

Ethnic Studies in MVLA: Rough Draft 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 thrive academically and 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 (*presented to MVLA Board Sept. 2021; includes additions*)

Ethnic Studies is the interdisciplinary study of race and ethnicity, with an emphasis on the experiences and contributions of people of color in the United States. Students develop a deeper understanding of their 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 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 within U.S. society.
- Students will learn about social movements, resistance, and resilience in the face of oppression in the Bay Area and across the U.S.
- Students will learn about the artistic and cultural contributions of communities of color and explore 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

Currently, this draft MVLA Ethnic Studies course outline draws upon:

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

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

[Stockton Unified School District Ethnic Studies](#)

[California Department of Education Ethnic Studies Model Curriculum](#)

[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 and teachers, staff, student, and community input throughout MVLA. This work is ongoing and evolving.

Draft Course Outline

The rough draft course outline below is for a year-long course for 9th-grade students. This is an early draft and will have additions and modifications based on discussions with social studies teachers, colleagues, and community input.

Draft of 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, and 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, you may reference the Rough Draft List of Specific Readings and Resources by Unit document. This draft document will continue to be updated and revised.

Draft of Ethnic Studies Curriculum Framework

(Units 1 - 4)

| <i>Major Unit Topics</i> | <i>Essential/Questions</i> | <i>Learning Objectives</i> |
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| Unit 1: What is Ethnic Studies? | Essential Questions: What is Ethnic Studies, and why is it important? | Learning Objectives: Students will describe what Ethnic Studies is and analyze why it is important in terms of education and society. |

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| | <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>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 issues related to race, racism, ethnicity, gender, culture, class, oppression, and strategies of resistance.</p> <p>Students will describe and analyze how people of color and their allies continue to fight for representation in education and Ethnic Studies today and explore why this is important.</p> |
| <p>Unit 2: Identity & Narratives</p> | <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 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>Students will explore and develop a deeper understanding of their 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 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 oppression.</p> |
| <p>Unit 3: The Historical Roots of Systems of Power</p> | <p>What did power look like in pre-colonial societies in Africa, the Americas, and others?</p> <p>How did Colonialism change power structures in the Americas? How did Colonialism create new systems of power?</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</p> |

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| | <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>How do these systems of power impact people/you today?</p> <p>What are the four lenses of oppression, how is this meaningful to each of us, and how do people challenge them?</p> | <p>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 to such oppression 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 to such oppression.</p> <p>Students will be able to identify and reflect on the four lenses of oppression: individual, interpersonal, institutional, ideological, and structural patterns/acts of oppression in their own lives and/or in our community and country today and how people challenge them.</p> |
| <p>Unit 4: Immigration + Migration</p> | <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why do people move to new locations? 2. What are some of the complex experiences of diverse immigrant communities over time? How do their cultures, languages, knowledge forms, and traditions shape their lives and experiences in the U.S.? 3. How have immigrants transformed this country, created strong communities in America, and developed resistance, resilience, community empowerment? 4. How have policies, laws, and systems of power influenced the experiences of immigrant communities throughout history and today? | <p>Learning Objectives</p> <p>Students will describe and analyze the diverse origins and reasons people move, including voluntary and involuntary migration.</p> <p>Students will explore, describe, and analyze some of the complex experiences of immigrants, both historically and 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 the experiences of immigrant communities throughout history and today.</p> |

Remaining Units

Unit 5: Education and Housing

Unit 6: Justice System

Unit 7: Social Movements

Unit 8: Civic Engagement / Final Project

The Ethnic Studies Task Force will share Essential Questions and Learning Objectives for Units 5 - 8 at a subsequent board meeting.