

CVUSD ETHNIC STUDIES PILOT COURSE
COURSE DESCRIPTION

The goal of Ethnic Studies in America is to help students understand their own identity and that of those around them by accurately portraying the cultural and racial diversity of our society in pursuit of the American Dream. The content of the course seeks to empower all students to engage socially and politically and to think critically about the contributions and struggles of diverse communities. In an effort to achieve this goal, the Ethnic Studies course includes the documentation of the experiences of diverse communities in order for students to develop a more complex understanding of the American experience.

Ethnic Studies is an interdisciplinary social science course that seeks to, in the words of the California History-Social Science Framework, “address content considered missing from traditional curriculum and to encourage meaningful engagement” through the analysis and critique of history as it relates to historically disenfranchised groups. Ethnic Studies encourages students to explore the historic struggles, current experiences, and perspectives of people of color, including where the axes of racial and ethnic identity intersect with gender, class, sexuality, and other components of what may define an individual or community.

Through engagement, inquiry, analysis, reflection, and critique, students in the Ethnic Studies course will develop a more inclusive understanding of the United States and its past by examining dominant narratives and critical or counter-narratives; centering the history of people of color in the United States, California, and Ventura County, and their relationship to systems of power. Ethnic Studies attempts to develop students’ awareness of civic and social responsibility, justice, and their ability to be agents of change in their communities. Ethnic Studies challenges “racism, discrimination, and oppression and the systems that continue to perpetuate inequality”.

CVUSD ETHNIC STUDIES PILOT COURSE
COURSE OF STUDY

Introduction to Ethnic Studies (Two Weeks)

The first two weeks of the course will focus on the History of Ethnic Studies and set the foundation for expectations, skills, and key vocabulary that will be needed throughout the course.

Essential Questions:

1. What is Ethnic Studies?
2. How do I show respect and participate in dialogue when I disagree with someone or something?
3. What is the “American Dream” and how do the different ethnic groups define it or strive for it?

Overarching Topics to Cover:

- History & Purpose of Ethnic Studies
- Skills and Expectations

Key Assignment:

- Question Formulation Technique (QFT)- Students will participate in a QFT activity on Ethnic Studies by using a photo, timeline, or written document pertaining to the history of Ethnic Studies as the QFocus stimulus. This activity serves as an introduction to the course and means to develop inquiry skills.
 - Learning Outcome: Students will analyze a source material and work collaboratively with their peers and teacher to question and predict the meaning of the source. Through this activity, students will also gain skills that will help them improve inquiry through content material
 - Facing History Curriculum (*from the SBE approved [Ethnic Studies Model Curriculum](#)*): Preparing Students for Difficult Conversations
<https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/preparing-students-difficult>
 - CDE Resources for Introduction to Ethnic Studies (*from the SBE approved [Ethnic Studies Model Curriculum](#)*):
<https://www.cde.ca.gov/ci/cr/cf/documents/apr2021esmcch1.docx>

Unit One: Identity and Culture (Four weeks)

Students will examine race, ethnicity, and culture. This examination will include a discussion of “Who am I?” and “What is My Identity?”. Students will explore the ways identity and history are constructed and produced in our everyday lives through community practices and media representation. Students are taught to see the ways that gender, race, sexuality, class, and nationality are created and constructed, and how they are upheld through institutions and official history and the media.

Essential Questions:

1. How do race, ethnicity, nationality, gender, culture, and sexual orientation shape identity?
2. How do internal and external factors contribute to the shaping of identity?
3. In what ways do race, ethnicity and culture change over time?
4. What role does narrative play in the history of race and identity?
5. What are some major accomplishments of ethnic groups throughout US History?

