	

Unit II: Identity (3 weeks)

Essential Question: Why are understanding self and different perspectives important to cultural understanding?

Overview of content:

The Identity unit is a foundational aspect of Ethnic Studies by establishing a critical awareness of self and others through exploration of social geography and social mapping, implicit bias assessments, and different perspectives on identity. A critical component of Ethnic Studies is representation, reflection and empowerment on the individual and group levels and this unit provides various readings and recordings of personal experiences and journeys related to identity. Guidelines and expectations for respectful and productive discourse and engagement will be practiced and emphasized as essential practices for an Ethnic Studies course that places value on various lived experiences.

Sample assignment(s):

- Identity Chart: Students will read the essay and watch the TedTalk “The Danger of the Single Story” by Chimamanda Adichie. Students will create an **identity chart** for Chimamanda Adichie and then for themselves. Students will evaluate how labels on the chart represent how she sees her identity and which ones represent how some others view her. Students will go through the same evaluation process for their own identity chart. The purpose of this assignment is for students to practice self awareness and awareness of others in prejudices, labels and stereotypes to dismantle misconceptions and prejudices about perceived group membership.

Sample assessment:

- Letter to My Family: Students will read various individual essays on identity throughout this unit, such as the Conclusion to “American Like Me” by America Ferrera. Students will write a letter to their family incorporating at least 5 concepts from the identity unit (i.e. identity, race, ethnicity, gender, norms, implicit bias, stereotypes, prejudices, social geography, social mapping, socialization, etc.) as it applies to their personal levels. Students will not be required to actually deliver/send the letter. As an alternative, students may opt to write a letter to “myself” to be opened in 10 years with the same content requirements. The purpose of this assignment is for students to apply learned concepts to their own concepts of identity in a manner that is meaningful, setting the stage for a course that ties back to identity throughout the year.

Ethnic Studies Model Curriculum Key Outcomes	Essential Knowledge (Students will Know)	Sample Lesson	Resource(s)	History-Social Science or English Language Arts standard
3. Furthering	Students will explore	Story “The Bear that	https://www.facinghistory.o	ELA Standards:

self-understanding	the impact of authority and the reaction of conformity on identity	Wasn't	rg/resource-library/bear-wa snt-2	<p>RI 11-12.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>W 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
3. Furthering self - Understanding	Students understand the social elements that make them individuals.	"My Identity is My Superpower"	<ul style="list-style-type: none"> 📄 America Ferrera, Am... 📄 [Template] Question... 	
2. Working toward greater inclusivity 3. Furthering self-understanding 5. Recognizing intersectionality 7. Supporting a community focus	Students will understand the impact of racism and bias How does perception impact identity?	"A Classroom Divided"	<p>https://www.pbs.org/wgbh/frontline/documentary/class-divided/</p> <ul style="list-style-type: none"> 📄 Guided Video Questi... 📄 A Class Divided: Rot... 📺 A Class Divided (full ... 	
4. Developing a better understanding of others 7. Supporting a community focus 8. Developing interpersonal communications	Why are narratives important? Why is it important who tells them?	Narrative Lesson from Ethnic Studies Model Curriculum Sample	<ul style="list-style-type: none"> 📄 Narrative Lesson fro... 	
1. Pursuit of justice and equity 2. Working toward greater inclusivity 4. Developing a better understanding of others 7. Supporting a community focus	What is the danger of a single story?	Representation and "The Danger of a Single Story"	<ul style="list-style-type: none"> 📄 Ethnic Studies Lesso... 	
8. Developing interpersonal communications	Is cultural appropriation critical to human progress?	Annotate student editorial: "Cultural appropriation is critical to human progress"	<ul style="list-style-type: none"> 📄 STUDENT EDITORI... 	
4. Developing a better	How does culture	Fresh Off the Boat	<ul style="list-style-type: none"> 📄 "Fresh of the Boat" p... 	

understanding of others 5. Recognizing intersectionality	impact identity?	Episode 1 Reflection		
1.Pursuit of justice and equity	How does media impact representation?	Media representation discussion statements and article	Media Representatio...	
7. Supporting a community focus	How and should we celebrate Hispanic Heritage month?	Peardeck: History and discussion on Hispanic Heritage Month	shared Peardeck: Hi...	
1. Pursuit of justice and equity 2.Working toward greater inclusivity 3. Supporting a community focus	Are Halloween costumes cultural appropriation?	Peardeck and jigsaw: Halloween costumes and cultural appropriation	PER 1 Jigsaw slides: ... Jigsaw Reading: Hall...	
4. Developing a better understanding of others	How do our own biases impact how we perceive others?	Stereotypes	Identity, Perspective... Identity Meme: What...	
4. Developing a better understanding of others	How do you define your identity (6 words)?	Race Card Project	Ethnic Studies - Rac...	
3. Furthering self-understanding	Analyze the purpose of implicit bias tests.	Implicit Bias Test	https://implicit.harvard.edu/implicit/takeatest.html https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias	

Unit III: Migration and Immigration (3 weeks)

Essential Question: How has the voluntary and involuntary movement of people affected the American experience?

Overview of content:

Students will learn about the migration and immigration (both voluntary and forced) of ethnic groups within the United States and the push and pull factors that led to these patterns of placement, displacement, and diaspora. The historical context and generational outcomes will be analyzed. A focus on vocabulary and systemic structures that encouraged or discouraged movement from different groups of people will develop a stronger understanding of present-day demographics. For indigenous groups, colonization, conflict and treaties, Indian removal policies, assimilation and boarding school practices, and the reservation system will be studied. For Asian Americans, the Chinese Exclusion Act, the Gentleman's Agreement, Immigration Acts of 1921 and 1924, the Filipino Repatriation Act of 1935, Sakada '46 and the Immigration Law of 1965 will be studied. For African Americans, the Middle Passage, the African Diaspora, Exodusters, and the Great Migration will be studied. For Latino Americans, the Mexican American War, the creation of the Border Patrol, the guest worker and Bracero Programs, the Mexican Repatriation Act, the Immigration and Naturalization Act of 1965 and 1986 Immigration Reform and Control Act, as well as more recent propositions such as Proposition 209, DACA, and the Dream Act will be studied.

Sample assignment(s):

- Timeline: Create a timeline of the development of immigration policy in the United States, including both causes and impacts of specific laws.
- Map: Create a visual representation of the movement of various groups. Include a key and analysis summary detailing the causes and impacts of different groups and movements.

