

MVLA

Ethnic Studies Study Session



April 3 & May 22, 2023

Agenda

1. Welcome & Introductions
2. Context about Ethnic Studies in MVLA
3. Vision, Principles, Overview
4. Curriculum, Instruction, Student Perspectives
5. Reflections & Next Steps
6. Discussion



Introductions

Mr. Nate Bowen

Ms. Chelsea Doiguchi

Mr. Kevin Heiken

Mr. Derek Miyahara

Dr. Katherine Orozco

Ms. Anna Perry

Dr. Julie Yick

Ms. Teri Faught

Dr. Kip Glazer

Dr. Nellie Meyer

Ms. Wynne Satterwhite



Ethnic Studies at MVLA



1969
Establishment of the
first Ethnic Studies
class at SFSU



2021
AB 101, mandating all
high school to add
Ethnic Studies as a
graduation requirement,
is approved



2022
MVLA approves Ethnic
Studies framework for
small-scale
implementation, with
follow up evaluation in
2023

Timeline of Course Development

2020 - 2021	MV and LA discuss versions of Ethnic Studies implementations
Fall of 2021	Recommendation to the Board
2021 - 2023	Ethnic Studies Task Force <ul style="list-style-type: none">● Vetting of resources and curriculum● Developing Framework and Curriculum
2022 - 2023 school year	Run "Ethnic Studies Implementation Year 1 - small scale" <ul style="list-style-type: none">● Lesson, Activity, Unit Pilots● Reflection & Synthesis Student Orientation
2023	Per AB 101, MVLA course presented to Board and public, to be approved at subsequent Board meeting
2023 - 2024	Ethnic Studies Full Implementation

Community Outreach And Input From Educational Partners

- MVLA Ethnic Studies Brown Bag Community Webinar (January 12, 2022)
- Thought Exchange survey to MVLA parent/student community
- Outreach to Clubs:
 - Latino Student Union
 - Black Student Union
 - Filipino Club
 - SLAM Magazine (Diversity Issues)
 - 8th Grade Parent Night
 - MVLA Equity Alliance Steering Committee
- Parent Groups:
 - DELAC (Bilingual presentations and discussion)
 - Tea Time with AAPI Parents
 - Outreach to African American families in March
- Dr. Camarillo, Social Studies professor at Stanford University, providing feedback
- Ethnic Studies Board Presentation on 9/27/2021
- Ethnic Studies Board Presentation on 3/7/2022
- Ethnic Studies Board Presentation on 5/23/2022

Course Requirement

MVLA Graduation Requirements:

- Social Studies: 40 C
 - Ethnic Studies: 10C
 - World Studies: 10 C
 - U.S. History: 10 C
 - Civics: 5 C
 - Economics: 5 C
- English: 40 C
- Mathematics: 20 C (*Must include Algebra I +*)
- Science 20 C: (*1 year each from life & physical sciences*)
- World Language/VAPA/CTE: 20 C
- Physical Education: 20 C
- Health Education: 5 C
- Electives: 55 C

TOTAL 220 credits

- 9th grade students take Ethnic Studies in 2023-2024.
- 10th grade students choose:
 - World Studies,
 - AP European History,
 - AP Human Geography (offered at LAHS)
 - AP World History (offered at MVHS).
- 11th grade students choose:
 - US History
 - AP US History
- 12th grade students choose:
 - Civics / Economics
 - AP Government / AP Macroeconomics/ AP Microeconomics

MVLA Ethnic Studies Goals

- Equip students with the tools to succeed in a democratic society made up of interrelated communities.
- Build critical skills that students can apply throughout their secondary school experience and beyond.

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.

Students learn about historical and contemporary movements for social change and ways to challenge racism and discrimination and **positively transform their communities.**

MVLA Vision & Principles of Ethnic Studies

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



Ethnic Studies as the Foundation

Foundational Class that informs all Social Studies Classes Grades 9 - 12

Academic Skills

- **Strengthen skills in reading, writing, research, and public speaking**
- **Aligned with California History Social Studies (HSS) & Common Core Skills and Standards**
- **Historical Analysis Skills builds foundation for all Social Studies courses**