Overarching Topics to Cover:

- Identity and Narrative
- Race, Ethnicity, and Nationality
- Racism and Xenophobia
- Equity and Justice

Key Assignments:

- Personal Narrative Essay: Students will write a personal statement detailing how the world around them has shaped their individual identity.
 - Learning Outcome: Students will synthesize what they have learned about Identity and Culture by applying themes to their individual lives through a written personal statement.
 - Facing History Curriculum (from the SBE approved *Ethnic Studies Model Curriculum*): <https://www.facinghistory.org/resource-library/discovering-identity>
 - Facing History Curriculum (from the SBE approved *Ethnic Studies Model Curriculum*): <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>
- Introducing Narratives: Students learn how narratives are formed about events or a people by probing the sources of narratives in two ways: identifying who the storyteller is and their personal biases; and how different storytellers have interpreted the events or people they are talking about in achieving a preconceived notion.
 - Learning Outcome: Students will develop an understanding of how perspective and bias impacts the way accounts of events are perceived and disseminated.
 - UC Berkeley Greater Good Magazine, “How to Avoid Picking Up Prejudice from the Media” (from the SBE approved *Ethnic Studies Model Curriculum*) –https://greatergood.berkeley.edu/article/item/how_to_avoid_picking_up_prejudice_from_media
 - Fairness & Accuracy in Reporting, “How to Detect Bias in News Media” (from the SBE approved *Ethnic Studies Model Curriculum*)

<https://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/>

- Stanford University Civic Online Reasoning (from the SBE approved [Ethnic Studies Model Curriculum](#)), “News Versus Opinions,” “Who’s Behind the Information?,” “What’s the Evidence?,” “What do Other Sources Say?” “How to Find Better Information Online,” and “Civic Online Reasoning,”
<https://cor.stanford.edu/curriculum/>
 - Center for Media Literacy, “Questions/ Tips: Media Deconstruction/Construction Framework” (from the SBE approved [Ethnic Studies Model Curriculum](#))
http://www.medialit.org/sites/default/files/QTIPS%20CHART_1_0.pdf
 - Facing History Curriculum per CDE: (from the SBE approved [Ethnic Studies Model Curriculum](#))
<https://www.facinghistory.org/resource-library/my-part-story-exploring-identity-united-states/identity-and-labels>
 - The danger of a single story - Chimamanda Ngozi Adichie (from the SBE approved [Ethnic Studies Model Curriculum](#))
<https://ed.ted.com/lessons/TXtMhXIA>
- History of Course Identified Ethnic Groups: Introduction to the experience of various ethnic groups in the United States and the building of their American Dream.
 - Learning Outcomes: Students will develop an understanding of the experiences of each ethnic group and how their experience correlates to that of other ethnic groups in American society.
 - What Census Calls Us: A Historical Timeline (from the SBE approved [Ethnic Studies Model Curriculum](#))
(<https://www.pewresearch.org/interactives/what-census-calls-us/>; PDF at https://www.pewresearch.org/wp-content/uploads/2020/02/PH_15.06.11_MultiRacial-Timeline.pdf)

Unit Two: Origins, Movement, and Migration (Four Weeks)

This unit will highlight both physical and human geography. Students will study the push and pull factors of migration, past and present migration trends, and compare migration patterns within the origins of the United States and connection to the American Experience. There will be inclusion of current events and local areas.

Essential Questions:

1. How and why did people come to the United States? How does this differ from the people that were here originally?
2. How do physical and cultural borders act as a barrier and/or deterrent to migration to the United States?
3. What are past and future patterns of migration that could change the course of United States history?

Overarching Topics to Cover:

- Push & Pull Factors
- Settling in the United States
- Obstacles & Opposition: Immigration law and community resistance
- Impact Migration has on Identity (of individuals, of a community, a country)

Key Assignments:

- Family/Personal Migration Narrative - Students will conduct interviews and research to develop a personal narrative that demonstrates their American migration story and ancestral connections.
 - o Learning Outcome: Students will gain an understanding of their unique migration story, and how it relates to the American experience.
 - Facing History Curriculum (from the SBE approved [Ethnic Studies Model Curriculum](#))
<https://www.facinghistory.org/resource-library/becoming-american-exploring-names-and-identities>
- A Nation of Immigrants- Students will explore early migration patterns and immigration policies through a simulation activity. The simulation takes students through a history of migration which includes U.S. policies and requires them to discuss and critique each policy before creating one they believe is best and defending their decision.
 - o Learning Outcome: In collaborative groups, students will analyze immigration policies as well as develop and defend their own based on research, perspectives, and compromise.
 - Facing History Curriculum (from the SBE approved [Ethnic Studies Model Curriculum](#)):
<https://www.facinghistory.org/resource-library/becoming-american-immigration-experiences>
 - Facing History Curriculum (from the SBE approved [Ethnic Studies Model Curriculum](#)):
https://www.facinghistory.org/sites/default/files/publications/becoming_american.pdf