Sample assessment:

- Free-response questions addressing a variety of prompts. Sample prompts include:
 - Analyze the impacts of United States policies on Native Americans in the 19th century.
 - Analyze the relative importance of various causes for the Great Migration.
 - Analyze the impact of World War I and World War II on immigration from Mexico.
 - Evaluate how United States immigration policy of the early 20th century prioritized or targeted different groups based on country of origin.
 - Analyze the extent to which stereotypes contributed to xenophobia and government immigration policy.

Ethnic Studies Model Curriculum Key Outcomes	Essential Skill (Students will Know)	Sample Lesson	Resource(s)	History-Social Science or English Language Arts standards
3. Furthering self-understanding 4. Supporting a community focus	What is the purpose of land or ancestor acknowledgements?	Land Acknowledgements peardecks (Intro and Beyond), jigsaw reading and choice assessments	<ul style="list-style-type: none"> 📄 Land Acknowledgeme... 📄 Honor Native Land G... 📄 Jigsaw Class Notes- ... 📄 Beyond land acknowl... 📄 Land Acknowledge St... 	ELA Standards: RI 11-12.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
2. Working toward greater inclusivity 4. Developing a better understanding of other	What are pivotal moments of citizenship and immigration in US history?	US Citizenship and Immigration Timeline using levels of questions	<ul style="list-style-type: none"> 📄 Timeline of Citizenshi... 📄 Using Costa's Levels ... 	W 11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

<p>4. Developing a better understanding of others 7. Supporting a community focus</p>	<p>How do we remember our community's history?</p>	<p>Chinese in Redlands (analyzing historical Chinese communities, "Oriental Ave." street name)</p>	<p>Chinese in Redlands: How do we honor our community's history?  IE Stories Slides: Chi...  Gallery walk: Compari...</p>	<p>limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p>
<p>4. Developing a better understanding of others</p>	<p>The history of Chinese immigration to the U.S.</p>	<p>The creation of Chinatowns as Safe Spaces during Chinese Immigration PY8c/edit?tab=t.0</p>	<p>https://www.pressenterprise.com/2015/02/01/muckenfus-s-troubled-history-of-local-chinese/</p>	<p>SL 11-12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>1.Pursuit of justice and equity 5. Recognizing intersectionality</p>	<p>Students recognize and comprehend the success and difficulties of the Underground Railroad and various slave rebellions.</p>	<p>Underground Railroad ESRI Activity Edpuzzle: Forgotten Rebellion - Black Seminoles Underground Railroad Mapping Activity</p>	<p>http://esriurl.com/historygeoinquiry5 https://edpuzzle.com/media/5f349097580aa93f37e5a55e https://docs.google.com/document/d/142vNPn1PRNjwn2zv5E72p4I2PTYKKx-3jPmG8XUV7Y/edit?usp=sharing</p>	<p>SL 11-12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>4. Developing a better understanding of others</p>	<p>History of the migration of Arabs to the U.S.</p>	<p>Arab Americans</p>	<p>https://docs.google.com/document/d/1vB6TqnQrlbPxMxuSdmLdz9aSRB3SpjjH2k8sX2jLAs/edit?usp=sharing  Arab Americans</p>	<p>Social Studies Standards: 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. Social Studies Standard 11.1.4</p>
<p>1. Pursuit of justice and equity</p>	<p>Analyze causes and impacts of the Bracero Program, the Mexican Repatriation Act and similar policies and Mexican migration in the US in the 1930s-1950s</p>	<p>The Bracero Program and the Mexican Repatriation Act</p>	<p> The Bracero Program ... https://peopleshistoryie.org/materials-related-to-the-bracero-program/ https://peopleshistoryie.org/squeezed-dry-braceros-in-citrus/</p>	<p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern</p>

			☐ Mexican Migration 19...	and Eastern Europe. Social Studies 11.2.2, 11.2.7
7. Supporting a community focus 4. Developing a better understanding of others	Analyze patterns of migration and settlement in the Inland Empire	Mapping Race in the Inland Empire from 1900 to 2020	https://peopleshistoryie.org/mapping-race-in-the-i-e-1900-2020/	11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
1. Pursuit of justice and equity	Analyze trends of U.S. policy towards Native Americans	Native American policy in the United States	☐ Native American Rela...	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Unit IV: Citizenship and Human Rights (3 weeks)

Essential Question: How do power and oppression operate to maintain or change systems?

Overview of content:

Studies will analyze what it means to be an American in the United States from cultural, political, and legal perspectives. Primary source documents, such as the Declaration of Independence and the Constitution, with emphasis on the Fourteenth Amendment, and “What to the Slave is the Fourth of July?” by Frederick Douglass, will be analyzed to understand the definitions, implementations, and privileges and limitations of citizenship within the United States. Special focus will be given to groups that have been systematically excluded from citizenship or rights of citizenship, such as voting, due to race, ethnicity, age or gender and the development of those laws and practices. This includes, but is not limited to: African Americans and the Fourteenth and Fifteenth Amendments, Native Americans and the Dawes Act of 1887 and Indian Citizenship Act of 1924, women and the Nineteenth Amendment, Japanese-American incarceration camps and *Korematsu v. United States*, Chinese-Americans and the Chinese Exclusion Act, Mexican Americans and the Mexican Repatriation Act, young adults and the Twenty-sixth Amendment, Muslim-Americans and the Patriot Act, and others.

Sample assignment(s):

- Students learn about the Double-V campaign through multimedia sources stemming for a google slides presentation. Students then create a triple venn diagram comparing and contrasting various groups’ experiences in the quest for victory for the US during WWII as well as victory against racism within the United States.
- Double-Entry Journal: Students will watch excerpts from various episodes of the “Amend” documentary, each which focuses on a different marginalized group. Students will create double-entry journals for each video clip as well as a discussion on how citizenship was gained or denied in different historical contexts will encourage students to evaluate the evolving meaning of citizenship and how it has been applied

throughout U.S. history to different individuals based on perceived group membership.

Sample assessment(s)

- Essay: Create a thesis about citizenship in the United States and write an essay with at least three different primary sources to defend it.
- Students create a short video documentary using WeVideo, Canva or other video editing tool to share the positive contributions of an individual or group that faced challenges to their citizenship or human rights in the United States.