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

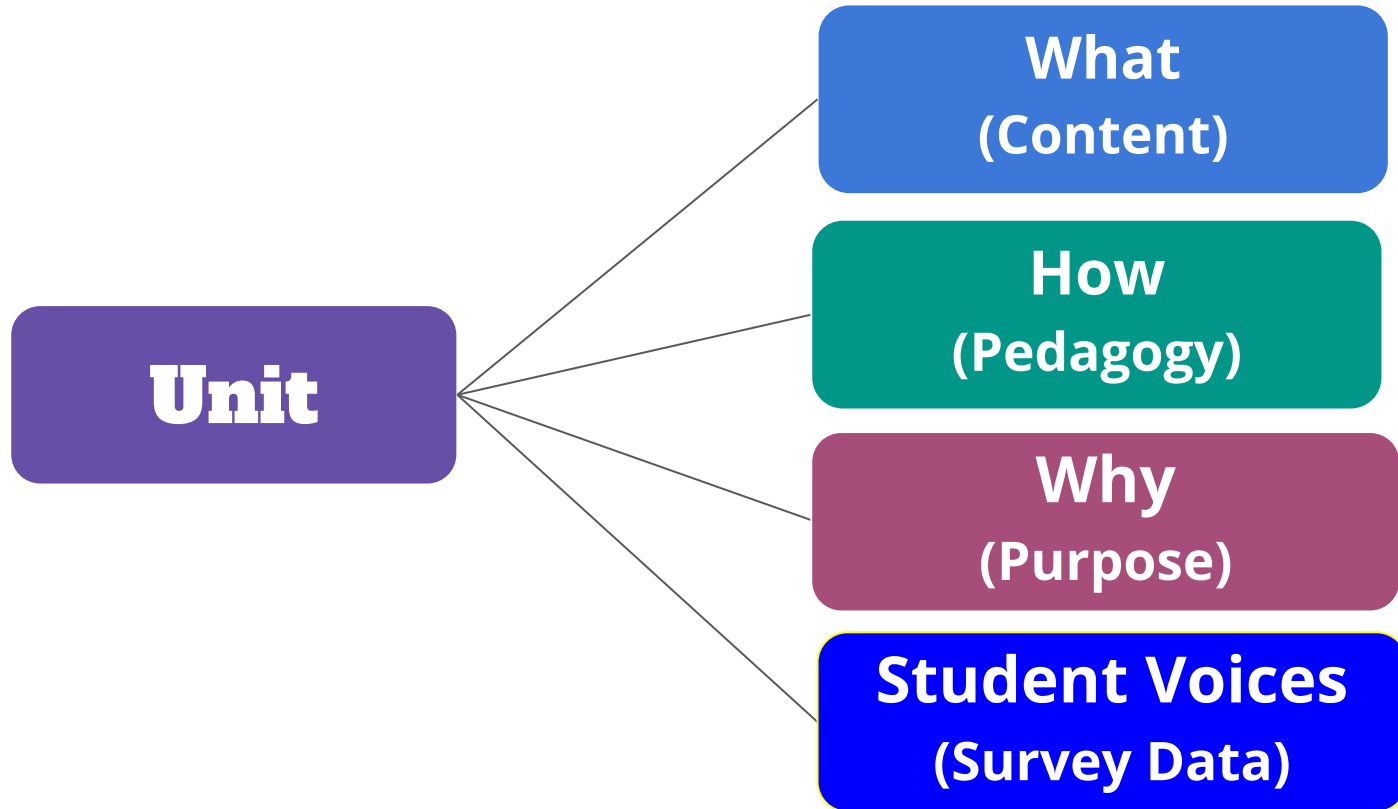
Unit Overview

- 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

MVLA Ethnic Studies Curriculum Framework



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?

Sample 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 have organized for the creation of Ethnic Studies classes.

Unit 1 Curriculum: What is Ethnic Studies?

What is Ethnic Studies? Exploring CA Graduation requirement & origins of Ethnic Studies in MVLA

Historical Inquiry: Origins of Ethnic Studies at San Francisco State University

Historical Inquiry: Mexican American Studies in Arizona

Summative Assessment: Academic Writing Assignment

Civic Engagement: Focus on MVLA

Academic Skill Development: CA History Social Studies & Common Core

Unit 1 Overview

What is Ethnic Studies?

Why is it happening in California and in the Mountain View Los Altos School District?



Petition to Mountain View Los Altos School Board

- Campus Change MVHS
- LA SAE
- Justice Vanguard
- Teachers
- Community



MVLA School Board and Superintendent
Dr. Nellie Meyer



Community Advocates, Alumni, & Teachers



Ethnic Studies in California



Students, Teachers, Parents, Community Support / Advocacy (pushing for new laws)

Representative Jose Medina

SUPPORT AB 2016
Sign the Petition



AB 2016



AB 331



Law:
Assembly
Bill 101



Requirement
for
Graduation

Historical Inquiry: How and why did students organize for the creation of Ethnic Studies classes?

- **Essential Question & Background Info**
 - **Inquiry with 8 primary sources**
 - **Archival sources**
 - **Reading, discussing, analyzing diverse perspectives** (*examples: student perspectives, administrative, community, support, opposition*)
 - **Texts, photographs, documentary clips**
-
- **Historical Analysis Skills:** sourcing, contextualization
 - **Collaboration:** Group work collaborative skills
 - **Creating Posters, Slideshow, Multimedia Product**
 - **Summative Assessment: Academic Writing**



Unit 1 Curriculum: What is Ethnic Studies?

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Unit 1 Assessment & Civic Engagement

Academic Writing Assessment

Prompt:

How does Ethnic Studies provide opportunities for students and why is Ethnic Studies controversial?

Skills: Focus on writing claims, selecting reliable historical evidence, effectively using evidence and analysis to support arguments

Civic Engagement:

Learning about school involvement

How are decisions made in your school and district?

Who are leaders in our schools and communities?

How can you make your voices heard?

Student Perspectives about Unit 1

*“The **first unit "What is Ethnic Studies?"** was one of my favorites because it gave a backstory of why people fought for this course. It showed me that **people who care exist and it showed me that people who thought like me made something like this happen.** It made me feel not alone in the way I think and feel.”*

*“I think **Ethnic Studies** has helped me build empathy because we do so many activities where we share our own experiences and learn about the experiences of many different people. **We use many primary source documents to help us understand historical perspectives and build an understanding of people who are very different from ourselves.**”*

Unit 2 Overview: Identity & Narratives

Sample Essential Questions

How do race, ethnicity, culture, 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

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.

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.

Unit 2 Curriculum: Identity & Narratives

Community Building

Exploring Identity: Visible and Invisible Identities, Culture, Ethnicity, Language, Race, Gender, Religion, Sexual orientation, Age, Interests, Identity Iceberg, Key Concepts and Vocabulary

Analyzing Diverse Narratives:

Exploring Latina/o/x Identities; Exploring AAPI Identities; Exploring Afrofuturism

Exploring Diverse Jewish Identities & Analyzing Impact of Antisemitism

Summative Assessment and Civic Engagement / Civic Discourse: Socratic Seminar

Academic Skill Development: CA History Social Studies & Common Core

Community Building: Ethnic Studies Principles in MLVA



Community Building

- **Generating Group Norms**
- **Developing Class Discussion Norms**
- **Our Names activities**
- **Where I Am From Poems**
- **In Lak'ech poem**
- **Group Digital Collage about Identity**