- Map global migration patterns to the United States –Students will create maps displaying various migration patterns into the United States over the course of the country’s history.
 - Learning Outcome: Understand the complex outcomes of push/pull migration: chain migration, civil war, migratory employment, step migration by studying migration data in the United States from the 1800’s to current day.
 - Population Reference Bureau data on migration trends to the United States (from the SBE approved *Ethnic Studies Model Curriculum*):
<https://www.prb.org/resources/trends-in-migration-to-the-u-s/>
 - Migration Policy Institute article on Central American migration to the United States:
<https://www.migrationpolicy.org/article/central-american-immigrants-united-states> (from the SBE approved *Ethnic Studies Model Curriculum*):
 - National Archives data and research on the Great Migration:
<https://www.archives.gov/research/african-americans/migrations/great-migration> (from the SBE approved *Ethnic Studies Model Curriculum*):
 - National Park Service analysis on Trail of Tears:
<https://www.nps.gov/articles/the-trail-of-tears-and-the-forced-relocation-of-the-choerokee-nation-teaching-with-historic-places.htm> (from the SBE approved *Ethnic Studies Model Curriculum*):

- Understand the complexity of United States immigration laws – students will compare and contrast various immigration policies throughout the history of the US and discuss the impact of the policies, and how migrant groups have fought to overcome restrictive policies.
 - Learning Outcome: Students will understand the role immigration policy has in the American journey of various migrant groups throughout the United States.
 - Facing History Curriculum (from the SBE approved *Ethnic Studies Model Curriculum*):
<https://www.facinghistory.org/educator-resources/current-events/what-our-obligation-asylum-seekers>
 - Facing History Curriculum (from the SBE approved *Ethnic Studies Model Curriculum*):
<https://www.facinghistory.org/educator-resources/current-events/legacies-chinese-exclusion>
 - Council on Foreign Relations Immigration debate activity:
<https://www.cfr.org/backgrounder/us-immigration-debate-0> (from the SBE approved *Ethnic Studies Model Curriculum*):

Unit Three: Systems and Power (Four Weeks)

This unit will focus on the introduction of political, social/cultural, and economic systems that have existed in the past and persist. Students will analyze how systems/institutions of oppression were used and how that impacts society today within the United States and how various ethnic groups faced challenges when aiming to achieve the American Dream.

Essential Questions:

1. Who and / or what institutions of power and systems create, impose, and maintain the dominant narratives in the United States?
2. How have individuals, institutions or power and systems sought to direct society to maintain the status quo?
3. How have groups been systematically oppressed in their drive to achieve the American Dream?
4. What systems of oppression still exist today? How do those systems impact different groups?

Overarching Topics to Cover:

- Privilege (Who has it?)
- Oppression (Who experiences it?)
- Systems: Politics, Military, Education, Prisons, Housing, Economics
- Generational Trauma

Key Assignments:

- Identifying how privilege exists in the United States – Students will examine multiple examples of privilege within the United States and examine how various ethnic groups were affected as a result. The lessons provided will show how laws have favored those who were born in the United States and have made immigration difficult for various ethnic groups arriving in the United States. Lessons linked below are teacher resource guides to complete lessons.
 - o Learning Outcome: Students will understand how some groups within the United States have privilege based on factors like race, class, religion, immigration status and gender/sexuality and how that makes advancement towards the American dream easier.
 - “Chinese Immigration and Exclusion” Stanford History Education Group (*from the SBE approved [Ethnic Studies Model Curriculum](https://sheg.stanford.edu/history-lessons/chinese-immigration-and-exclusion)*)
<https://sheg.stanford.edu/history-lessons/chinese-immigration-and-exclusion>
 - “Mexican Migration in the 1930’s” Stanford History Education Group(*from the SBE approved [Ethnic Studies Model Curriculum](https://sheg.stanford.edu/history-lessons/mexican-migration-1930s)*)
<https://sheg.stanford.edu/history-lessons/mexican-migration-1930s>
- Understanding Oppression – Students will examine how various ethnic groups within the United States have faced oppression throughout history and in the present day and how that has hindered their achievement of the American Dream. Lessons linked below are teacher resource guides to complete lessons.
 - o Learning Outcome: Students will understand the cause and effect of oppression that various ethnic groups have faced within the United States.