Ethnic Studies Model Curriculum Key Outcomes	Essential Skill (Students will Know)	Sample Lesson	Resource(s)	History-Social Science or English Language Arts standards
1.Pursuit of justice and equity 5. Recognizing intersectionality 6. Promoting self-empowerment for civic engagement	How has bias affected the recognition of humanity and the pursuit of human rights and citizenship?	George Takei Why I love a County ARCGIS GEOINQUIRES - Japanese Internment	https://docs.google.com/presentation/d/1g3KGPnFY6ePRBQZ3uCH2UbUXNAssufcfYm-z_iJQGiw/edit?usp=sharing https://www.arcgis.com/home/item.html?id=c1ee85384b2a4a76bab759599d561fe7?	ELA Standards: RI 11-12.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). W 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1. Pursuit of justice and equity 2.Working toward greater inclusivity	How do individual beliefs impact the formation of laws? How do those laws impact humanity?	Lavender Scare Assignment and Resources	▣ LAVENDAR SCARE	SL 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
1. Pursuit of justice and equity 7. Supporting a community focus	How do power and oppression operate to maintain or change systems?	ARCGIS (ESRI) Historic Black Community Erasure	https://docs.google.com/document/d/1MCKxLTeVAQPLBLfUaaa1EAR3Oio33dh8Tp4WJkbnPYo/edit?usp=sharing	
1. Pursuit of justice and equity 5. Recognizing	What segregation practices were in place	Segregation of public spaces in Redlands	https://sweetandsourcitrus.org/a-peoples-history-of-the-inland-empire-collection/	Social Studies Standards: 11.1 Students analyze the significant events in the founding of

intersectionality 7. Supporting a community focus	in our community and how were they overcome?	Redlining in the Inland Empire	 REDLINING IN THE I...	the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
2.Working toward greater inclusivity 4. Developing a better understanding of others	Analyze the impacts and myths about indigenous people and our history	The Sound of the Bells: Addressing myths about colonization and the Mission Era from an indigenous perspective	https://sweetandsourcitrus.org/at-the-sound-of-the-bells-2021/	11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 11.10 Students analyze the development of federal civil rights and voting rights.
1. Pursuit of justice and equity 4. Developing a better understanding of others	Analyze the causes and impacts of Indian Boarding Schools with emphasis on California	Indian Boarding Schools in the context of California	https://peopleshistoryie.org/the-indian-and-the-orange-civilization-through-citrus-at-sherman-institute/ https://www.cbsnews.com/losangeles/news/california-bears-the-painful-scars-of-native-american-boarding-schools/	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
1. Pursuit of justice and equity 6. Promoting self-empowerment for civic engagement	What was the Double-V Campaign and how did it impact experiences of Navajo people, Mexican-Americans, Japanese-Americans and African-Americans during WWII?	WWII Double-V Campaign	 WWII Double-V Camp...  los-veteranos-fact-she...	12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
1. Pursuit of justice and equity	How do the United Nations and other international organizations defend	United Nations Human Rights Day and Universal Declaration of Human Rights	 Dec 10- Human Right... https://www.un.org/en/about-us/universal-declaration-of-human-rights	

	human rights of all people?		
6. Promoting self-empowerment for civic engagement	Who does the Constitution protect?	Constitutional Protections and citizenship terminology	<ul style="list-style-type: none"> ☐ Constitutional Protecti... ☐ This or that: American...
6. Promoting self-empowerment for civic engagement	What trends and shifts do we observe in US citizenship and immigration policy?	US citizenship and immigration timeline	<ul style="list-style-type: none"> ☐ Timeline of Citizenshi... 📄 US Citizenship Test.pdf
6. Promoting self-empowerment for civic engagement	How did Fred Korematsu stand up for his rights?	<i>Korematsu v. United States</i>	<ul style="list-style-type: none"> ☐ Korematsu Institute P... ☐ Fred Korematsu, All A... 📄 Top 3 Supreme Court ... 📄 Korematsu Institute Di... ☐ WWII Era Japanese C...
1. Pursuit of justice and equity 4. Developing a better understanding of others	The impact that 9/11 had on communities.	Divided We Fall	https://docs.google.com/presentation/d/1QctDIjsGwUTw2k44tmmPGDoCUYHRIEEI/edit?usp=drive_link&oid=112925207036643947224&rt=pof=true&sd=true
6. Promoting self-empowerment for civic engagement	How our society is based on the concept of diversity.	E pluribus unum Black Renaissance assignment	https://docs.google.com/presentation/d/1RIICOlZLAvZNIz5qdMka0EAoQ1sAgW1jeRx8IH7XVc/edit#slide=id.p https://docs.google.com/document/d/1Zldn_ECShpFrKpvXpbmuC0l2Wl3jE8fvLNc8aziZY3A/edit?usp=sharing

1.Pursuit of justice and equity	Students will learn the history of the Women's suffrage movement	Women's suffrage Sojourner Truth "Aint I a Woman" Assignment	Netflix Amend Episode 6 https://docs.google.com/document/d/179D5jyulFMeMicBV0rWhL3yDz5RNxUbCp0n5nMy8dNE/edit?usp=sharing	
1.Pursuit of justice and equity 2. Working toward greater inclusivity 3. Furthering self-understanding 7. Supporting a community focus	How did California school systems segregate Latino children and how did this impact the federal school desegregation movement?	Lemon Grove Incident, <i>Mendez v Westminster</i>	<ul style="list-style-type: none"> 📁 Lemon Grove Incident... 📁 LemonGrove Incident ... 📁 The Lemon Grove Inci... 📁 Mendez vs. Westmins... 	
2. Working toward greater inclusivity 7. Supporting a community focus	Land acknowledgements, land back	Beyond Land Acknowledgements		
6. Promoting self-empowerment for civic engagement	Analyze the 14th Amendment	Analyzing the 14th Amendment through Episode 1, Citizen of "Amend"	📁 Amend: The Fight for ...	

Unit V: Empowerment Movements and Community-Building (3 weeks)

Essential Question: How do different groups advocate and unite for transformative change?

Overview of content:

Students will trace how the political, economic, and socio-cultural policies and practices towards indigenous groups, African Americans, Asian Americans, and Latino/x Americans in the United States led to the development of various empowerment movements. Students will learn how community organizing blossomed into specific social movements after World War II and will study the various racial and ethnic groups that joined the Civil Rights Movement initiated by African Americans. Students explore the ways in which the ideology of eugenics influenced the educational system in the United States and legal challenges to those beliefs, such as in *Alvarez v. Lemon Grove*, and *Mendez v. Westminster* and *Brown v.*

Board of Education. Students will evaluate the concerns and demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system, including the Third World Liberation Front in 1968 and its role and impact in the movement for Ethnic Studies. In broader social movements that developed from systemic oppression and racism, students will analyze the goals, leaders, obstacles, and achievements of various civil rights and empowerment organizations along with the unity among different groups supporting each other or organizing for similar goals.

