

Ethnic Studies & HSS Essential Skills Targets

What is it we expect students to learn?				
<b>MOST ESSENTIAL</b> (guaranteed to be taught/practiced/assessed during the year)	<b>Prerequisite skill:</b> <i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this skill set?</i>	<b>Content:</b> <i>When &amp; how will these skills be aligned to the historical content?</i>	<b>Rigor:</b> <i>What does proficient student work look like? Example or description</i>	<b>Assessment:</b> <i>What assessments will be used to measure student mastery?</i>
<b><u>Ethnic Studies Disciplinary Thinking &amp; Working:</u></b>  <b><u>Guiding Principles:</u></b> <ul style="list-style-type: none"><li>- 1. <i>Cultivate</i> empathy, community actualization, cultural perpetuity, self-worth, self- determination, and the holistic well-being of all participants, especially Native People/s and people of color;</li><li>- 2. <i>Celebrate</i> and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;</li><li>- 3. <i>Center</i> and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;</li><li>- 4. <i>Critique</i> empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;</li><li>- 5. <i>Challenge</i> imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;</li><li>- 6. <i>Connect</i> ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;</li><li>- 7. <i>Conceptualize</i>, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.</li><li>- <i>(note: the double helix of Ethnic Studies is interwoven throughout these 7 guiding principles of Ethnic Studies teaching, which also reflect addressing the four macrosales of Ethnic Studies in praxis).</i></li></ul>				
<b><i>Holistic Humanization:</i></b> <ul style="list-style-type: none"><li>- We humanize, with healing compassion, belongingness, dignity, life, love, unity, reciprocity, interdependence, collectivism, solidarity, mutual respect.</li><li>- We each, all, have important <i>narratives, stories, voices</i> to share.</li><li>- We are <i>terrestrial/spatial/cosmic</i> (related to land, cosmos, and spacetime).</li><li>- We are <i>intergenerational/herstorical/temporal</i> (related to timespace).</li><li>- We are <i>intersectional</i> and related to power, as such, our full holisticness considers our race, ethnicity, class, gender, sexuality, ability, age, and more.</li><li>- We are <i>cultural</i>, on both surface levels and deepers levels, and we have <i>community cultural wealth</i>.</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Humanization</li><li>• Narrative</li><li>• counternarrative</li><li>• Intersectional</li><li>• Holistic</li><li>• Race</li><li>• Ethnicity</li><li>• Class</li><li>• Gender</li><li>• Pan (Panethnic, Pan-African)</li><li>• Indigeneity</li><li>• E.N.R.I.C.H.</li><li>• Culture</li><li>• Multiple intelligences?</li></ul> <b>Prior Knowledge:</b> <ul style="list-style-type: none"><li>• Lived experiences</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Contextualization</li><li>• Summarizing</li><li>• Teaching students how to use drawing programs in google</li></ul> <a href="#">RH-4 Determine the meaning of words and phrases as they are used in a text, including</a>	<b>E.N.R.I.C.H-ment Activity:</b> <p>In <b>Unit One</b> students will partake in a discussion and interrogation of their various identities. Using the acronym <b>E.N.R.I.C.H.</b> (ethnicity, nationality, race, identity, culture and heritage) students will examine the epistemologies and social construction that inform social categorizations. This activity humanizes, honors, and centers ALL our identities and helps students understand the <b>intersectionality</b> of their identities.</p> <b>Intersectional Rainbows:</b> <p>Similarly to the ENRICHment activity, this <b>Unit One</b> exercise allows for students to process and examine their varied identities. Students are each provided with different colored yarn which correspond to: gender, race, class, ethnicity, sexual orientation, beliefs, nationality, ability, age, etc. Students then rank their strings of yarn in order of importance to them. This activity allows for students to then compare and contrast their various rainbows and delve further into the concept of <b>intersectionality</b> and <b>humanization</b>.</p> <b>Lotería Card Project:</b> <p>In this <b>Unit One</b> project, students examine the <b>narratives</b> put forth in the popular Mexican bingo game, lotería. After engaging in a thorough <b>critique</b> of its tropes and its messaging, students create a <b>social justice oriented counter-narrative</b> by illustrating their own lotería card. Students will also accompany their illustration with a written critique of lotería narratives, an</p>	<p>The students will be able to share their stories of who they are by <b>evaluating, distinguishing, and explaining</b> what makes up their <b>intersectional identities</b>, including their <b>ancestral influences</b>. (ES-FW 3.1.4, 3.1.8)</p> <p>Students will describe how they are connected to each other within various <b>contexts</b> and how they are connected to the past. Activities such as the ENRICHment map, Intersectional Rainbow and Loteria Card Project will require <b>critical analysis</b> that is <b>personal</b>, backed by a <b>historicized, holistic</b> perspective, and is <b>humanizing</b>.