In Lak'ech



TU ERES MI OTRO YO
YOU ARE MY OTHER ME

SI TE HAGO DAÑO A TI
IF I DO HARM TO YOU

ME HAGO DAÑO A MI MISMO
I DO HARM TO MYSELF

SI TE AO Y RESPETO
IF I LOVE AND RESPECT YOU

ME AMO Y RESPETO YO
I LOVE AND RESPECT MYSELF

Luis Valdez



Community Building through In Lak'ech

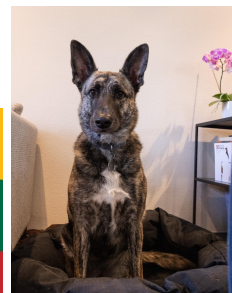
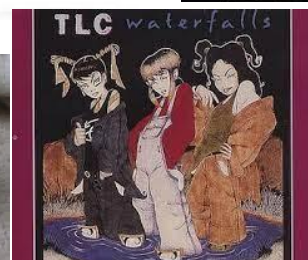
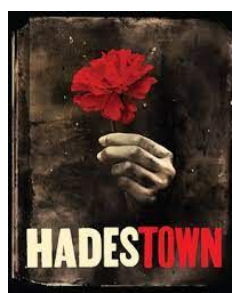
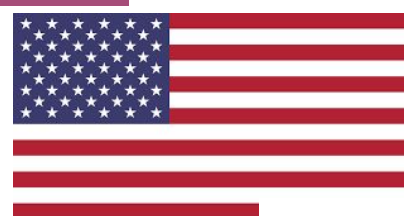
“[This class has helped me build empathy] because we have talked about so many things connecting to how to treat one another and how we are all one and equal to each other. In Lak'ech offers that understanding.”

“Yes, Ethnic Studies has shown me a new side of history that was unknown for me and I've enjoyed and loved learning about it as well...It's showed me to be respectful to others [through] In Lak'ech”

“It brings us together and reminds us to be nice to one another and to be respectful”



Group Digital Collage about Identities



Theo Santos (He/Him)

Pronunciation: Thee-oh San-toes
My Chosen Name: Theo (nickname)

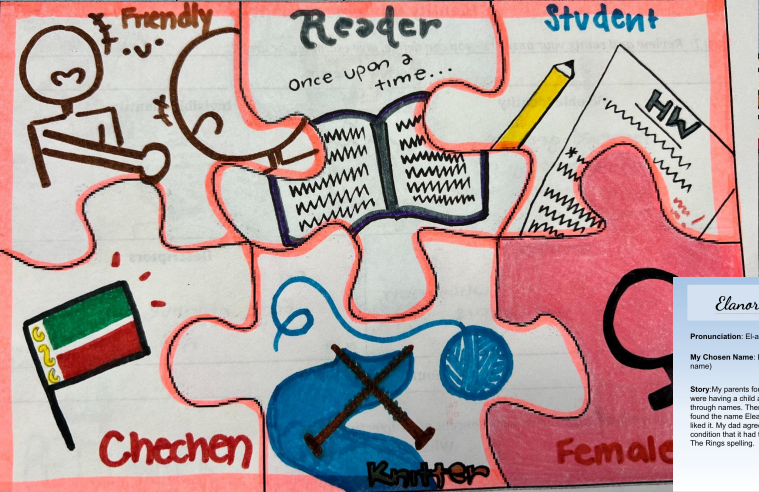
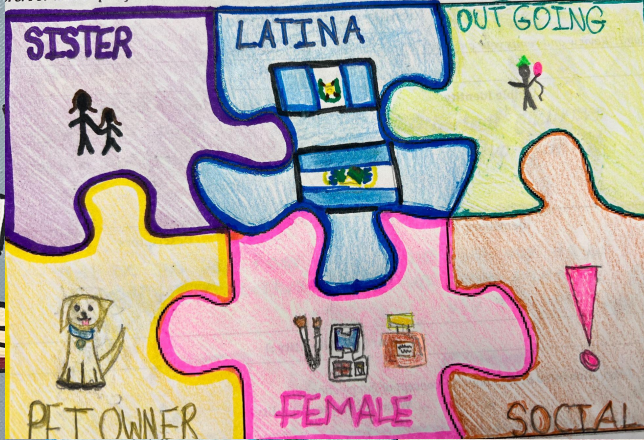
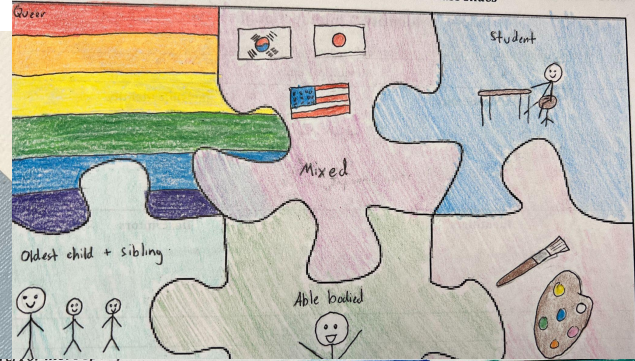


Story: My full first name is actually Neil Theodore. When my parents initially had my older sister, they decided to name her my dad's name as a girl, and his grandma's name (my great-grandma). So naturally, when I came along, my name was the opposite: my mom's name as a boy, and her grandpa's name (my great-grandpa).

Caption: This image represents me because I really like to play music. I also chose a treble clef for the staff because I've only played an instrument that uses the treble clef.



ETHNIC STUDIES



Eleanor Nanavati (They/Them)

Pronunciation: Ela-nor Na-na-va-ti

My Chosen Name: Eleanor (first name)

Story: My parents found out they were having a child and were going through names. Then my mom found the name Eleanor and really liked it. My dad agreed with the condition that it had to be the Lord of The Rings spelling.

Ella (She / Her)

Pronunciation: Ella (as in Cinderella) Makoa (Mak, Koh, Toe) Omara (Oh-Ma-Ah)

My Chosen Name: Ella

Story: In the 6th grade, I came out as transgender. I chose the name Ella (as in my favorite movie role) and all in Cinderella (the action and sword), and her motto of "have courage and be kind" resonates with me. Learning about transgender from a young age, for me, has been one of the best decisions I have ever made in my life.