Sample assignment:

- Students will analyze Marvel creator Stan Lee's writings that explain how the X-men stemmed from the Civil Rights Movement. Students will design a Funko Pop figure and write a biography summary honoring a civil rights leader of their choice.

Sample assessment:

- Students create a presentation detailing the history, challenges and achievements of a civil rights group of their choice.

Ethnic Studies Model Curriculum Key Outcomes	Essential Skill (Students will Know)	Sample Lesson	Resource(s)	History-Social Science or English Language Arts standards
8. Developing interpersonal communication	How can performative activism impact movements?	Above the Noise lesson: Performative Activism	 Modified Student Viewin...	<p>ELA Standards: RI 11-12.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Social Studies Standards: 11.1 Students analyze the significant events in the founding of the nation and its</p>
1. Pursuit of justice and equity 3. Furthering self-understanding	The history of AIM and the impact it has on Native American advocacy.	American Indian Movement	https://www.youtube.com/watch?v=DgKJ6UTRMJ4	
7. Supporting a community focus	How did LA Chicano students organize for educational justice?	1968 LA Chicano Student Walkouts of	 Walkout film guide	
1. Pursuit of justice and equity	What was the impact of Tommie Smith and John Carlos at the 1968 Olympics?	Film Guide: "The Stand: How One Gesture Shook the World"	 The Stand: How One G...	
6. Promoting self-empowerment for civic engagement	What were the causes and consequences of the 1960s Farmworkers Movement?	Documentary Viewing Grid: Viva La Causa	 [Template] Viva La Causa	

7. Supporting a community focus	How did Mexican-Americans build a community in Bryn Mawr?	Mexican American community-building in Bryn Mawr	https://peopleshistoryie.org/how-did-mexican-americans-build-a-community-in-bryn-mawr/	attempts to realize the philosophy of government described in the Declaration of Independence.
6. Promoting self-empowerment for civic engagement	How do communities thrive?	A People's History of the IE: Black Redlands in 1910 The case of Isaac Woodard	Black Redlands 1910: Making a Vibrant Community Visible ISAAC WOODARD AFTER ISAAC	11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
1. Pursuit of justice and equity	How were Stan Lee's X-men inspired by real Civil Rights Movement heroes?	Civil Rights Movement heroes	Late 20th Century Civil ...	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
2. Working toward greater inclusivity 7. Supporting a community focus	How did the Civil Rights movement spur the uniting of various Asian American communities in the Pan Asian Movement?	Yellow Power and the Pan Asian Movement	https://densho.org/catalyst/asian-american-movement/ https://www.biography.com/activists/yuri-kochiyama-malcolm-x-friendship	12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
7. Supporting a community focus	How did different groups experience the LA Riots and how did communities unite and respond?	1992 LA Riots	https://www.commonsense.org/education/reviews/k-town92 https://ethic-news.org/?s=LA+riots	

Civic Engagement Final Project (2 weeks)

Essential Question: How do we apply knowledge to impact our community?

Throughout the semester course, students will develop their knowledge of Ethnic Studies. The final project will encourage students to apply that knowledge in a civic engagement project. Students will work with teachers to develop a project that demonstrates and expands the content and curriculum outcomes of Ethnic Studies in the community. Examples include but are not limited to: designing a historical marker honoring a local historical event or contribution from a group or individual, organizing a cultural event on campus, identifying an issue in the community and creating a plan to address it.

Ethnic Studies Model Curriculum Key Outcomes	Essential Skill (Students will Know)	Sample Lesson	Resource(s)	History-Social Science or English Language Arts standards
8. Developing interpersonal	What can we create to represent an important aspect of Ethnic Studies? How can we apply our Ethnic Studies knowledge to make a positive impact in our community?	Choice Project Idea Brainstorm List	<ul style="list-style-type: none"> ☰ Choice Ethnic Studies Pr... ☰ Ethnic Studies Choice Pr... 	<p>ELA Standard: SL 11-12.2.: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Social Studies Standard: 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p>

<https://www.cde.ca.gov/ci/cr/cf/documents/esmcchapter3.pdf> see pages 5 and 56-57

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

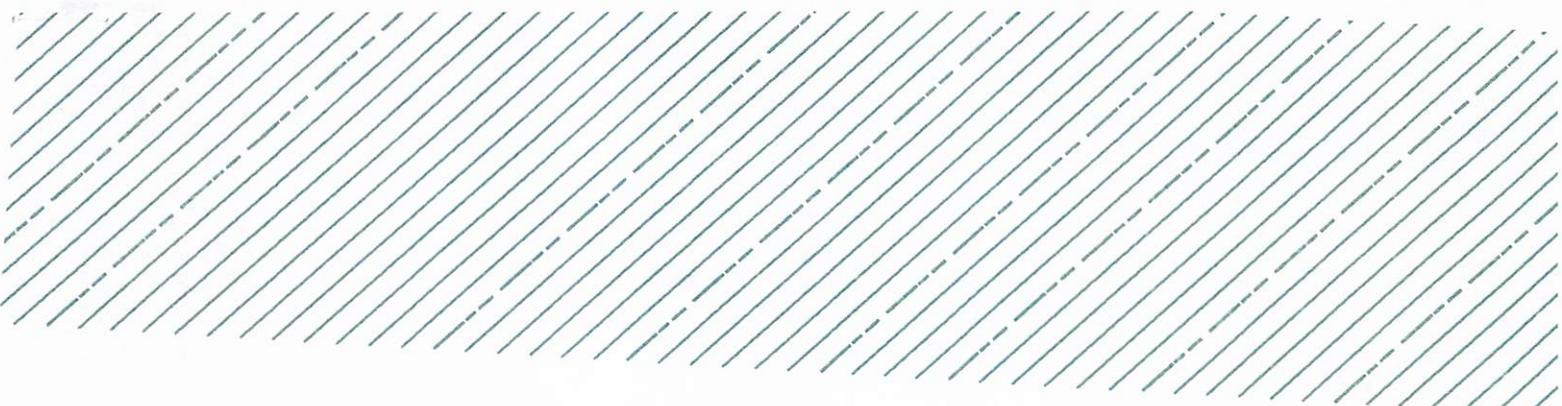
- Align to the Literacy Standards for History/Social Studies within the California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, as appropriate
- Promote self and collective empowerment
- Be written in language that is inclusive 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

