

Scope and Sequence – NUSD K-8 DEI and High School Ethnic Studies

Kindergarten	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
Goals/Standards & Essential Questions Aligned by Grade Level	<p>Goals:</p> <ul style="list-style-type: none"> ● Explore self and family identities. ● Understand personal and family stories. <p>Questions:</p> <ul style="list-style-type: none"> ● Who am I? ● Who is in my family? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Recognize fairness and kindness. ● Identify kind and unkind behaviors. <p>Questions:</p> <ul style="list-style-type: none"> ● What is fairness? ● How can I be kind? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Understand simple conflicts and resolutions. ● Recognize basic problems and solutions in stories. <p>Questions:</p> <ul style="list-style-type: none"> ● What can we do when something is unfair? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Participate in group activities. ● Engage in simple cooperative activities. <p>Questions:</p> <ul style="list-style-type: none"> ● How can we work together?
	<p>K-1.1 Students have developed a positive sense of self by recognizing and valuing their identity, home language, and cultural traditions.</p> <p>K-1.2: Students can identify and describe their family members and their roles.</p> <p>K-1.3: Students explore and share aspects of their identities, such as name, culture, and traditions.</p>	<p>K-2.1: Students can recognize and discuss the concepts of fairness and kindness in interactions.</p> <p>K-2.2: Students can identify instances when rules are applied fairly or unfairly in stories.</p>	<p>K-3.1: Students can listen to and discuss stories about resolving simple conflicts.</p> <p>K-3.2: Students can identify actions, characters, and people that make situations fairer in narratives and non-fiction.</p>	<p>K-4.1: Students participate in class discussions about working together and helping others.</p> <p>K-4.2: Students engage in cooperative activities and can describe their roles.</p>

Grade 1	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
Goals/Standards & Essential Questions Aligned by Grade Level	Goals: <ul style="list-style-type: none"> • Understand community and local diversity. • Identify similarities and differences among people. Questions: <ul style="list-style-type: none"> • What makes us unique? • What do we have in common? 	Goals: <ul style="list-style-type: none"> • Learn about fairness and rules in community settings. • Understand basic rules and fairness. Questions: <ul style="list-style-type: none"> • Why do we have rules? • How do they help us? 	Goals: <ul style="list-style-type: none"> • Recognize efforts to resolve unfair situations. • Identify examples of problem-solving in stories. Questions: <ul style="list-style-type: none"> • How can we make things fair for everyone? 	Goals: <ul style="list-style-type: none"> • Participate in classroom responsibilities. • Take part in classroom jobs and responsibilities. Questions: <ul style="list-style-type: none"> • How can I help my class?
	<p>1-1.1: Students can describe and compare their traditions with their classmates.</p> <p>1-1.2: Students can identify aspects of their community’s cultural diversity.</p>	<p>1-2.1: Students can discuss examples of fairness and unfairness in familiar settings (e.g., playground).</p> <p>1-2.2: Students can identify kind and unkind behaviors and their impacts on others.</p>	<p>1-3.1: Students learn about individuals who helped others in their community through stories.</p> <p>1-3.2: Students discuss how story characters resolve problems and stand for fairness.</p>	<p>1-4.1: Students participate in simple classroom responsibilities and describe how these help the class.</p> <p>1-4.2: Students participate in group activities that promote cooperation and kindness.</p>

Grade 2	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
Goals/Standards & Essential Questions Aligned by Grade Level	Goals: <ul style="list-style-type: none"> Explore how different cultures contribute to communities. Recognize diverse cultural traditions. Questions: <ul style="list-style-type: none"> How do different cultures make our community special? 	Goals: <ul style="list-style-type: none"> Understand how people work together to make fair rules. Discuss examples of fairness in community stories. Questions: <ul style="list-style-type: none"> How can we work together to be fair? 	Goals: <ul style="list-style-type: none"> Learn about local heroes who made positive changes. Identify individuals who helped others in the community. Questions: <ul style="list-style-type: none"> Who are some people who have made our community better? 	Goals: <ul style="list-style-type: none"> Learn about local heroes who made positive changes. Identify individuals who helped others in the community. Questions: <ul style="list-style-type: none"> Who are some people who have made our community better?
	<p>2-1.1: Students can explore and present information about their family’s cultural traditions.</p> <p>2-1.2: Students identify and appreciate the cultural traditions of others in their community.</p>	<p>2-2.1: Students can discuss fairness and community rules, relating them to real-life situations.</p> <p>2-2.2: Students can identify examples of kindness and fairness in community stories and their significance.</p>	<p>2-3.1: Students recognize and discuss local heroes who contributed positively to the community.</p> <p>2-3.2: Students can identify actions taken by community members to address unfair situations.</p>	<p>2-4.1: Students participate in community improvement activities (e.g., class garden) and explain their impact.</p> <p>2-4.2: Students participate in class projects that benefit the school or community.</p>