Student Perspective

(Survey Data)

*“My experience this semester is that this class is a period where I feel safe rather than stressed. This class allows for a great amount of self expression. It’s different from other classes I’ve taken because there is a **stronger sense of community** . . . this class has made me into a better version of myself.”*



Exploring Latina/o/x Identities

Essential Questions

1. What types of diversity exists within Latina/o/x communities?
2. How do culture, gender, ethnicity, language, immigration, multiculturalism, and countries of origin influence people's identities?
3. How do art, music, and poetry reflect various aspects of Latina/o/x cultures?

Diverse Range of Source Material:
Primary Sources, Testimonials, Poetry

Multimedia: Newsclips, music clips, documentary clips, photographs, visual art

Diverse range of perspectives:

- Honduran
- Mexican American
- Afro-Latina
- Experiences of multiracial and multi-ethnic backgrounds (exp: Colombian and Filipino)

Jewish Identities: What does it mean to be Jewish in the U.S.?

Diverse Range of Sources (*some examples*)

Overview, Demographics, Statistics
("Jewish American Fact Sheet")

Iraqi Jewish experiences

Black Jewish experiences

Rabbi Angela Warnick Buchdal

Senator Dianne Feinstein

Kerri Strug

*Various professions, perspectives,
ethnic & religious influences*

Analyzing Antisemitism

Trends & impact

Statistics & Increase in antisemitism

Local examples of antisemitism in
Mountain View schools

Key Question: How can we raise awareness, combat anti semitism, and create a more inclusive society?

Summative Assessment: Socratic Seminar

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

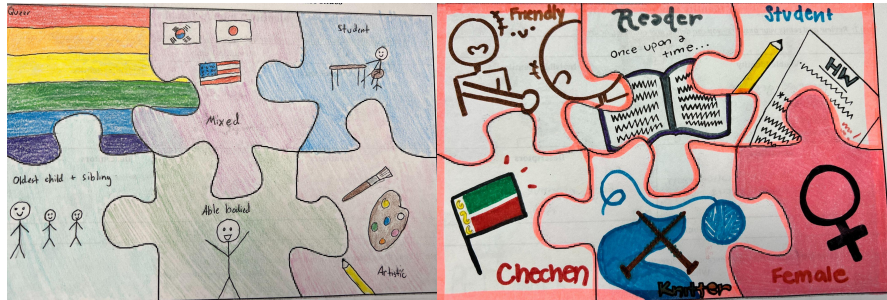
Skills:

1. asking and answering specific questions
2. Making references to specific evidence (textual or summarized)
3. Building on the ideas of peers to promote authentic discussion
4. Allows for a balance of conversation between all participants

Student Perspectives:

What has been one of your favorite units and why? (Survey Data)

*“I feel that **this class has helped me build empathy. I've learned so much more about people's struggles but also their perseverance** and that has made me more empathetic.”*



*“The unit I enjoyed was **Identity and Narratives** because I felt very represented. In this unit we were taught about different parts of our identity and how they interact. I really liked how our teacher taught us **diverse parts of our identity**. I felt represented and I hope to keep it for other students because a lot of people didn't know much of what was taught.”*

Student Perspectives (Survey Data)

“Ethnic studies would have to be one of my favorite classes by far. I love what we learn in this class. This class has helped me explore, learn, and be more passionate/interested in my identity. Ever since starting this class I feel like I've been more confident and proud of my identity.”



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 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 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.

Unit 3 Curriculum: Historical Origins of Systems of Power

Ancient Civilizations: Mali, Great Zimbabwe, Aztecs

Impact of Slavery, Colonization, White Supremacy, Economic Exploitation

North American Native Communities

Systems of power analyzed through the 4 I's of oppression (ideological, institutional, interpersonal, internalized)

Modern Case Studies: Debates about Reparations, AP African American Studies, Ohlone Struggle for Federal Recognition, Emeryville Shellmounds

Summative Assessments: Academic Writing

Academic Skill Development: CA History Social Studies & Common Core

Student Perspectives:

What has been one of your favorite units and why? (Survey Data)

*“The unit I selected was the **Historical Origins of Systems of Power**. I really enjoyed this unit because I think we covered some really important information that I otherwise wouldn't have know about, like these great empires like the Aztecs, Mali, and Great Zimbabwe. I didn't even know about Mali or Great Zimbabwe before this unit . . .*

Also, learning about these systems of power has completely opened my eyes. I honestly didn't know about half of the ones we learned about so I think this unit was entirely crucial and I very much enjoyed it.”

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?

Sample Learning Objectives

Students will explore, describe, and analyze some of the complex experiences of immigrants.

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.

Students will 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.

Unit 4 Curriculum: Immigration and Migration

Push/Pull Factors of Immigration

Diverse Testimonials & Documentary Analysis

Waves of Migration to the Bay Area: Exploration of Diverse Communities & Contributions of Immigrant Communities

Analysis of Historic Immigration Laws (examples: Chinese Exclusion Act, 1920s Quotas, Mexican Repatriation, Bracero Program, 1965 Civil Rights Act)

Analysis of Modern Immigration Laws and Programs: DACA, Title 42, “Muslim Ban”, Temporary Protected Status

Summative Assessment: Socratic Seminar & Written Reflection

Academic Skill Development: CA History Social Studies & Common Core

Contributions of Immigrant Communities & Influence

- Economic
- Technology
- Cultural
- Politics
- Education



Immigration Timelines

1. How have laws and policies influenced the experiences of immigrants over time?
2. How have laws & policies expanded or restricted access to the U.S.?
3. How and why have they changed over time?