Throughout the course, each unit and lesson plan should be founded on the **guiding values and principles of ethnic studies** as described in chapter 1:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

Further, they should support and develop the following **key outcomes**:

1. Pursuit of justice and equity
2. Working toward greater inclusivity
3. Furthering self-understanding
4. Developing a better understanding of others
5. Recognizing intersectionality
6. Promoting self-empowerment for civic engagement
7. Supporting a community focus
8. Developing interpersonal communication



ETHNIC

STUDIES

MODEL CURRICULUM

EXERPT



Adopted by the California
State Board of Education
March 2021

Published by the California
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PUBLISHING INFORMATION

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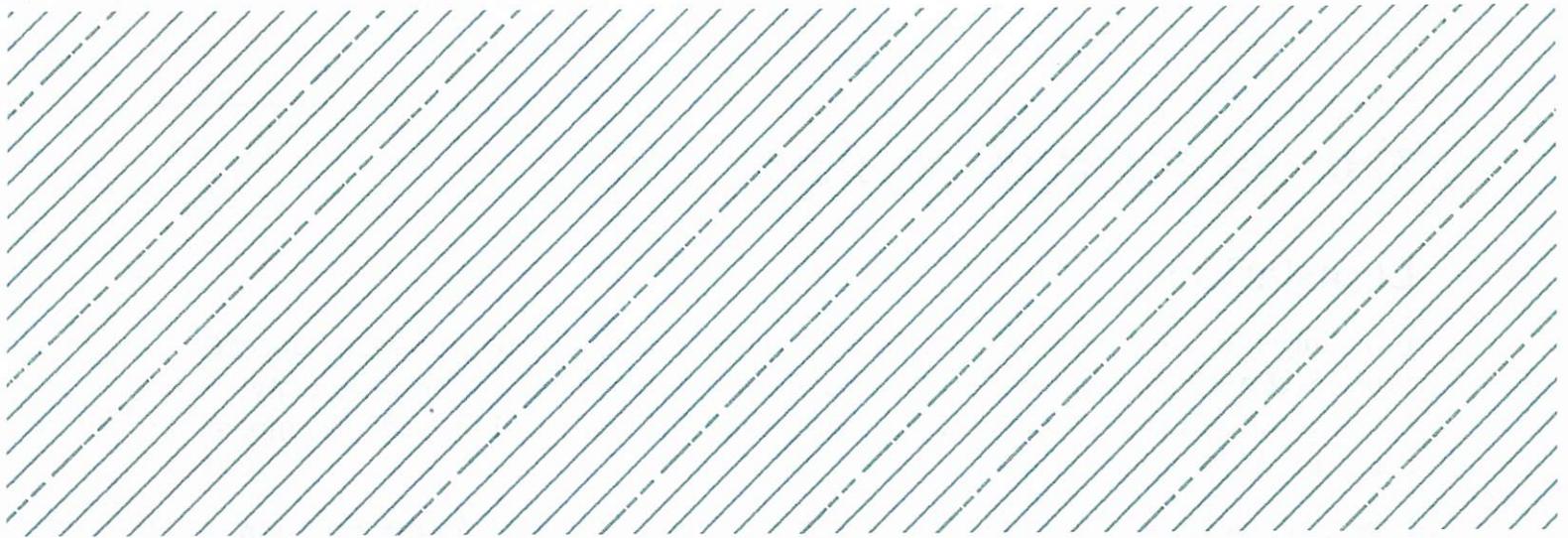
Notice

The guidance in the *Ethnic Studies Model Curriculum* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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ETHNIC STUDIES MODEL CURRICULUM PREFACE

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THE MODEL CURRICULUM

Legislation

Assembly Bill 2016 by Assemblymember Luis Alejo, Chapter 327 of the Statutes of 2016, added Section 51226.7 to the *Education Code*, which directs the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies.

Consistent with the legislation this document will (1) offer support for the inclusion of ethnic studies as either a stand-alone elective or to be integrated into existing history–social science and English language arts courses; (2) be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple subject), support staff, administrators, and the community, and encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality and equity, justice, race¹

-
- 1 Race: There are multiple definitions of race. One is that race is the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences. Genetic studies in the late twentieth century refuted the existence of biogenetically distinct races, and scholars now argue that “races” are cultural interventions (inventions) reflecting specific attitudes and beliefs that were imposed on different populations in the wake of western European conquests beginning in the fifteenth century (Audrey Smedley, Yasuko I. Takezawa, and Peter Wade. “Race.” *Encyclopedia Britannica*, November 23, 2020. <https://www.cde.ca.gov/ci/cr/cf/preface.asp#link1> [accessed September 1, 2020]). Within the field of ethnic studies, “race” is defined as
- a (neo)colonial social construction. It is viewed as a “master category” based upon a Eurocentric biological fallacy that is central to inequitable power relations in society. As a social and historical construct, the idea of race is primarily filtered through physical traits (phenotype), including pigmentation (skin color) and other physical features; where people’s ancestral origins are from (precolonial geographic ancestry); cultural traits; and sometimes economic class. Since race produces material impacts, it also produces racial consciousness and facilitates the process of racialization and racial projects, including both the oppositional projects of racism/colorism/anti-Blackness/anti-Indigeneity and anti-racism/racial justice. The People of Color Power movements that emerged in the 1960s (“Black Power, Red Power, Brown Power, Yellow Power”) are key examples of how race has also been embraced and leveraged in the resistance against racism; they are the movements that Ethnic Studies rose from. In the United States today, races very broadly break down as people of color (POC) and white people. (R. Tolteka Cuauhtin, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. 2019. *Rethinking Ethnic Studies*. Milwaukee, OR: Rethinking Schools.)

and racism,² ethnicity³ and bigotry, Indigeneity, and others; (3) be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities; (4) 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; (5) include course outlines that have been approved by the University of California and the California State University as having met the A–G requirements for college readiness, in addition to sample lesson plans, curricula, primary source documents, pedagogical and professional development resources and tools, and current research on the field, among other materials; and (6) be developed with the guidance of classroom teachers, college/university ethnic studies faculty and experts, and representatives from local educational agencies, and with representation from native peoples of the land where any course is taught, and the racial/ethnic populations referenced directly, where possible.

Focus on Four Foundational Disciplines

The Ethnic Studies Model Curriculum will focus on the traditional ethnic studies first established in California higher education, which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies.⁴ The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples, which have often been untold in US history courses. Given California’s diversity, the California Department of Education understands and knows that each community has its own ethnic make-up and each demographic group has its own unique history, struggles, and contributions to our state. Therefore, under the direction of State Superintendent of Public Instruction Tony Thurmond and the guidance of the IQC, this model curriculum has been written to include information on the foundational disciplines in ethnic studies, and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom. The adaptations should center on deepening or augmenting rather than scaling down any of the four disciplines.