Grade 3	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Study diverse cultural histories and contributions. ● Analyze local and state historical events and their impacts. <p>Questions:</p> <ul style="list-style-type: none"> ● How have different cultures contributed to our state's history? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Discuss the impact of historical power structures on communities. ● Identify historical events that affected various groups. <p>Questions:</p> <ul style="list-style-type: none"> ● How have historical events changed people's lives? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Learn about movements and people who fought for equality. ● Study individuals and groups who worked for fairness. <p>Questions:</p> <ul style="list-style-type: none"> ● Who has stood up for fairness and equality in history? 	<p>Goals:</p> <ul style="list-style-type: none"> ● Engage in projects that reflect historical contributions. ● Create projects about local historical figures and events. <p>Questions:</p> <ul style="list-style-type: none"> ● How can we honor people who helped make history?
	<p>3-1.1: Students investigate and share the contributions of various cultural groups in their local community.</p> <p>3-1.2: Students analyze how cultural diversity has influenced local traditions and celebrations.</p>	<p>3-2.1: Students explore historical events that have affected their community and discuss their impacts.</p> <p>3-2.2: Students can discuss how local rules and policies have changed to become more fair.</p>	<p>3-3.1: Students identify and describe local figures who have fought for justice and equality.</p> <p>3-3.2: Students can analyze how local movements and leaders have worked to resolve community issues.</p>	<p>3-4.1: Students create and present projects about local historical figures who promoted fairness and equality.</p> <p>3-4.2: Students engage in community service activities related to their historical studies (e.g., cleanup, awareness campaign).</p>

Grade 4	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Understand how historical and cultural events shape communities. • Examine state and national historical events and their influences. <p>Questions:</p> <ul style="list-style-type: none"> • How have historical events shaped our community and state? 	<p>Goals:</p> <ul style="list-style-type: none"> • Analyze how power and privilege have affected different groups. • Identify the effects of historical power dynamics on various communities. <p>Questions:</p> <ul style="list-style-type: none"> • How have power and privilege shaped our state’s history? 	<p>Goals:</p> <ul style="list-style-type: none"> • Study historical examples of resistance against unfair practices. • Analyze movements and individuals advocating for change. <p>Questions:</p> <ul style="list-style-type: none"> • Who in our state's history has worked for change? 	<p>Goals:</p> <ul style="list-style-type: none"> • Participate in community service projects related to historical learning. • Engage in service projects connected to historical themes. <p>Questions:</p> <ul style="list-style-type: none"> • How can we use what we've learned to help our community today?
	<p>4-1.1: Students examine and report on state historical events that shaped cultural identities.</p> <p>4-1.2: Students explore how different cultural groups have contributed to the development of their state.</p>	<p>4-2.1: Students can analyze historical power dynamics in their state and their effects on various communities.</p> <p>4-2.2: Students can discuss historical events where state laws and practices impacted different groups unfairly.</p>	<p>4-3.1: Students research and present on individuals and movements that challenge state injustices.</p> <p>4-3.2: Students can analyze the outcomes of state-level efforts to address unfair practices.</p>	<p>4-4.1: Students participate in state-focused projects that connect historical knowledge with community action (e.g., advocacy for a local issue).</p> <p>4-4.2: Students engage in activities that reflect lessons learned from state history about fairness and justice.</p>