Student Example

Immigration

Timeline

1800
Catholic Europeans + Irish immigrants
Chinese Immigrants

1900
Chinese Exclusion
The Chinese had to face a Chinese exclusion Act. This was an Act that banned Chinese laborers for 10 years. Chinese people came because of the Gold Rush, and job opportunities. Though they got treated horribly, and many died.

1924
Japanese Exclusion Act
Japanese Immigrants were thought to be too independent and taking over the job market

1945
Jewish Refugees
Jewish people came to escape the holocaust but got turned away on boats. Many people called Jewish 'spies', so they got turned away basically to death.

2021
Muslim Ban
This ban banned refugees from 6 primarily muslim countries on the basis of national security. They did this to prevent terrorism. Though terrorism percentage is so low, and this just causes more racism against muslim.

2022
Mexican Repatriation
82,000 people were forcibly removed even if they were American Citizens. During the Great Depression a lot of American people lost jobs along with Mexican Americans. Though people blamed the Mexican-Americans for this and Mexicans were forcibly removed.
"they are taking our jobs!"

2023

The student's work includes a central horizontal timeline with vertical markers for the years 1800, 1900, 1924, 1945, 2021, 2022, and 2023. Above the timeline, the word 'Immigration' is written in large, colorful, stylized letters. Below the timeline, various historical events are marked with icons and text boxes. For 1800, there are flags for Ireland and China, a cross, and a potato. For 1900, there is a text box about the Chinese Exclusion Act. For 1924, there is a Japanese flag and a text box about the Japanese Exclusion Act. For 1945, there is a Star of David and a text box about Jewish refugees. For 2021, there is a crossed-out crescent moon and star and a text box about the Muslim Ban. For 2022, there is a crossed-out American flag and a text box about Mexican Repatriation. For 2023, there is a crossed-out American flag and a text box about Mexican Repatriation. The student's work is on a piece of paper with a blue sticky note in the top left corner that says 'Student Example'.

Socratic Seminar Questions

How have policies, laws, and systems of power influenced the experiences of immigrants through history and today?

How have immigrants transformed this country, created strong communities in the U.S., and developed resistance, resilience, and community empowerment?

How can we build more awareness about immigration and empathy for immigrants facing these challenges?

Historical Evidence:

Chinese Exclusion Act

1920s Quotas

Mexican Repatriation

Bracero Program

1965 Civil Rights Act

Contemporary Evidence:

DACA

Title 42

“Muslim Ban”

Temporary Protected Status

Student Perspectives

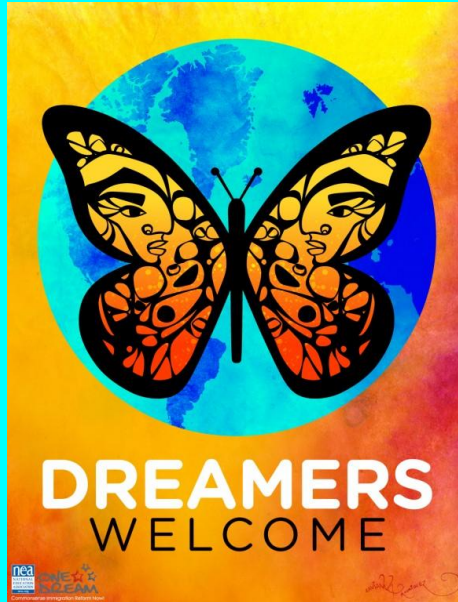
(Survey Data)

*“Another topic I enjoyed learning about was the **Immigration Unit**. I think one reason why I found this interesting is because I hadn't really learned about it before this. **Taking a look at past immigration laws, how they relate to the current one, and how immigrants have and are continuing to shape the country is interesting to learn about at relevant today.**”*

*“The immigration unit was important to showing the difficulties immigrants have faced and continue to face and to show the **accomplishments and ways that immigrants have helped and continue to help America.**”*

Student Perspectives

“Immigration is so very important to me because my mom is an immigrant from Peru. I love hearing stories about what other people went through because it makes me think about what may have happened to my mom and my family, and how that may have shaped them into who they are today. . . ”



“The immigration unit spoke to me because my parents are immigrants, and it gave me a deeper understanding of my own parents and really helped me acknowledged the struggles they went through and how those struggle are still there for them today.”

Unit 5: Education and Housing

Sample Essential Questions

What role does education play in shaping identity, culture, and community?

How have historical and contemporary housing policies shaped access to opportunities within diverse communities?

Sample Learning Objectives

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.

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.

Unit 5 Curriculum: Education and Housing

Housing Analysis: History of Palo Alto and East Palo Alto; How Housing Influences Access to Educational Opportunities

School Desegregation & Civil Rights: Little Rock 9, Mendez v. Westminster Case, East LA Blowouts

Current Issues in Public Education: School Funding, Students' Perspectives, Dress Code, School Policies

Issues in Bilingual Education

Academic Writing and Civic Engagement

Academic Skill Development: CA History Social Studies & Common Core

Unit 5: Education

1. What are ongoing challenges related to schools, funding, and segregation in schools and/or neighborhoods? How are people and schools dealing with these challenges?
2. What is a fair and just system of education? How would you describe it and why do you think this?
3. How are education and housing connected?
4. How have communities welcomed and restricted the movement of different groups of people into their communities?

Group task to explore the legacy of school desegregation since the *Brown v. Board* decision

Essential Question: To what extent have school desegregation efforts been successful in the years since the *Brown v. Board of Education* decision?

SK: You will be exploring through an open-ended intellectual discussion the long term legacy of school desegregation efforts. Your goal is to gain a complex understanding of the successes and failures of desegregation.

To what extent have school desegregation efforts been successful in the years since the *Brown v. Board of Education* decision?

Use this graphic organizer to record and categorize short quotations or summaries

Unsuccessful	Successful	Both
Include summarized details from documents of reasons why desegregation has been <u>unsuccessful!</u>	Include summarized details from documents of reasons why desegregation has been <u>successful!</u>	Include summarized details from documents of reasons why desegregation has been a <u>combination of both!</u>
★	★	★

Historical Question: What was the experience of school desegregation?