- “Old Hatred, New Paradigms: Combatting Antisemitism in the Twenty-First Century” Facing History and Ourselves (*from the SBE approved [Ethnic Studies Model Curriculum](#)*)
<https://www.facinghistory.org/resource-library/old-hatred-new-paradigms-combatting-antisemitism-twenty-first-century>
 - “Responding to #livingwhileblack - Confronting Unexamined Bias in Everyday Life” Facing History and Ourselves (*from the SBE approved [Ethnic Studies Model Curriculum](#)*)
<https://www.facinghistory.org/educator-resources/current-events/responding-livingwhileblack>

- Understanding Systems of Oppression – Students will examine various systems of oppression by reading and examining former United States’ policies. Students will examine cause and effect and determine how the impact of these policies have real world implications today that could potentially hinder various ethnic groups from achieving the American Dream. Lessons linked below are teacher resource guides to complete lessons.
 - o Learning Outcome: Students will understand how various systems and institutions of oppression have hindered various ethnic groups from achieving equality and the American dream in the United States.
 - “The Color of Law: Creating Racially Segregated Communities” Learning for Justice - Teaching Tolerance (*from the SBE approved [Ethnic Studies Model Curriculum](#)*)
<https://www.learningforjustice.org/classroom-resources/lessons/the-color-of-law-creating-racially-segregated-communities>
 - “Eugenics and Civic Biology: An Exploration of Buck vs. Bell” Facing History and Ourselves (*from the SBE approved [Ethnic Studies Model Curriculum](#)*)
<https://www.facinghistory.org/resource-library/eugenics-and-civic-biology-exploration-buck-vs-bell>
 - “What a Black Man Wants: The 15th Amendment and the Right to Vote” Anti-Defamation League (*from the SBE approved [Ethnic Studies Model Curriculum](#)*)
<https://www.adl.org/education/educator-resources/lesson-plans/what-a-black-man-wants-the-15th-amendment-and-the-right>

Unit Four: Resistance and Social Movements (Four Weeks)

Students will learn the history of social movements that have advocated for change in the United States, as well as identifying local movements. To achieve this, students will analyze various organization goals to create change. In addition, we will examine the planning and tactics that were used in accomplishing the goal of changing American policy locally and abroad. This will be done with the goal of comparing and contrasting various movements throughout American history to better develop an understanding of the circumstances and efforts that have led to change in the USA.

Essential Questions:

1. What role does civil dissent play in the story of the United States?
2. What impact have various social movements had on shaping the identity of the U.S.?
3. How does social advocacy change over time? Which advocacy strategies have been successful?
4. How have various social movements impacted political, economic, and social systems historically and contemporarily?
5. How do social movements develop, evolve and impact society in ways that fight injustice? Does it create solidarity across diverse groups of people?
6. What role do social movements play in your life today as a member of American society?

Overarching Topics to Cover:

- Resistance to Religious and Political Oppression
- Developing the Ideas of Democracy
- Constitutional Rights
- The role of religion, political policy, economics, and cultural norms in the genesis and execution of social movements
- Civil Rights/Equal Rights movements including the LGBTQ movement and the disability movement
- Chronological comparison across various ethnic groups
- Focus on impactful and notable movements and their role in leading to seminal court cases

Key Assignments:

- Resistance to Violence: A Lesson on Social Justice Activists and Strategies. This lesson introduces the History Experience for African Americans in their pursuit to create Social change in regards to gun violence in Southern California communities.
 - o Learning Outcome: Students will be able to critically analyze media resources about the Los Angeles Riots to discern fact from opinion while learning about the differing treatment of racial groups throughout our country and the motives behind social justice movements, including the circumstances that force communities to respond when their basic American rights are not protected.
- To the Supreme Court: Have students compare and contrast Supreme Court cases that came out of Southern California and focused on desegregation of schools. Connect these with more commonly known cases like *Brown v BOE*. (Note: *The resources below are taken from law.justia.com website, which is a resource listed in the SBE approved [Ethnic Studies Model Curriculum](#)*)