This model curriculum is a step toward rectifying omission of the experiences and cultures of communities within California. Ethnic studies courses address institutionalized systems of advantage and address the causes of racism and other forms of bigotry including,

-
- 2 Racism: a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
 - 3 Ethnicity: an identity marker based on ancestry, including nationality, lands/territory, regional culture, religion, language, history, tradition, etc. that comprise a social group
 - 4 For notes on disciplinary naming, please see chapter 3.

but not limited to, anti-Blackness, anti-Indigeneity, xenophobia, antisemitism, and Islamophobia within our culture and governmental policies. Educators can create and utilize lessons rooted in the four foundational disciplines alongside the sample key themes of (1) Identity, (2) History and Movement, (3) Systems of Power, and (4) Social Movements and Equity to make connections to the experiences of all students.

School curricula must not only provide content knowledge, but must also equip students with the tools to promote understanding as community members in a changing democratic society.

When schools help students acquire a social consciousness, a conscious awareness of being part of an interrelated community of others, they are better equipped to contribute to the public good and help strengthen democratic institutions.

The role of our public schools to promote understanding and appreciation of its diverse population must be an essential part of the curriculum offered to every student.

Ethnic studies instruction should be a fundamental component of California public education in the twenty-first century. The Ethnic Studies Model Curriculum helps build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy.

State Board of Education Guidelines

In 2018, the SBE approved Ethnic Studies Model Curriculum Guidelines based on AB 2016. The following guidelines are based on requirements in the authorizing statute (Assembly Bill 2016, Chapter 327 of the Statutes of 2016), feedback collected from the public at the webinar held on January 9, 2018, and other public comment.

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. 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.
- 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.

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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: 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 and sexuality studies, etc.

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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 social–emotional 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 for 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

This model curriculum should not be seen as exhaustive, but rather as a guidance document to pair with existing SBE-adopted content standards and curriculum frameworks, including the *History–Social Science Content Standards* (<https://www.cde.ca.gov/ci/cr/cf/preface.asp#link2>) and the *History–Social Science Framework* (<https://www.cde.ca.gov/ci/cr/cf/preface.asp#link3>), the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (<https://www.cde.ca.gov/ci/cr/cf/preface.asp#link4>), the *English Language Arts/English Language Development Framework* (<https://www.cde.ca.gov/ci/cr/cf/preface.asp#link5>), and the *California English Language Development Standards* (<https://www.cde.ca.gov/ci/cr/cf/preface.asp#link6>). The *History–Social Science Framework* in particular provides support for the implementation of ethnic studies, including a brief outline of a ninth-grade elective course in the field, and the document overall emphasizes key principles and outcomes of ethnic studies teaching and learning, such as diversity, inclusion, challenging systems of inequality, and support for student civic engagement.



CHAPTER 1: INTRODUCTION AND OVERVIEW

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WHY TEACH ETHNIC STUDIES IN A K-12 ENVIRONMENT?

Ethnic studies is for all students. The model curriculum focuses on the four ethnic groups that are at the core of the ethnic studies field. At the same time, this coursework, through its overarching study of the process and impact of the marginalization resulting from systems of power, is relevant and important for students of all backgrounds. By affirming the identities and contributions of marginalized groups in our society, ethnic studies helps students see themselves and each other as part of the narrative of the United States. This helps students see themselves as active agents in the interethnic bridge-building process we call American life.

Ethnic studies helps bring students and communities together. This does not mean glossing over differences, avoiding difficult issues, or resorting to clichés about how we are all basically alike. It should do so by simultaneously doing three things: (1) addressing racialized experiences and ethnic differences as real and unique; (2) building greater understanding and communication across ethnic differences; and (3) revealing underlying commonalities that can bind by bringing individuals and groups together. Ethnic studies is designed to benefit all students. Ethnic studies scholar Christine Sleeter posits, “rather than being divisive, ethnic studies helps students to bridge differences that already exist in experiences and perspectives,” highlighting that division is *antithetical* to ethnic studies. Her study of the research on ethnic studies outcomes found that instruction that includes diversity experiences and a specific focus on racism and other forms of bigotry has a positive impact, such as “democracy outcomes” and higher-level thinking.¹

Additionally, research summarized by Sleeter and Miguel Zavala shows that culturally meaningful and relevant curriculum such as an ethnic studies course, which helps students develop the skill sets to engage in critical conversations about race, can have a positive impact on students’ engagement in education and their achievement. The research shows that ethnic studies helps “foster cross-cultural understanding among students of color and white students, and aids students in valuing their own cultural identity while appreciating the differences around them.”² Research also shows that curricula that teach directly about racism have a stronger impact than curricula that portray diverse groups but ignore racism. Students that become more engaged in school through courses like ethnic studies are more likely to graduate and feel more personally

1 Christine E. Sleeter. 2011. *The Academic and Social Value of Ethnic Studies: A Research Review*. Washington, DC: National Education Association, 16–19. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link1>.

2 Christine E. Sleeter and Miguel Zavala. 2020. “What the Research Says About Ethnic Studies” in *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research*. New York, NY: Teachers College Press. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link2>.

empowered. By asking students to examine and reflect on the history, struggles, and contributions of diverse groups within the context of racism and bigotry, ethnic studies can foster the importance of equity and justice.

Ethnic studies requires a commitment among its teachers to personal and professional development, deep content knowledge, social-emotional learning, safe and healthy classroom management practices, and instructional strategies that develop higher-order thinking skills in children. It requires a commitment from the school community—parents, administrators, elected officials, and nonprofit partners—to support an ethnic studies program even when it challenges conventional ideals or prompts difficult conversations.

This model curriculum, therefore, is provided as only a small piece of a much larger set of resources necessary for a successful ethnic studies program.

Defining Ethnic Studies

The History Social-Science Framework for California Public Schools, Kindergarten through Grade Twelve defines ethnic studies in the following passages:

Ethnic studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. It emerged to both address content considered missing from traditional curriculum and to encourage critical engagement.

As a field, ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for ethnic studies courses to document the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.

Because of the interdisciplinary nature of this field, ethnic studies courses may take several forms. However, central to any ethnic studies course is the historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality.