</p> <p>The students will be able to use <b>maps</b>, satellite images, photographs, or other <b>multimedia representations</b> to explain <b>relationships</b> between the locations of places and resources and their <b>political,cultural, and economic dynamics</b>. (ES-FW 3.1.7, C3: D2.Geo.2.9-12.)</p>	<p>Counter-narrative sharing their stories, narratives, voices</p> <p><b>The Summative Assessment for Unit One</b>, students will write a 5 paragraph reflective essay focusing on various forms of <b>identity and intersectionality</b> in an educational context. Students will write a response to the following prompt: <i>What has been the most influential force in developing your educational identity? How do the concepts of <b>identity, intersectionality, socialization, and self determination</b> relate to who you currently are and who you hope to be in the future?</i></p>

	<p>vocabulary specific to domains related to history/social studies.</p>	<p>analysis of the importance of counter-narratives, and an introduction to their illustration. This creative expression and deep, personal analysis seeks to humanize and center the labels that have historically been ascribed to marginalized communities.</p> <p><b>Community Asset/Challenge Map:</b> Students will explore their local <b>communities</b> to <b>identify</b> the <b>assets</b> within them for this <b>Unit Two</b> activity. Community assets could include organizations, institutions, or any manner of collective or individual resources, activities, or perceptions of community that positively impact daily life for residents and the broader ecosystem. Students will create an <b>interactive</b> and <b>multimedia map</b> or equivalent geospatial representation that expresses an asset based analysis of the space students live and learn in. Students will also include a <b>critical analysis</b> of <b>equity challenges</b> juxtaposed to the assets on their community map representation. Student created maps can be both individually created or collaboratively constructed as a class.</p> <p><b>"The Revolution Starts With Me" - Recipes, Rituals, Remedies &amp; Resources for Self Care:</b> In this Unit One activity, students curate recipes, rituals, remedies, and resources for self-care. They recognize the extra labor that is required of marginalized communities simply for existing in this world. Students view self-care as self-preservation and self-determination, thus personalizing their own remedies and healing. Students build the tools necessary to identify how trauma, stress, and burnout affects marginalized communities at multiple levels (including individual, community, institutional, systemic, and generational), and to develop personalized “Recipes, Remedies, Rituals, and Resources” for self-preservation.</p> <p><b>Letter From an Elder:</b> In this <b>Unit One</b> activity, students write a letter to themselves from the perspective of a chosen elder. In that letter, their “elder” imparts wisdom and <b>ancestral knowledge</b>. Students reflect on the <b>cuentos</b>, <b>dichos</b>, and <b>remedios</b> that have served their family and share with their peers. They then create a <b>collective mix of elder wisdom</b> and ancestral knowledge which <b>humanizes</b> and validates their <b>familial epistemologies</b>.</p>	<p>Students will use various <b>disciplinary</b> lenses and <b>domain specific vocabulary</b> to include a <b>critical analysis</b> of <b>equity challenges</b> in relation to the assets on their representational community maps. (ES-FW 3.1.7, C3:D4.6.9-12)</p>	
<p><b>Critical Consciousness:</b></p> <ul style="list-style-type: none"><li>- We bear witness to, and stand against, negativity, oppression, and dehumanization</li></ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Master Narrative</li><li>• Meritocracy</li><li>• Color-blindness</li><li>• Explicit and implicit biases</li></ul>	<p><b>Immigration Story Book:</b> In this <b>Unit Two</b> activity, students document the migration journey of a relative (or chosen family member). This activity takes place after a deep analysis of the <b>immigration system</b>, particularly as it pertains to <b>power</b>, <b>population</b>, and <b>control</b>.</p>	<p>Students will analyze the current narrative and systems of power. They will be able to construct precise and knowledgeable arguments to challenge that narrative with evidence from</p>	<p><b>The Summative Assessment for Unit Two</b>, students will engage in a project based learning experience designed</p>