Grade 5	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
Goals/Standards & Essential Questions Aligned by Grade Level	Goals: <ul style="list-style-type: none"> ● Explore the formation of national identity through diverse contributions. ● Study national historical events and their effects on identity. Questions: <ul style="list-style-type: none"> ● How have different cultures and events shaped our national identity? 	Goals: <ul style="list-style-type: none"> ● Understand how historical power dynamics influenced the nation. ● Analyze the impact of power structures in U.S. history. Questions: <ul style="list-style-type: none"> ● How have power and privilege affected different groups in U.S. history? 	Goals: <ul style="list-style-type: none"> ● Learn about national movements for justice and equality. ● Study individuals and groups who fought for change in U.S. history. Questions: <ul style="list-style-type: none"> ● Who has worked for justice and equality in our nation's history? 	Goals: <ul style="list-style-type: none"> ● Engage in projects that reflect historical change and activism. ● Create projects about national historical figures and movements. Questions: <ul style="list-style-type: none"> ● How can we honor those who have worked for national change?
	<p>5-1.1: Students study and report on how national historical events have shaped American cultural identities.</p> <p>5-1.2: Students can analyze the contributions of various ethnic groups to the nation's history and culture.</p>	<p>5-2.1: Students examine the effects of national power structures and policies on different groups.</p> <p>5-2.2: Students can discuss how national laws and practices influenced the experiences and opportunities of marginalized communities.</p>	<p>5-3.1: Students research national figures and movements that fought against oppression and for equality.</p> <p>5-3.2: Students can analyze strategies used in national movements to address injustice.</p>	<p>5-4.1: Students develop projects about national historical movements and their relevance to current social justice issues.</p> <p>5-4.2: Students engage in activities that promote understanding and appreciation of national contributions to cultural diversity.</p>

Grade 6	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<p>Goals:</p> <ul style="list-style-type: none"> Analyze the development of cultural identities in ancient civilizations. Study the origins and contributions of ancient societies. <p>Questions:</p> <ul style="list-style-type: none"> How did ancient civilizations shape their cultural identities? 	<p>Goals:</p> <ul style="list-style-type: none"> Examine the power structures in ancient societies. Identify the effects of power and privilege in ancient civilizations. <p>Questions:</p> <ul style="list-style-type: none"> How did power and privilege affect people in ancient times? 	<p>Goals:</p> <ul style="list-style-type: none"> Understand how individuals and groups resisted oppression in ancient times. Analyze examples of resistance and reform in ancient societies. <p>Questions:</p> <ul style="list-style-type: none"> How did people in ancient civilizations stand up against oppression? 	<p>Goals:</p> <ul style="list-style-type: none"> Discuss how ancient principles of justice and governance influence modern ideas. Compare ancient and modern concepts of justice and civic responsibility. <p>Questions:</p> <ul style="list-style-type: none"> What can we learn from ancient societies about civic responsibility?
	<p>6-1.1: Students explore ancient civilizations' cultural identities and contributions.</p> <p>6-1.2: Students can analyze how ancient societies' cultural practices influenced their development and legacy.</p>	<p>6-2.1: Students study power dynamics and social hierarchies in ancient civilizations and their impacts.</p> <p>6-2.2: Students can discuss how privilege and oppression were manifested in ancient societies.</p>	<p>6-3.1: Students research examples of resistance against oppressive systems in ancient times.</p> <p>6-3.2: Students can analyze how individuals and groups in ancient societies sought to create change.</p>	<p>6-4.1: Students create projects comparing ancient principles of justice with modern ideas.</p> <p>6-4.2: Students can discuss how lessons from ancient resistance can inform modern advocacy for justice.</p>