At its core, the field of ethnic studies is the interdisciplinary study of race, ethnicity, and Indigeneity, with an emphasis on the experiences of people of color in the United States. People or person of color is a term used primarily in the United States and is meant to be inclusive among non-white groups, emphasizing common experiences of racism. The field also addresses the concept of intersectionality, which recognizes that people have different overlapping identities, for example, a transgender Latina or a Jewish African American. These intersecting identities shape individuals' experiences of racism and bigotry. The

field critically grapples with the various power structures and forms of oppression that continue to have social, emotional, cultural, economic, and political impacts. It also deals with the often-overlooked contributions to many areas of government, politics, the arts, medicine, economics, and others, made by people of color and provides examples of how collective social action can lead to a more equitable and just society in positive ways.

Beyond providing an important history of groups underrepresented in traditional accounts and an analysis of oppression and power, ethnic studies offers a dynamic inquiry-based approach to the study of Native People and communities of color that encourages utilizing transnational and comparative frameworks. Thus, the themes and topics discussed within the field are boundless, such as a study of Mexican American texts, the implications of war and imperialism on Southeast Asian refugees, African American social movements and modes of resistance, and Native American/Indigenous cultural retentions, to name a few.

Furthermore, considering that European American-centered history and cultures are already robustly taught in the school curriculum, ethnic studies presents an opportunity for more inclusive and diverse histories and cultures to be highlighted and studied in a manner that is meaningful and can be transformative for all students. Ethnic studies provides students with crucial interpersonal communication strategies, cultural competency, equity-driven skills (such as how to effectively listen to others, give people in need a voice, use shared power, be able to empathize, select relevant/effective change strategies, get feedback from those they are trying to help, deliberate, organize, and build coalitions), and positive ways of expressing collective and collaborative power that are integral to effective and responsive civic engagement and collegiality, especially in a society that is rapidly diversifying.

The History of Ethnic Studies in California

The history and genealogy of ethnic studies can be traced back to the activism and intellectual thought of pioneers such as W. E. B. Du Bois, Mary McLeod Bethune, Grace Lee Boggs, Rodolfo Acuña, Carter G. Woodson, Carlos Bulosan, Vine Deloria Jr., and Gloria Anzaldúa. These scholars argued that the histories, perspectives, and contributions of those on the social, political, and economic margins—African Americans, Asian Americans and Pacific Islanders, Chicanx/Latinx, and Native Americans—be included in mainstream history (as well as other traditional disciplines) to be able to better understand the past, envision new possibilities, and celebrate the nation’s wealth of diversity.

By 1968, this call was crystallized as Black Student Union members at San Francisco State College (now San Francisco State University) began organizing around the issue. Soon after, they were joined by other students, culminating with a student strike. Inspired by youth activism and organizing in the Civil Rights, Black Liberation, American Indian, Chicano, Asian American, labor, and anti-Vietnam war movements, students at San Francisco State College embarked on a strike (November 6, 1968 to March 20, 1969) demanding (1) equal

access to public education, (2) an increase in faculty of color, and (3) “a new curriculum that would embrace the history of all people, including ethnic minorities.”³ Led by the Third World Liberation Front (TWLF)—a coalition of students from the campus’s Black Student Union, Latin American Student Organization, Intercollegiate Chinese for Social Action, Mexican American Student Confederation, Philippine American Collegiate Endeavor, La Raza, Native American Students Organization, and Asian American Political Alliance (AAPA)—students refused to attend classes for five months until administrators met their demands.

At University of California, Berkeley in the spring of 1968, the Afro-American Students Union (AASU) proposed a Black Studies program.⁴ The administration consistently stalled negotiations and kept deleting elements of AASU’s proposal—particularly the crucial community component. AASU was joined by the Mexican-American Student Confederation (MASC), the Asian American Political Alliance (AAPA), and the Native American Student Union (NASU) to form the Third World Liberation Front at Berkeley. They expanded the Black Studies program to an autonomous Third World College to comprise departments of Asian Studies, Black Studies, Chicano Studies, Native American Studies, and “any other Third World studies programs as they are developed and presented.” Demands also included widespread recruitment of Third World⁵ students and hiring of Third World people in positions of power in every department and discipline, from admissions to finances. Third World control—self-determination involving students and communities—was to oversee all aspects of the Third World College and programs.

When the University of California (UC) rejected the TWLF demands, the Third World Strike began the longest and bloodiest strike in UC history—from January to March 1969. The UC administration and the State of California violently opposed the TWLF to the point where Governor Ronald Reagan declared “a state of extreme emergency” at UC Berkeley, with unprecedented constant sweeps and tear-gassing by combined forces of not only the campus police but also six East Bay police forces, the Alameda County Sheriff’s deputies, the California Highway Patrol, and even the National Guard. Despite being forbidden from having any sound system or holding mass rallies and the threat of “immediate suspension” for protesting, TWLF strikers showed up in force every day and organized growing multinational support from both within the campus and around the country.

3 Denize Springer. “Campus Commemorates 1968 Student-Led Strike.” *SF State News*, San Francisco State University. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link3>.

4 The language in the next four paragraphs was provided by eight members of the public who identified themselves as members of the TWLF and submitted identical suggested edits as public comment.

5 This term was used by contemporaries in the movement to refer to people of color.

The first ethnic studies entity in the US was won at UC Berkeley on March 7, 1969, when the UC approved an Ethnic Studies Department that would evolve into a college. Thus it was also the first department hosting African American Studies (originally Black Studies), Chicana/o and Latina/o Studies (originally called Chicano Studies), Native American Studies, and Asian American Studies (originally called Asian Studies) in the country. After AAPA had formed in May 1968—originating the term and concept of Asian American—the San Francisco State University TWLF later broadened their original demand for separate Filipino Studies and Chinese American Studies to Asian American Studies.

On March 20, 1969, the first college of ethnic studies was established at San Francisco State University. Students were now able to take courses devoted to foregrounding the perspectives, histories, and cultures of African Americans, Asian Americans and Pacific Islanders, Chicana/o/x, Latina/o/x, and Native Americans. In early 1969, students at the University of California, Berkeley successfully launched a strike that resulted in the creation of the first ethnic studies department in the country. Meanwhile, at the other end of the state, as early as 1968 students at California State University, Los Angeles and California State University, Northridge were establishing Chicano Studies and Black Studies departments. Soon, college students across the nation began calling for the establishment of ethnic studies courses, departments, and degree programs. Over 50 years after the strikes at San Francisco State College and UC Berkeley, ethnic studies is now a vibrant discipline with multiple academic journals, associations, national and international conferences, undergraduate and graduate degree programs, and thousands of scholars and educators contributing to the field's complexity and vitality.

