

## **Ethnic Studies in MVLA:** **Curriculum Framework**

**Ethnic Studies in MVLA is grounded in the following key principles. Throughout this course we strive to build a strong, caring, and inclusive learning community that helps all students to thrive academically as well as socially. Additionally, students will develop the skills and knowledge to contribute to our local community and democratic society.**

### **Key Principles:**

- 1. Self knowledge**
- 2. Empathy**
- 3. Community**
- 4. Inquiry**
- 5. Solidarity**
- 6. Transformation**

### **Course Description**

Ethnic Studies is the interdisciplinary study of race and ethnicity, with an emphasis on the experiences and contributions of people of color (Asian Americans, Black and African Americans, Latina/Latino/Latinx, and Native Americans) in the United States. Students develop a deeper understanding of their personal identity, their racial and cultural backgrounds, and the diverse cultures of their peers. Students learn about the root causes and impact of racism and various forms of oppression. Ethnic Studies teaches students about historical and contemporary movements for social change and ways to challenge racism and discrimination and positively transform their communities. Students will strengthen their reading, writing, speaking, researching, and critical thinking skills. Ethnic Studies fosters empathy, community, and solidarity and helps students to develop knowledge and skills to become active participants in our democratic society.

### **Course Purpose: Goals and Student Outcomes**

#### **Students will:**

- Students will investigate, develop and share their identities and personal histories and the histories of their communities.
- Students will explore and analyze the contributions and experiences of people of color (Asian Americans, Black and African Americans, Latina/o/x Americans, and Native Americans) within US society.
- Students will learn about social movements, resistance, and resilience in the face of discrimination in the Bay Area and across the US.
- Students will learn about the economic, political, technological, scholastic, civic, cultural, and artistic contributions of people and communities of color.
- Students will learn about the connections between artistic expression and empowerment.
- Students will develop critical awareness of the intersectional relationships between

identity, oppression, and resistance.

- Students will learn how to challenge systems and pursue actions of change for a better world in solidarity with others through civic engagement.
- Students will participate thoughtfully and in an informed way in civic discourse surrounding societal issues with empathy and respect.
- Students will develop the skills to positively engage with and transform their communities in the Bay Area and beyond.
- Students will develop skills in reading, writing, research, and public speaking.

### **Connections to History Social Studies (HSS) and Common Core Standards & Skills**

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

- ❑ **CA HSS Analysis Skills (9–12):** Chronological and Spatial Thinking 3; Historical Interpretation 1
- ❑ **CA CCSS for ELA/Literacy:** RH.9–10.1, 3, 8, 10, WHST.9–10.2, 4, 6, 7, SL.9–10.1, 4, 5, 6
- ❑ **CA ELD Standards:** ELD.PI.9–10.1, 5, 9, 10a

### **The MVLA Ethnic Studies Curriculum Framework draws upon:**

[San Mateo Union High School District Ethnic Studies](#)

[San Francisco Unified School District Ethnic Studies](#)

[Stockton Unified School District Ethnic Studies](#)

[California Model Curriculum](#) (Final Draft that was approved by CA Board of Education)

[California Department of Education History-Social Science Content Standards For California](#)

[Public Schools K-12](#)

[California History Social Science \(HSS\) Framework and Standards](#)

[Common Core ELA Standards](#)

This work is supplemented by the Ethnic Studies Curriculum Task Force, social studies teachers, staff, student, and community input throughout MVLA.

**District & Site Level Roles:** The following chart, which includes three columns for Major Unit Topics, Essential Questions, and Learning Objectives are decisions that will be aligned across the MVLA School District. The Ethnic Studies Curriculum Task Force will provide guidance and leadership & this will be informed by input from teachers at the site levels.

**Course Team / Site Level:** Will decide on more specific lesson topics, questions for specific lessons, daily objectives, and lesson plans. For a list of possible readings and resources, teachers may reference the Rough Draft List of Specific Readings and Resources by Unit document. This draft document will continue to be updated and revised.