Grade 7	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Explore cultural and social developments in medieval and early modern times. • Understand cultural influences from medieval and early modern societies. <p>Questions:</p> <ul style="list-style-type: none"> • How did culture and society develop during medieval and early modern times? 	<p>Goals:</p> <ul style="list-style-type: none"> • Analyze the dynamics of power and oppression in medieval and early modern societies. • Examine the impact of social hierarchies, feudal systems, and colonial practices. <p>Questions:</p> <ul style="list-style-type: none"> • How did power and privilege shape medieval and early modern societies? 	<p>Goals:</p> <ul style="list-style-type: none"> • Study examples of resistance against oppressive systems in medieval and early modern times. • Identify movements and figures who challenged power structures during these periods. <p>Questions:</p> <ul style="list-style-type: none"> • Who resisted oppression, and how did they seek to change medieval and early modern society? 	<p>Goals:</p> <ul style="list-style-type: none"> • Investigate how historical figures from these periods influenced modern concepts of social justice. • Analyze the legacy of resistance movements and their impact on contemporary views of justice. <p>Questions:</p> <ul style="list-style-type: none"> • What lessons from medieval and early modern resistance can be applied to today's efforts for social justice?
	<p>7-1.1: Students explore cultural and social developments in medieval and early modern societies. 7-1.2: Students can analyze the influences of medieval and early modern practices on modern cultures.</p>	<p>7-2.1: Students study medieval and early modern societies' power structures and social hierarchies. 7-2.2: Students can discuss the impacts of feudal systems, colonial practices, and early state policies on various groups.</p>	<p>7-3.1: Students identify and study figures and movements that resisted oppression in medieval and early modern times. 7-3.2: Students can analyze the outcomes and strategies of historical resistance against medieval and early modern power structures.</p>	<p>7-4.1: Students investigate how historical figures from these periods influenced modern social justice concepts. 7-4.2: Students engage in projects reflecting medieval and early modern influences on today's efforts for equality and justice.</p>

Grade 8	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<p>Goals:</p> <ul style="list-style-type: none"> Examine the formation of cultural and national identities in the context of U.S. history up to Reconstruction. Explore how diverse groups contributed to the development of American society. <p>Questions:</p> <ul style="list-style-type: none"> How did different cultural and social groups contribute to the formation of American identity? 	<p>Goals:</p> <ul style="list-style-type: none"> Analyze the effects of power structures and institutionalized oppression in early U.S. history. Study the impact of laws, policies, and social practices on various groups, including Native Americans, African Americans, and immigrants. <p>Questions:</p> <ul style="list-style-type: none"> How did power and privilege influence the experiences and opportunities of different groups in early American history? 	<p>Goals:</p> <ul style="list-style-type: none"> Learn about the efforts and movements that challenged oppression and sought justice in early American history. Identify key figures and movements in the fight for rights and equality, such as abolitionists and early civil rights activists. <p>Questions:</p> <ul style="list-style-type: none"> Who resisted oppression in early U.S. history, and what strategies did they use? 	<p>Goals:</p> <ul style="list-style-type: none"> Engage in projects that connect historical events and movements to current social justice issues. Develop and present projects that draw parallels between historical resistance and contemporary advocacy efforts. <p>Questions:</p> <ul style="list-style-type: none"> How can the struggles and successes of historical movements inform our actions for social justice today?
	<p>8-1.1: Students examine the formation of cultural and national identities in the context of U.S. history up to Reconstruction.</p> <p>8-1.2: Students can analyze the contributions of various cultural and social groups to the development of American identity.</p>	<p>8-2.1: Students study the effects of power structures and institutionalized oppression in early U.S. history.</p> <p>8-2.2: Students can discuss the impact of laws, policies, and social practices on marginalized groups in early American history.</p>	<p>8-3.1: Students research early U.S. movements and figures who challenged oppression and sought justice.</p> <p>8-3.2: Students can analyze the strategies and outcomes of early American resistance movements, such as abolitionists, suffragists, and early labor movements.</p> <p>8-3.3: Students can evaluate how resistance efforts in</p>	<p>8-4.1: Students develop and present projects connecting historical resistance movements to current social justice efforts, emphasizing continuity and change.</p> <p>8-4.2: Students participate in community service or advocacy projects inspired by historical figures or movements they have studied.</p>