- o Learning Outcome: Students will develop an understanding of the role of the Supreme Court in enacting social change, including how judicial precedent creates a legal basis for that change and preserving the rights of all Americans.
 - *Soria v. Oxnard* - <https://law.justia.com/cases/federal/district-courts/FSupp/386/539/2307887/> (The law.justia.com website listed as a resource in *the SBE approved Ethnic Studies Model Curriculum*)
 - *McKinny v. Board of Trustees* - <https://law.justia.com/cases/california/supreme-court/3d/31/79.html> (The law.justia.com website listed as a resource in *the SBE approved Ethnic Studies Model Curriculum*)
 - *Brown v. Board of Education* - <https://supreme.justia.com/cases/federal/us/347/483/> (The law.justia.com website listed as a resource in *the SBE approved Ethnic Studies Model Curriculum*)

- Farm Workers Unite: Have students research the formation of the United Farm Workers, and the role of the Filipino and Mexican community in its development. Highlight the work of Larry Itliong, Philip Vera Cruz, Cesar Chavez, and Dolores Huerta. Incorporate how art and music became central in their movements.
 - o Learning Outcome: Students will learn about the value of labor and farm work, the importance of labor unions in protecting the rights of American workers, and how culture and art play a role in social change.
 - Delano Manongs (*from the SBE approved Ethnic Studies Model Curriculum*) www.delanomanongs.com
 - “Journey for Justice” (*from the SBE approved Ethnic Studies Model Curriculum*) <https://www.youtube.com/watch?v=iTl17BnAaPk&feature=youtu.be>
 - Filipino American’s Contributions to the Labor Movement (*from the SBE approved Ethnic Studies Model Curriculum*) <https://californiahss.org/FilipinoContributions.html>

- Sacred Land: This lesson exposes students to a highly contentious and ongoing debate around Native American sacred sites. Students will be introduced to the history of the Ohlone people, the significance of shellmounds and ongoing protests that have been organized to protect sacred sites. Students will engage sources that both support the preservation of these sites and those that are in favor of development.
 - o Learning Outcome: Students will understand how different ethnic groups place value on land, and the struggle of the Native American community to preserve their cultural values which predate the modern American experience.
 - Shellmound (*from the SBE approved Ethnic Studies Model Curriculum*) <https://shellmound.org>
 - Beyond Recognition (*from the SBE approved Ethnic Studies Model Curriculum*) <https://underexposedfilms.com/beyond-recognition>

- Lisjan History and Territory (from the SBE approved *Ethnic Studies Model Curriculum*) <https://sogorate-landtrust.org/lisjan-history-and-territory>
- Sacred Land Film Project (from the SBE approved *Ethnic Studies Model Curriculum*) <https://sacredland.org>

DRAFT

Unit Five: Transformation, Change, and Action (Three Weeks)

This final unit will act as the capstone on how communities and individuals have moved from being subjects of history to agents of change. Students will learn about examples of how communities have resisted oppression through acts of self- and collective empowerment through mural making, school reform, activism around social services, and movements that improve their community. Students will address an issue in their community to research and propose a solution.

Essential Questions:

1. What role can you play both now and in the future?
2. What impact can students have on changing the course of history?
3. How does identity change over time? Where have we been and where are we going from here? (So what?)

Overarching Topics to Cover:

- Civic Action
- Protest
- Finding a Cause & Taking a Stance

Key Assignments:

- Community Action Project: Students will find an example in their community of a social issue that was transformed by collective organizing. In the process, they will identify a community organization that has been responsible for transformation and change around this specific social problem. They will summarize the issue, identify the community impacted by this issue, determine the key players in the issue's resolution, and show how a community came together to enact transformation, change, and understanding. This project will constitute the final assignment, and students will be responsible for presenting their findings. Suggestions include community activism around city planning, space, policing, environmental justice, and official histories of our city, county, state, and country. Organization and participation in a choice of campus or community activity/event. The event will highlight cultural and ethnic diversity of the student body and surrounding community.
 - Learning Outcome: Students will conduct research and participate in an activity that will demonstrate their understanding of ways in which communities enact change and transform individuals and society.

DRAFT