1. Find evidence: comment on THREE details that help us answer the Historical Question.
2. Analyze evidence: Based on this document, what was the experience of school desegregation?
 - a. I think the experience of the Little Rock Nine was...

Document A

Source: Elizabeth Eckford, a Black student, attempts to enter Little Rock Central High School. She was blocked from doing so by Arkansas police and National Guardsmen. She was quickly surrounded by an angry, screaming white mob.



Students used pictures of the Little Rock Nine integrating Central High School to understand the experience of desegregation for students of color (in this case, specifically Black students)

Students analyzed current dress codes in the district to examine how they impact students on the basis of gender, race, and ethnicity. Then they wrote their own dress code

EQ: To what extent do dress codes limit student's educational access and opportunities based on gender, race, and ethnicity?

VLA Dress Codes

Each school's dress codes:
[Altos High School](#)
[Mountain View High School](#)
[Vista High School](#) (page 13)

How do dress codes single out certain groups of people over others?

Read through the three dress codes to analyze using the following questions:

1. What elements of the dress codes refer to... It has to cover more body parts

Student Perspectives

*“I like Unit 5 about Education and Housing because as a class we talked about how **where you live directly impacts your access to education** and after school-activities. This is also a **very important unit because all children should have access to a good education** without having to travel miles and miles to a certain school.”*

*“**Education and Housing has been the most interesting unit**, especially because we're learning a lot about how this area has been affected by segregation and prejudice . . . Learning about East Palo Alto was also fascinating because of the stigmas we see around it without knowing the full story, and **learning about it all was eye-opening.**”*

Unit 6: Justice System

Sample Essential Questions

What are the origins and purpose of the Justice System in the United States?

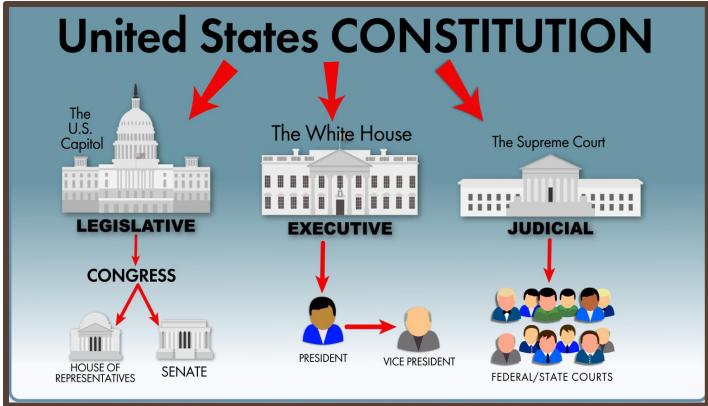
How have diverse communities been impacted by and engaged with the Justice System throughout history and today?

Sample Learning Objectives

Students will investigate the legal foundations of the Justice System and criminal justice, including laws, law enforcement, courts, and incarceration in the U.S. Justice System, including Western legal traditions, colonialism, and the system of slavery.

Students will investigate the unique traditions of law and order from communities of color that also influence life in the United States today.

Unit 6: Justice System



Unit 6 Curriculum: Justice System

Historical Context and Analysis: U.S. Constitution, 3 Branches of Government, Responsibilities of Supreme Court, Continuity and Change Analysis

Diverse Historical Origins of Justice: English Common Law, Aztec Legal System, Iroquois Leadership and Peacemaking Traditions, African Customary Law, Hawaiian Kapu System

Criminal Justice System: Historical Origins & Current Issues related to incarceration, approaches to public safety, punishment, and rehabilitation

Public Safety, Police, and Law Enforcement: Historical and contemporary issues and analysis of laws, arguments and counter arguments for changes & reforms, diverse perspectives

Legal Analysis & Civic Engagement: How can people and society contribute to more justice and opportunities for all people?

Academic Skill Development: CA History Social Studies & Common Core

Unit 6: Justice System

Example Inquiry Assignment: What are the historical origins of policing?

- **Primary and secondary sources:**
 - President Thomas Jefferson
 - American and British historians
 - Slave Patrol Laws
- **Analysis of texts, graphs, charts**
- **Diverse perspectives** of people such as civilians, police officers, gov. officials, community leaders, people of many ages, cultural and racial backgrounds

Courts System



Law Enforcement



Corrections System



Unit 7: Social Movements

Sample Essential Questions

How have political/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 communities, both historically as well as today?

How and why do people effectively organize and mobilize within their communities to create social change through building effective grassroots organizations?

Learning Objectives

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.

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.

Exp. Assignment / Class Activity

Historical Inquiry:

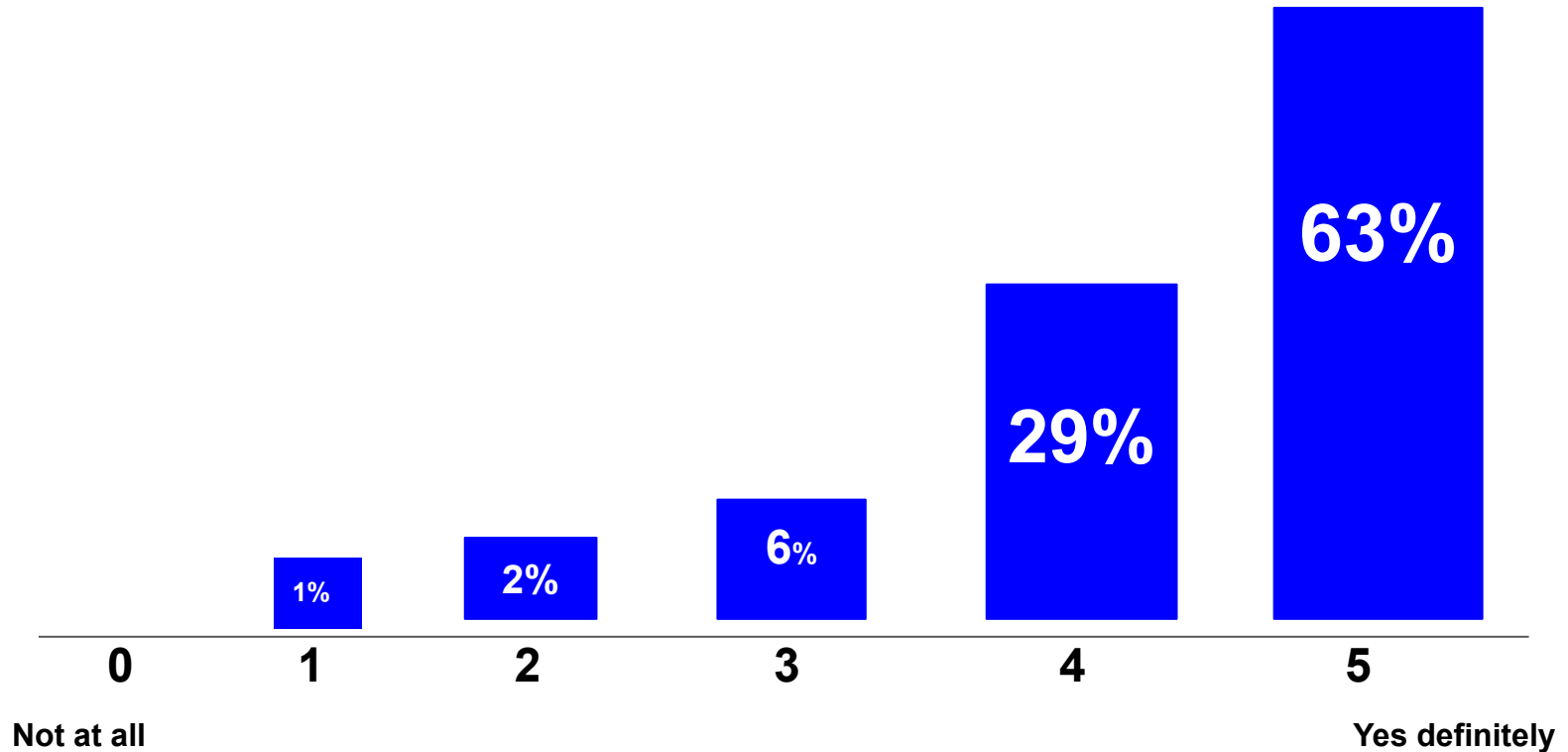
Why did American Indians occupy Alcatraz?
How did this event influence Native Americans locally and across the U.S.?

Students create photo gallery exhibit, slides, infographic, website, or podcast to showcase learning

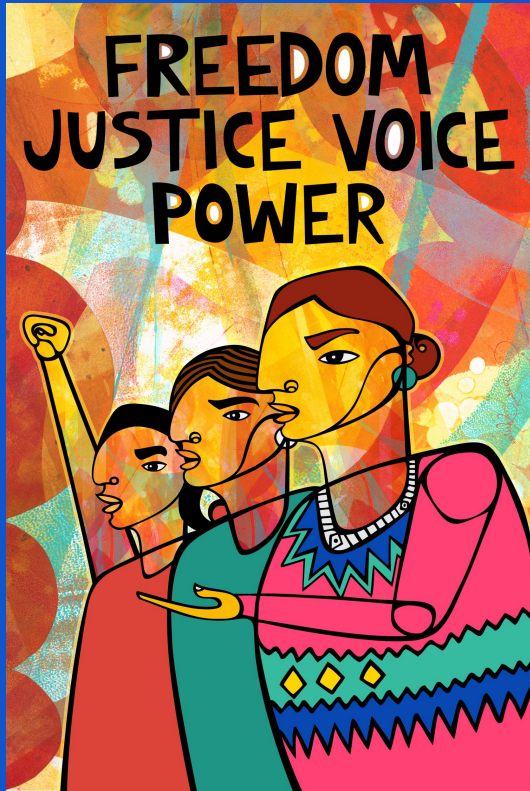
Final Student Reflections & Survey Data

*“I highly enjoy Ethnic Studies because it is a **history-based class unlike any that I've ever taken.** Not only did I get to learn about things that I've never learned from the past, **I've also gotten to learn about recent and ongoing events.** In addition to this, **I've enjoyed this class because it can be very empowering and impactful.**”*

Survey Data: Do you feel empowered or inspired to learn more about some of the topics discussed in Ethnic Studies?