## Ethnic Studies Curriculum Framework

<i>Major Unit Topics</i>	<i>Essential Questions</i>	<i>Learning Objectives</i>
<b>Unit 1: What is Ethnic Studies?</b>	<p><b>Essential Questions:</b></p> <p>What is Ethnic Studies and why is it important?</p> <p>What are the historical origins of Ethnic Studies and why did students fight for the creation of Ethnic Studies?</p> <p>How are students and communities continuing the struggle for representation in education and Ethnic Studies?</p>	<p><b>Learning Objectives:</b></p> <p>Students will describe what Ethnic Studies is and analyze why it is important in terms of education and society.</p> <p>Students will describe and analyze how and why students organized for the creation of Ethnic Studies classes in the 1960s and 1970s.</p> <p>Students will begin to learn how to discuss the meaning of and issues related to race, racism, ethnicity, gender, culture, class, and discrimination, as well as strategies of resistance.</p> <p>Students will describe and analyze the ways in which people of color and their allies continue to fight for representation in education and Ethnic Studies today and explore why this is important.</p>
<b>Unit 2: Identity &amp; Narratives</b>	<p>How do race, ethnicity, gender, family roots, and/or other factors influence who you are and your outlook on the world?</p> <p>What can we learn about people’s diverse experiences from stories, testimonials, and historical accounts?</p> <p>How do we build a positive</p>	<p>Students will explore and develop a deeper understanding of their personal identity, their racial, ethnic, and cultural backgrounds, and the diverse cultures of their peers.</p> <p>Describe and analyze how different facets of people’s identities* influence their lived experience and the experiences of others.  <i>*race, socio-economic class, gender, sexual orientation, language, religion, culture, country of origin, among others</i></p> <p>Students will develop skills to practice</p>

	<p>community based on respect, empathy, and solidarity across differences of race, culture, gender, and ethnicity?</p> <p>How do race, ethnicity, gender, and other factors create varying levels of privilege and oppression and how do people challenge or resist oppression?</p>	<p>empathy and build solidarity and analyze how people can build solidarity across differences to contribute to building a better world.</p> <p>Analyze how race and gender have been socially constructed and contested in the United States and how they contribute to varying levels of opportunities, privilege, and inequality.</p>
<p><b>Unit 3: The Historical Roots of Systems of Power</b></p>	<p>What did power look like in pre-colonial societies in Africa, the Americas, and others?</p> <p>What is colonialism and how has it impacted people?</p> <p>How did colonialism change power structures in the Americas? How did Colonialism create new systems of power?</p> <p>How were Indigenous, African American and other communities impacted by these systems of power and how did they resist and oppose them?</p>	<p>Students will be able to identify and describe what power looked like in political, social, and cultural structures and achievements in case studies from pre-colonial Africa and the Americas.</p> <p>Students will be able to identify and explain the meaning of terms relative to the discipline, such as settler colonialism, genocide, slavery, white supremacy, and economic exploitation and will be able to use these terms to evaluate systems of power.</p> <p>Students will be able to identify and explain the impact of settler colonialism and repeated acts of genocide against Native Americans and describe acts of resistance both in the USA generally and in the Bay Area.</p> <p>Students will be able to identify and explain how/why the institution of slavery became racialized, why it lasted so long in the USA, and describe acts of resistance against slavery.</p>
<p><b>Unit 4: Immigration + Migration</b></p>	<p>1. Why do people move to new locations?</p> <p>2. What are some of the complex experiences of diverse immigrant</p>	<p>Students will describe and analyze the diverse origins and reasons for why people move, including voluntary and involuntary migration.</p> <p>Students will explore, describe, and analyze some of the complex experiences of</p>

