

MYP Ethnic Studies Year 4	UNIT 1	UNIT 2	UNIT 3	UNIT 4
Unit Title	Identity & Culture	Systems and Power	In progress Agency, Resistance, & Cooperation	In progress Reflection, Action, & Transformation
Duration	20 hours	15 hours		
Key Concept	Time, place, and space	Systems		
Related Concepts	Culture & Identity	Power		
Global Context	Identities & Relationships Focus Explorations: Identity Formation	Fairness and development Focus Explorations: - Inequality, difference, and inclusion - Power and privilege		
Statement of Inquiry	Identities are formed through many factors, internal and external, as well as influenced by the time, place, and space an individual exists.	Systems/institutions can uphold power and privilege and perpetuate inequality.		
MYP Subject Objectives	A - Knowing & Understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. C - Communicating ii. structure information and	A - Knowing & Understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. B - Investigating iii. use research methods to	Currently, all the Objectives are listed. Delete any you will not be covering A - Knowing & Understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. B - Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information	Currently, all the Objectives are listed. Delete any you will not be covering A - Knowing & Understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. B - Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information

	ideas in a way that is appropriate to the specified format D - Thinking Critically i. discuss concepts, issues, models, visual representation and theories iv. interpret different perspectives and their implications	collect and record relevant information C - Communicating i. communicate information and ideas using an appropriate style for the audience and purpose D - Thinking Critically i. discuss concepts, issues, models, visual representation and theories iv. interpret different perspectives and their implications	iv. evaluate the process and results of the investigation. C - Communicating i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. D - Thinking Critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications	iv. evaluate the process and results of the investigation. C - Communicating i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. D - Thinking Critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications
Approaches to Learning (ATL) Skills	<i>Thinking</i> - creative thinking - application of knowledge <i>Communication</i> - use appropriate forms of writing for different purposes and audiences <i>Self-Management</i> - use appropriate strategies for organizing complex information - select and use technology effectively and productively <i>Research Skills</i>	<i>Thinking</i> - creative thinking - application of knowledge <i>Communication</i> - use appropriate forms of writing for different purposes and audiences <i>Self-Management</i> - use appropriate strategies for organizing complex information - select and use technology effectively and productively	<i>Thinking</i> - <i>Social Skills</i> - <i>Communication Skills</i> - <i>Self-Management Skills</i> - <i>Research Skills</i> -	<i>Thinking</i> - <i>Social Skills</i> - <i>Communication Skills</i> - <i>Self-Management Skills</i> - <i>Research Skills</i> -

	- collecting, recording, and organizing data			
Content	Students will explore the many layers of identity, including race and ethnicity. They will examine the meanings of positionality and intersectionality to better understand the ways that gender, race, sexuality, class, nationality, and other facets of identity (identities) are constructed, how they affect lived experiences, and how these facets (identities) are upheld through institutions. This examination will include origin stories and migration experiences that contribute to the values, identities, and overall culture of a people. Inquiry Conceptual Questions: 1. What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance?	This unit will focus on the introduction of political, social/cultural, and economic systems that have existed in the past and continue, in some cases, into the present. Students will analyze issues of systems and power, including privilege. The unit will address specific local instances from across Southern California that exemplify the unit's concepts. Inquiry Conceptual Questions: 1. What institutions/systems create, sustain, and use power? impose, and maintain the dominant worldview(s) in the United States? 2. How is power used to make changes or maintain the status quo? 3. How does power affect inequality, differences between groups and individuals, and who is included or excluded? 4. How have power and privilege been used or abused (to uphold systems/institutions, benefit groups/individuals,		

	2. How do internal and external factors contribute to the shaping of identity and the choices we make? 3. What dilemmas arise when others view us differently than we view ourselves? 4. How is identity shaped and reshaped by our specific circumstances? 5. What does it mean to be indigenous, and how has the migration of people affected native communities both past and present? 6. How does migration affect the identities of individuals, communities, and nations?	disempower groups/individuals)?		
Summative Assessment Task(s)	Identity: Children's Book Students will develop a "children's book" on identity including concepts from the unit (such as race, ethnicity, nationality, class, gender, culture, origin, and migration) using the student's own identity or that of a celebrity from one of the four Ethnic Studies "foundational groups" (Native Americans/Indigenous people, African Americans,	Systems, Power, and Oppression Presentation Students will apply their knowledge of "systems and power" by creating a "broadside" poster, pamphlet, or Google Slides about an example of institutional oppression. In the assessment, students will include the following:	Community Action Project Students will research cultural issues that are affecting their local community. After the research process, they will create a proposal to resolve the issue. The students will create a poster board presentation that will identify the issue, provide a brief history, propose a solution, and will provide a desired outcome and identify any future complications. Learning Outcome: Students will conduct research and	

	Latin@s/Chican@s, Asian Americans/Pacific Islanders). Students can make a digital book using Google Slides or make a handmade analog/paper version. The book can be structured in the following format: - The book will have a cover with an image representing the person - Page 1 on the person's/person's family's geographic origins (and migration, if relevant) - Page 2 on the person's race and ethnicity - Page 3 on at least two aspects of the person's culture - Page 4 on sex and gender roles (optionally include sexual orientation and/or gender identity) - Page 5 on "special abilities" or what makes the person unique - Page 6 on interests and hobbies - Page 7 on privilege and challenges overcome (including how); and a "back	- An example of how a system or institution has misused or abused its power as it relates to a) a personal example from the student's lived experience, b) a historical example, <i>or</i> c) a specific contemporary example from the news. - Students will include a detailed description of the example chosen. - Students will explain how the example relates to the other three "I's" of the "Four I's of Oppression." - Students will also identify and explain the forms of oppression (such as racism, sexism, classism, xenophobia, homophobia, ageism, colorism, etc) that relate to the example they chose. - Students will describe the effects of the oppression, including any responses or reactions to the oppression. - Students will include a graphic representation of or related to the example of institutional oppression accompanied by a caption that explains the graphic (photo,	participate in a planning simulation that will demonstrate their understanding of ways they can become agents of change within their communities and society.	
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	cover” (or final slide) that summarizes the story in a way that would entice a prospective reader, but does not give all the details of the story. - Additional or substitute pages may include other information such as: age/generation, marital status (if on a celebrity), health, education... Teachers may modify the assignment to fit the needs/creativity of the class/student.	graph, chart, infographic, diagram. Teachers may modify the assignment to fit the needs/creativity of the class/student. The teacher may choose to have students present their assessments to the class. Extension: Students may visit each other’s assessment presentations and record what they learned from each presentation and/or evaluate their classmates’ work.		
<i>(CCSS or other standards)</i>	OUHSD Ethnic Studies Course Description	OUHSD Ethnic Studies Course Description		