<ul style="list-style-type: none"><li>- We critique the “master narrative,” claims of neutrality and complete objectivity, essentialism, reductionism, “color-blindness,” and “meritocracy,” and we highlight narratives emerging from historically marginalized and invisibilized standpoints, epistemologies, perspectives, and worldviews.</li><li>- We name and confront systems and problems of power, privilege, and oppression at multiple intersections of social identity.</li><li>- We interrogate ideological, institutional, interpersonal, and internalized levels of privilege and oppression.</li><li>- We engage in reflection, cycles of critical praxis, and transformational resistance, and we are action oriented in working toward solutions to the problems we name.</li><li>- We cultivate critical hope, creation, and self-determination.</li></ul>	<ul style="list-style-type: none"><li>• Privilege</li><li>• Oppression</li><li>• Marginalized</li><li>• Epistemology</li><li>• Critical Lens (perspective)</li><li>• Equality/Equity/Justice</li><li>• Ideological, institutional, interpersonal, and internalized levels of privilege and oppression</li><li>• Self-determination</li><li>• Settler colonialism</li><li>• Autoethnographic research</li><li>• stereotypes</li></ul> <p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"><li>• Lived experiences</li><li>• Master narrative</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Reflection</li><li>• Questioning</li><li>• Analysis</li><li>• Close reading</li><li>• Identifying bias</li><li>• Sourcing</li><li>• Corroboration</li><li>• Analysis of non-textual primary sources</li><li>• Identifying multiple cause and effects</li></ul> <p>RH- 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, authors for how they treat the same or similar historical event or issue by assessing the inclusion or avoidance of particular facts).</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Actualization</li><li>• Cultural perpetuity</li><li>• Patriarchy</li><li>• Paternalism</li><li>• Marginalized</li><li>• People of color</li><li>• Cisheteropatriarchy</li><li>• Ideological</li><li>• Interpersonal</li><li>• Institutional</li></ul>	<p>Students are tasked with interviewing a migrant and contextualizing their migration within the bigger picture of <b>human migration</b> and <b>border politics</b>. After students have interviewed and documented the migration journey they create a <b>narrative</b> in the form of a children’s book. This book serves as a <b>critical, loving testimony</b> of their interviewee’s story and journey.</p> <p><b>Critical Media Analysis Report:</b> Students will choose a local, national, or global current event and analyze different media outlets and perspectives on an event for this <b>Unit Three</b> activity. With an emphasis on evaluation of source <b>credibility, bias, narrative framing,</b> and <b>analysis</b> of the <b>broader dominant narratives</b> at work, students will write a comparative analysis of the sources they choose to examine. The report will include their own assertions and commentary on the event and its significance to their own lives.</p> <p><b>“Grasping at the Root” School-to-Prison Pipeline / Prison-Industrial Complex Analysis:</b> In this <b>Unit Three</b> activity, students will conduct a <b>comparative analysis</b> of the <b>school-to-prison pipeline</b> and <b>prison-industrial complex</b> by “grasping at the root” of these two phenomena. Students will examine the historical origins of these trends and survey the <b>hegemonic structure</b> they seek to establish.</p> <p><b>Ideal School Project:</b> Students will <b>collectively</b> design an “ideal school” for this <b>Unit Three</b> project. They will provide an in-depth analysis of <b>Paolo Freire’s “10 tenants of the banking model of education”</b> and will curate <b>new guidelines</b> for a <b>liberatory, humanizing</b> education. Students will <b>assess</b> student-staff relations, <b>social stratification</b> in learning <b>institutions</b> and disciplinary methods in schools.</p> <p><b>Mock Trial, Mexican Repatriation:</b> In this <b>Unit Three</b> exercise, students conduct a mock <b>trial</b> in which they charge various persons, <b>institutions,</b> and organizations in the illegal <b>mass deportation</b> of Mexicans, Mexican-Americans, and American citizens of Mexican descent during The Great Depression. Using a <b>critical, historicized</b> lens, students examine the <b>socio-political motives</b> of this racial expulsion and assess the consequences suffered by marginalized communities in East Los Angeles.