Since the student movements of the 1960s, ethnic studies proponents have fought for the inclusion of ethnic studies across public schools at the kindergarten through grade twelve (K–12) level and in higher education. Over the last 10 years, this movement has gained substantial traction at the local level as numerous California public school districts have either passed their own ethnic studies graduation requirements or are implementing ethnic studies courses.

At the state level, the California State Legislature has drafted and voted on several bills to help bolster support for ethnic studies implementation at the K–12 level, including Assembly Bill 2016 (<https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link4>), which authorized the development of this document.

The Benefits of Ethnic Studies

In a 2011 report for the National Education Association, entitled *The Academic and Social Value of Ethnic Studies*, Christine Sleeter stated the following:

There is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for

students. Curricula are designed and taught somewhat differently depending on the ethnic composition of the class or school and the subsequent experiences students bring, but both students of color and white students have been found to benefit from ethnic studies.⁶

As the demographics continue to shift in California to an increasingly diverse population—for example, with Chicana/o/x and Latina/o/x students comprising a majority in our public schools and students of two or more races comprising the fastest growing demographic group—there is a legitimate need to address the academic and social needs of such a population. All students should be better equipped with the knowledge and skills to successfully navigate our increasingly diverse society.⁷ Ethnic studies provides the space for all students and teachers to begin having these conversations. Furthermore, ethnic studies scholars and classroom teachers have established through research that courses in the field have:

- Helped students develop a strong sense of identity⁸
- Contributed to students' sense of agency and academic motivation⁹
- Helped students discover their historical and ancestral origins
- Reduced stereotype threat¹⁰
- Aided in the social-emotional wellness of students
- Increased youth civic engagement and community responsiveness¹¹
- Provided students with skills and language to critically analyze, respond, and speak out on social issues
- Increased critical thinking, problem solving, collaboration, and interpersonal communication skills

6 Christine E. Sleeter, *The Academic and Social Value of Ethnic Studies*, viii.

7 California Department of Education. 2019. DataQuest Reports: 2018–2019 Enrollment by Ethnicity and Grade. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link5>.

8 Christine E. Sleeter and Miguel Zavala. 2020, *Transformative Ethnic Studies in Schools*.

9 Christine E. Sleeter, *The Academic and Social Value of Ethnic Studies*, 9.

10 See: Claude M. Steele and Joshua Aronson. 1998. "Stereotype Threat and the Test Performance of Academically Successful African Americans." In *The Black-White Test Score Gap*, edited by Christopher Jencks and Meredith Phillips. Washington, DC: Brookings Institution Press.

11 Christine Sleeter, *The Academic and Social Value of Ethnic Studies*, 14.

- Led to an increase in attendance¹²
- Led to an increase in standardized test scores¹³
- Led to an increase in GPA, especially in math and science¹⁴
- Led to an increase in graduation and college enrollment rates¹⁵
- Introduced students to college level academic frameworks, theories, terms, and research methods
- Helped foster a classroom environment of trust between students and teachers, enabling them to discuss contentious issues and topics, as well as current events
- Strengthened social and cultural awareness

HOW DO YOU TEACH ETHNIC STUDIES IN A K-12 ENVIRONMENT?

At the college and university level, ethnic studies and related courses are sometimes taught from a specific political 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.¹⁶ Ethnic studies highlights the importance of untold stories, and emphasizes the danger of a single story. In “The Danger of a Single Story,” Nigerian writer Chimamanda Ngozi Adichie argues that reducing people to a single story creates stereotypes and denies their humanity. Each ethnic community has its own unique history, struggles, and contributions, and these are to be taught, understood, and celebrated as ethnic studies focuses on US culture and history from the perspective of marginalized groups. In addition, diversity and diverse perspectives within an ethnic group should also be taught to avoid reducing a group to a single story. In order to do this, teachers should trust students’ intellect and teach them to think critically and understand different and

- 12 Julio Cammarota. 2007. “A Social Justice Approach to Achievement: Guiding Latina/o Students Toward Educational Attainment With a Challenging, Socially Relevant Curriculum.” *Equity & Excellence in Education* 40 (1): 87–96.
- 13 Julio Cammarota, “A Social Justice Approach to Achievement: Guiding Latina/o Students Toward Educational Attainment With a Challenging, Socially Relevant Curriculum.”
- 14 Thomas S. Dee and Emily K. Penner. 2017. “The Causal Effects of Cultural Relevance.” *American Educational Research Journal* 54 (1): 127–126. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link6>.
- 15 Thomas S. Dee and Emily K. Penner, “The Causal Effects of Cultural Relevance.”
- 16 Los Angeles Unified School District (LAUSD) Multidisciplinary Ethnic Studies Advisory Team. 2017. “Elements of a Balanced Curriculum.” <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link7>.

competing perspectives and narratives, and encourage them to form their own opinions. Care should be taken to ensure that (1) teachers present topics from multiple points of view and represent diverse stories and opinions within groups (staying within the realm of inclusion and humanizing discourse), (2) teaching resources represent a range of different perspectives, and (3) lessons are structured so students examine materials from multiple perspectives and come to their own conclusions.¹⁷

GUIDING VALUES AND PRINCIPLES OF ETHNIC STUDIES

Given the range and complexity of the field, it is important to identify the key values of ethnic studies as a means to offer guidance for the development of ethnic studies courses, teaching, and learning. The foundational values of ethnic studies are housed in the conceptual model of the “double helix,” which interweaves *holistic humanization* and *critical consciousness*.¹⁸ Humanization includes the values of love, respect, hope, and solidarity, which are based on celebration of community cultural wealth.¹⁹ The values rooted in humanization and critical consciousness are the guiding values each ethnic studies lesson should include. Ethnic studies courses, teaching, and learning are intended to do the following:

1. Cultivate empathy, community actualization, cultural perpetuity,²⁰ self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
3. Center and place high value on the precolonial ancestral knowledge,²¹ narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

17 Chimamanda Ngozi Adichie. “The Danger of a Single Story.” TED Talk, July 2009. <https://www.cde.ca.gov/ci/cr/cf/ch1.asp#link8>.

18 R. Tolteka Cuauhtin, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. 2018. *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools.

19 Tara Yosso. 2005. “Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth.” In *Race, Ethnicity and Education* 8 (1): 69–91.

20 An understanding that a culture’s important teachings will live on

21 As well as Indigenous, diasporic, and familial