			early American history contributed to broader social and political changes.	8-4.3: Students articulate how lessons from early American history can be applied to advocate for justice and equality in their communities today.
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High School Ethnic Studies Course	Identity, Origins, and Culture:	Power, Privilege, and Oppression	Resistance and Liberation	Action
<p>Goals/Standards & Essential Questions Aligned by Grade Level</p>	<ul style="list-style-type: none"> ● Exploration of personal and cultural identities. ● Analysis of the factors shaping identity. ● Projects: Personal identity presentations, cultural heritage research. 	<ul style="list-style-type: none"> ● Examination of historical and contemporary systems of power. ● Analysis of how oppression manifests through the Four I's. ● Projects: Case studies on institutional oppression, impact analyses of specific laws. 	<ul style="list-style-type: none"> ● Study of movements and strategies for social justice. ● Construction and analysis of counternarratives. ● Projects: Research on historical resistance movements and counternarrative creation. 	<ul style="list-style-type: none"> ● Engagement in civic activities and advocacy. ● Development of projects for community engagement. ● Projects: Civic action plans, collaborative social justice initiatives.
<p>1. How have historical and contemporary systems of power and oppression shaped the identities, experiences, and opportunities of diverse ethnic and cultural groups?</p> <p><i>Rationale:</i> This question encourages students to critically examine the impact of systemic power structures on various groups, fostering an understanding of how history, policy, and societal norms influence identity and inequality.</p> <p>2. How can we construct and amplify</p>	<p>HS-1.1 Students develop a positive self-image by understanding and appreciating their multifaceted identities and acknowledging and valuing their roles within diverse societal groups.</p> <p>HS-1.2. Students gain the skills and knowledge to respectfully and accurately articulate the similarities and differences in identities, recognizing the complexities within their own and others' identity groups</p> <p>HS-1.3 Students can analyze and explain the personal, cultural, political, and historical influences shaping their and others' identities, fostering a deeper understanding of the interconnections between various identity groups.</p>	<p>HS-2.1 Students can critically analyze how dominant narratives (often rooted in stereotypes) shape perceptions and interactions among various identity groups.</p> <p>HS-2.2 Students can analyze situations using the Four I's of Oppression—internalized, interpersonal, institutional, and ideological—focusing on understanding institutional oppression.</p> <p>HS-2.3 Students can articulate how laws, practices, and institutions have historically influenced and continue to affect the rights of individuals based on their identity groups.</p> <p>HS-2.4 Students can</p>	<p>HS-3.1 Students can construct and share counter-narratives that reflect aspects of their identities through their personal experiences, challenging dominant narratives.</p> <p>HS-3.2 Students can recognize and articulate the positive aspects of their community and culture, as well as those of others, fostering mutual respect and appreciation.</p> <p>HS-3.3 Students can analyze the background and impact—both beneficial and detrimental—of organizations, groups, or movements that have advocated for social justice and liberation.</p> <p>HS-3.4 Students can assess</p>	<p>HS-4.1 Students understand the importance of civic engagement.</p> <p>HS-4.2 Students can build meaningful connections with others by demonstrating empathy, respect, and a genuine understanding of diverse perspectives and experiences.</p> <p>HS-4.3 Students can effectively articulate specific demands for justice related to societal issues, addressing appropriate audiences or power-holders.</p> <p>HS-4.4 Students can collaborate with individuals from</p>

<p>counternarratives to challenge dominant stereotypes and promote social justice and equity for marginalized communities?</p> <p><i>Rationale:</i> This question prompts students to think about the role of storytelling and representation in combating stereotypes, highlighting the importance of diverse perspectives in advancing social justice.</p> <p>3. How can individuals and communities leverage their cultural knowledge and histories to advocate for change and build more inclusive, equitable societies?</p> <p><i>Rationale:</i> This question focuses on the practical application of ethnic studies, encouraging students to explore how cultural understanding and historical awareness can be powerful tools for advocacy and societal transformation.</p>		<p>evaluate the impact of laws, practices, and institutions on economic inequality, identifying how they have worsened or reduced inequities.</p> <p>HS-2.5 Students understand that power can be redistributed through financial and social-political means.</p>	<p>and critique strategies and philosophies used by marginalized groups to advocate for societal change and liberation.</p>	<p>diverse backgrounds to design and execute collective actions promoting diversity, equity, inclusion, justice, and peace.</p>
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(Last Updated July 5, 2024 Donja Harding - dharding@natomasunified.org)