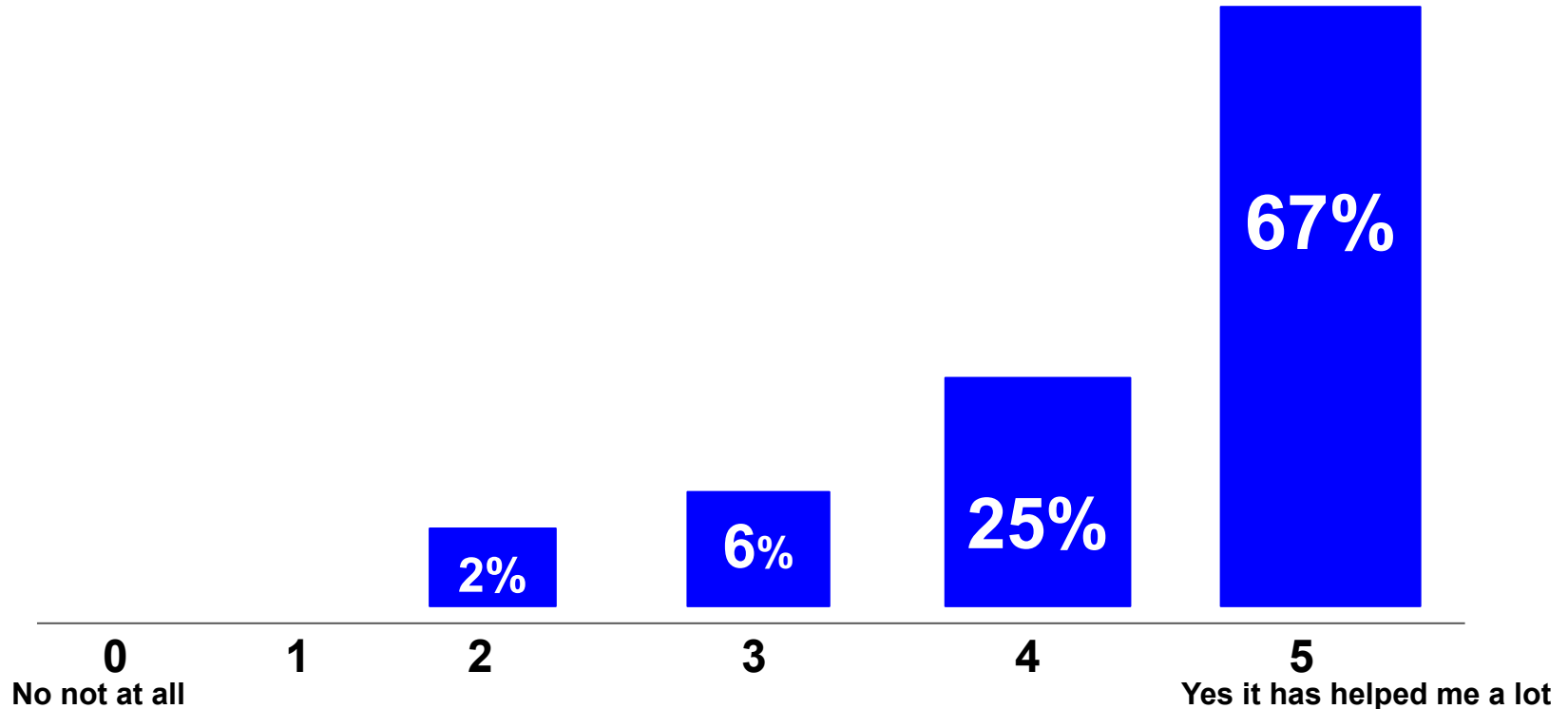
Final Student Reflections



“Ethnic studies has strengthened our critical and free thinking, it taught how to look closely at history and present day laws, policies, and social norms. It showed us historically how minorities have been oppressed and how they fought back. This class has empowered many students, and everyone I’ve talked to in Ethnic Studies has loved it.”

Survey Data:

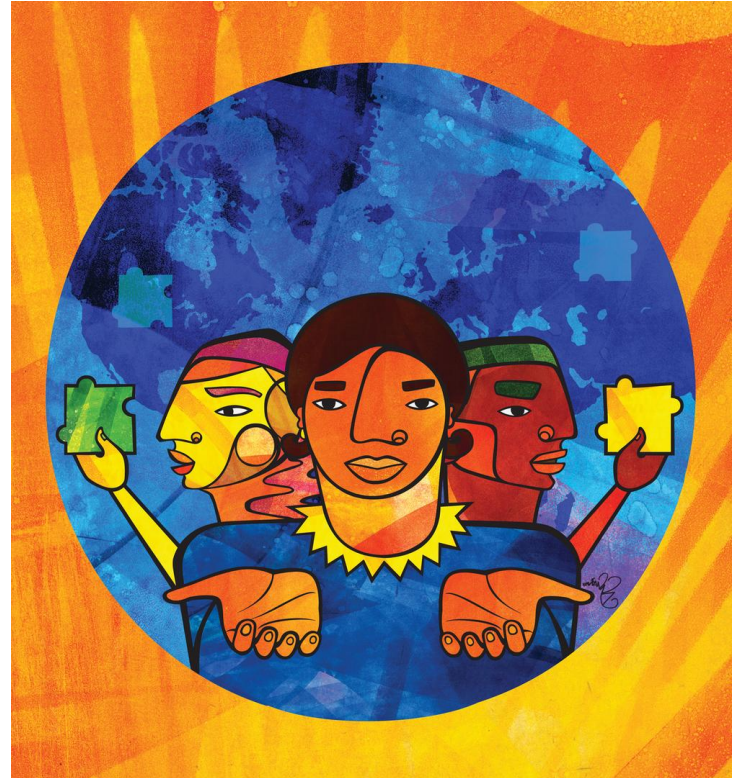
Do you feel the class has helped you to build greater empathy towards other groups of people?



Final Student Reflections

“I literally love this class so much! It is, by far, the most enjoyable class I've ever had. We've developed a good, positive community, and learned a lot about the history of so many ethnicities and cultures. . . I'm confident that taking **Ethnic Studies** was one of the best decisions in my life.

*Not only are we learning about different identities, immigration, and also how the systems of power affects minorities, but we're all developing a different sense of the world. **My understanding of the world and how I see things has changed, and I'm happy about it.***



Reflection about Curriculum Framework & Looking Ahead

- **MVLA Ethnic Studies Curriculum Framework** provides a clear map of the vision, goals, learning objectives, essential questions, alignment with CA History Social Studies and Common Core Skills
- **Preparing for Next Year:** Differentiation and Possible Adjustments to Pacing
- **Ongoing Course Team Collaboration**
- **District Collaboration**



Next steps toward Full Implementation in 2023 - 2024

- Approx. 18 sections of Ethnic Studies at MVHS and 25 at LAHS
- Teachers: 6 - 7 at each school
- Will include Ethnic Studies classes that are co-taught (1 general education teacher & 1 SPED)
- Spring / Summer collaboration, planning, PD
- Providing support for teachers throughout academic year
- Ongoing community engagement
- Gathering data
- Refining course



Questions & Final Reflections

