

MVLA

Ethnic Studies Course Update



Monday March 7th

Agenda

1. What is Ethnic Studies and Our Purpose
2. Ethnic Studies Curriculum Task Force: Update about Process
3. Share Draft of Curriculum Framework
 - Vision & Principles
 - Overview of Essential Questions & Learning Objectives
4. Next Steps
5. Q&A



Purpose

Ethnic Studies aims to create **empathy, connection, and solidarity** among students of all backgrounds.

- Develop **critical academic skills** that will inform and assist students through their entire experience with social studies, both in high school and beyond.
- Develop **skills for civic engagement & participation in our democratic society**.

What is Ethnic Studies?

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 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.

MVLA Ethnic Studies Curriculum Task Force Updates

- District Collaboration Days: Nov. 15th & Dec. 7th
- January & February Meetings
 - Values & Key Principles
 - Learning Objectives
 - Draft Units and Curriculum Framework
 - Input & Feedback



Teachers: Nate Bowen, Sophia Caramagno, Seth Donnelly, Kevin Heiken, Marta Heiken, Brook Mangin, Dr. Katherine Orozco, Kalinda Price, Dr. Julie Yick (Chair)

MVLA Vision & Principles of Ethnic Studies

1. Self knowledge & Reflection
2. Empathy
3. Solidarity
4. Inquiry
5. Community
6. Transformation



Sample Course Learning Objectives for Ethnic Studies

(refer to Curriculum Framework)

Reflection & Analysis

- **Investigate, develop and share** their identities and personal histories
- **Explore and analyze** the contributions and experiences of people of color within US
- **Learn** about the artistic and cultural contributions of communities of color and explore the connections between artistic expression and empowerment
- **Describe, analyze, and evaluate** social movements, laws, forms of resistance & resilience

Civic Engagement

- **Participate** thoughtfully and in an informed way in civic discourse with empathy and respect
- **Develop skills** to positively engage with and transform their communities
- **Learn how to pursue actions of change** for a better world in solidarity with others through civic engagement

Academic Skills

- **Strengthen skills in reading, writing, research, and public speaking**

Tentative Drafted Units

- 1) **What is Ethnic Studies?**
- 2) **Identity & Narratives**
- 3) **Historical Origins of Systems of Power**
- 4) **Immigration & Migration**
- 5) **Education & Housing**
- 6) **Justice System**
- 7) **Social Movements**

Ongoing themes & integration of:

- **Local history**
- **Civic engagement opportunities**
- **Contributions, experiences, accomplishments of communities of color**

Unit 1 Overview: What is Ethnic Studies?

Sample Essential Questions

What is Ethnic Studies and why is it important?

What are the historical origins of Ethnic Studies and why did students organize for the creation of Ethnic Studies?

Learning Objectives

Describe what Ethnic Studies is and analyze why it is important in terms of education and society.

Describe and analyze how and why students organized for the creation of Ethnic Studies classes in the 1960s and 1970s.

Begin to learn how to discuss the meaning of and issues related to race, racism, ethnicity, gender, culture, class, and oppression, as well as strategies of resistance.

Exp. Assignment / Class Activity: Historical Inquiry

How and why did students organize for the creation of Ethnic Studies?

- Background info
- Inquiry with 4 - 5 primary sources
- Reading, discussing, analyzing diverse perspectives (*examples: student perspectives, administrative, community, support, opposition*)
- Skills: sourcing, contextualization
- Documentary Clip analysis
- Group work Collaboration Skills
- Writing Historical Claims backed by reliable evidence

Unit 2 Overview: Identity & Narratives

Sample Essential Questions

How do ethnicity, culture, race, gender, family roots, and/or other factors influence who you are and your outlook on the world?

What can we learn about people's diverse experiences from stories, testimonials, and historical accounts?

How do we build a positive community based on respect, empathy, and solidarity across differences of race, culture, gender, and ethnicity?

Learning Objectives

Explore and develop a deeper understanding of their personal identity, their racial, ethnic, and cultural backgrounds, and the diverse cultures of their peers.

Develop skills to practice empathy and build solidarity and analyze how people can build solidarity across differences to contribute to building a better world.

Exp. Assignment / Class Activity:

Written Reflections:

Who am I / Snapshot autobiography

Reading / Analysis / Discussion:

Analysis of diverse contemporary and historical primary sources

Small group discussions / Socratic Seminars

Unit 3 Overview: Historical Origins of Systems of Power

Sample Essential Questions

How did colonialism and slavery change power structures in the Americas and create new systems of power?

How were Indigenous, African American, and other communities impacted by these systems of power and how did they resist and oppose them?

Learning Objectives

Students will be able to identify, explain, and analyze the impact of settler colonialism and repeated acts of genocide against Native Americans and describe acts of resistance to such oppression both in the U.S. generally and in the Bay Area.

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.

Exp. Assignment / Class Activity:

Historical Analysis Essay:

Skills: Writing Historical Claims

Supporting claims with relevant and reliable historical evidence

Counter argument and analysis

Texts: Reading diverse primary and secondary sources (example: Ronald Takaki A Different Mirror)

- Sourcing
- Contextualization

Reading and analysis of historical and contemporary accounts of Ohlone Indigenous people and others in the Bay Area.

Unit 4 Overview: Immigration & Migration

Sample Essential Questions

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.?

How have policies, laws, and systems of power influenced the experiences of immigrant communities throughout history and today?

How have immigrants transformed this country, created strong communities in America, and developed resistance, resilience, community empowerment?

Learning Objectives

Explore, describe, and analyze some of the complex experiences of immigrants, both historically as well as today, through narratives and testimonials.

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.

Explore, describe, and analyze how immigrants have built strong communities and used a diverse range of strategies of resistance, resilience, and empowerment and transformed this country.

Exp. Assignment / Project:

Oral History

Interview a family and/or community member to learn about their experiences with immigration or migration

Sample Historical Inquiry:

What were some of the experiences of diverse groups of immigrants when they were first moving into California?

Contemporary Connections: Stop Asian American Hate Crimes (Stop AAPI Hate):

Reading, Analyzing, Evaluating News Articles and News Clips from various sources

What Ethnic Studies will & won't do

What it **WILL** do:

- There will be **critical analysis of primary and secondary sources** that present **multiple perspectives** about complex topics
- Students will be challenged to see **complex topics** through the lens of different lived experiences
- Students will be given the **tools to help them think about and discuss issues** related to race, ethnicity, and racism in **healthy and constructive ways**
- **Build community and affirm every student**

What it will **NOT** do:

- There will not be activities or exercises that divide the class by ethnicity or privilege
- Students will not be led to feel that they are either the oppressor or the oppressed based on their identity
- Teachers will not be telling students that they have to think a certain way about these issues

Input from Students, Parents, Community Members

- Engagement and feedback
- Brown Bag Community Webinar
- Gathering and analyzing input from students, staff, parents, community
- Thought Exchange
- Outreach to Clubs:
 - Latino Student Union
 - Black Student Union
 - Filipino Club
 - SLAM Magazine (Diversity Issues)
- 8th Grade Parent Night
- Equity Alliance
- Parent Groups:
 - DELAC (Bilingual presentations and discussion)
 - Tea Time with AAPI Parents
 - Outreach to African American families in March
 - Possible additional focus groups
- Dr. Camarillo providing feedback

Next Steps

- Gathering & analyzing additional Feedback from Students, Staff, Community
- Finalizing Curriculum Framework
 - Final Unit
 - Civic Engagement
 - Refining Framework based on Input
- Presentation of Curriculum Framework to School Board
- Training and Professional Learning



Thank you!

Questions & Dialogue



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