	<p>communities over time? How do their cultures, languages, knowledge forms, and traditions shape their lives and experiences in the U.S.?</p> <p>3. How have immigrants transformed this country, created strong communities in America, and developed resistance, resilience, community empowerment?</p> <p>4. How have policies, laws, and systems of power influenced the experiences of immigrant communities throughout history and today?</p>	<p>immigrants, both historically as well as today, through narratives and testimonials.</p> <p>Students will describe and analyze diverse reactions to immigrants, including patterns of nativism, racism, xenophobia, anti-Semitism, and pressures of assimilation, and analyze how immigrants have navigated these reactions.</p> <p>Students will explore, describe, and analyze how immigrants have built strong communities and used a diverse range of strategies to resistance, resilience, and empowerment and transformed this country.</p> <p>Students will describe and analyze how policies, laws, and systems of power have influenced and continue to influence experiences of immigrant communities throughout history and today.</p>
<p><b>Unit 5: Education and Housing</b></p>	<p>How has the education system created opportunities for some and inequality for others?</p> <p>How has the education system and its participants acted at times in contradictory ways to both empower and disempower?</p> <p>What role does education play in shaping identity, culture, and community?</p>	<p>Students will investigate the historical and continuing fight for education as a civil right, and the impact education can have on promoting equality or disparity in the diverse population of the United States.</p> <p>Students will analyze the different forms education has taken in the United States's past and present (ex. Linguistically, geographically, culturally, institutionally) as well as the impact these forms of education have had on diverse communities through time.</p> <p>Students will analyze the interconnectivity between education and the community that education is taking place in, and how this interconnectivity can promote greater opportunity or greater disparity for diverse communities</p>

	How have historical and contemporary housing policies shaped access to opportunities within diverse communities?	Students will investigate the relationship between opportunities for socio-economic advancement and socio-economic discrimination (ex. Affordable Housing, gentrification, property tax revenue, employment) that impact communities of color.
<b>Unit 6: Justice System</b>	<p>What are the origins and purpose of the Justice System in the United States?</p> <p>How have diverse communities been impacted by and engaged with the justice system throughout history and today?</p>	<p>Students will investigate the legal foundations of the Justice system and criminal justice, including laws, law enforcement, courts, and incarceration in the United States justice system, both including Western legal traditions, colonialism, and the system of slavery</p> <p>Students will investigate the unique traditions of law and order from communities of color that also influence life in the United States today.</p> <p>Students will evaluate the impact of both past and present efforts to reform and transform the justice system to better provide equal justice for all.</p> <p>Students will analyze race as a factor that has impacted the experience of diverse communities within the justice system, and how this experience has shaped those communities both throughout history as well as in modern America.</p> <p>Students will analyze the role of the justice system both in enabling greater civil rights and at providing avenues for advancement for diverse communities, as well as its role in enabling discrimination and promoting racial disparities.</p>
<b>Unit 7: Social Movements</b>	How have political and social movements advanced rights and opportunities for communities of color and other diverse groups in the US and influenced and impacted our country and local	Students will learn about and be able to discuss and analyze various social and political movements from the civil rights movement to today led by various ethnic and racial groups or other diverse groups to achieve change.

	<p>communities, both historically as well as today?</p> <p>How and why do people effectively organize and mobilize within their communities to create social change through building effective grassroots organizations?</p> <p>How do social movements connect to one another through building alliances and solidarity, as well as build off of historical movements to advance a cause and work for change?</p> <p>How has the government, institutions, and society responded to various social movements, and how has this impacted the ability of movements to achieve their goals?</p>	<p>Students will analyze how various movements may have influenced their own lives, their families, and communities.</p> <p>Students will analyze diverse strategies for creating social change, including boycotts, direct action, nonviolent protest, civil disobedience, and the creation of community organizations, in addition to various forms of local, national, and global advocacy and civic engagement.</p> <p>Students will compare and contrast the causes and effects of historical and contemporary social movements.</p> <p>Students will describe what alliances and solidarity means in historical and contemporary contexts and analyze the influence of alliances and solidarity.</p> <p>Students will analyze what social, political, and institutional responses to social movements reveal about the systems of power and values of those times. Students will analyze how responses from various sectors of society to social movements impact the ability of movements to achieve their goals.</p>
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