</p>	<p>cross-textual analysis and provide solutions for societal problems created by the current narrative and systems of power. (ES-FW 3.2.2, 3.2.3, C3: D2.6.9-12, D4.1.9-12)</p> <p>Immigration story: (ES-FW 3.1.9, 3.2.5, 3.2.4, 3.2.6, C3: D2.Geo.7.9-12)</p> <p>Students will evaluate and address public policies in terms of intended and unintended outcomes, and related consequences. (ES-FW 3.2.6, C3: D2.Civ.13.9-12)</p>	<p>to collect and synthesize <b>local &amp; community histories</b> lost or <b>misrepresented</b> throughout time due to the impacts of <b>settler colonialism</b>. Students will engage in methods that expose them to <b>historical investigation</b> and <b>autoethnographic research</b> through databases, open web queries, archives, oral histories, and interviews. This project will be a student led inquiry into their <b>ancestral legacy and community</b>. This final project can present in a variety of mediums where students develop academic, technical, and artistic skill sets in the completion and demonstration of their learning.</p> <p><b>The Summative Assessment for Unit Three,</b> the students will attempt to synthesize their understanding of the <b>power of dominant narratives throughout history</b> and current day mass media platforms and their importance in reproducing <b>stereotypes</b> that impact <b>social policy and perception</b>. Students will choose a single narrative about a historical event or stereotype about a group in society that they have been affected by and write a reflective essay examining their biases and actions. They will be encouraged to pose <b>alternative</b></p>
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	<ul style="list-style-type: none"> <li>Internalized</li> <li>Resistance</li> <li>Capital (and forms of capital)</li> <li>post-imperial</li> </ul> <p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Lived experiences</li> <li>5th-8th grade history (indigenous peoples)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Conducting research</li> <li>Close-reading</li> </ul> <p>WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes</p>	<p><b>Art As Resistance:</b> In this <b>Unit Four</b> activity, students will survey <b>resistance art</b> created by <b>scholar-activists</b>, <b>organizers</b>, and <b>creatives</b>. This can take the form of graffiti, songs, <i>actos</i>, and other pieces created to resist oppression, call attention to injustice, and foster critical consciousness. Students will survey this art <b>juxtaposing</b> the “<b>four I’s of oppression</b>” with a <b>liberatory</b> and <b>regenerative framework</b>.</p> <p><b>Cultural Pop-Up Book Project:</b> After reading and analyzing a self chosen work of underrepresented, <b>misrepresented</b>, or <b>banned cultural literature</b>, students will create a <b>popup book</b> that analyzes and celebrates their own shared <b>heritage</b> with that of the author. This <b>Unit Four</b> project asks that students center their book on a historical and literary analysis of a chosen text. Students will construct pop up books that speak to the ways in which this literature has <b>survived</b> and <b>thrived</b> in <b>marginalized cultural spaces</b>. Students will be encouraged to draw upon their own experiences and family/cultural traditions to construct a pop up book that celebrates their own “funds of knowledge” and communicates an empowered narrative.</p>		<p><b>explanations</b> and questions to help them imagine a more <b>complex narrative that is more informed by research and first hand experience</b> with an intention to understand and value real or perceived differences.</p>
<b>Traditional HSS Thinking &amp; Working:</b>				
<p><b>Chronological &amp; Spatial Thinking</b></p> <ul style="list-style-type: none"> <li>I can explain how one event led to another</li> <li>I can create a timeline of events or periods of time</li> <li>I can analyze how one events leads to another</li> <li>I can identify how geography and the environment impact history.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Geography</li> <li>Environment</li> <li>Indigeneity</li> </ul> <p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Lived experiences</li> <li>Geography of the continents and nations</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sequencing events</li> <li>Reading a map</li> <li>Compare and Contrast</li> <li>Analysis</li> <li>Close Reading</li> <li>Contextualization</li> </ul> <p>RH 3. Identify key steps in a text’s</p>	<p>In <b>Unit One: Indigeneity &amp; Active Roots (Past, Present, Futurity)</b>, students will <b>interrogate the power of time and place</b> as a means to create context of the present.</p> <p><b>Place Based Oral History:</b> In this <b>Unit Two</b> assignment, students will identify a family or community member to <b>interview</b>. Through this assignment, students will create interview questions that apply an Ethnic Studies <b>framework</b> to compare &amp; contrast their interviewee’s struggles and successes. Students will utilize multimedia technology, and leverage <b>analytical reading</b> and <b>writing</b> skills to help <b>situate</b> the <b>lived experience</b> of a community member within the <b>context of local history</b>. Students will learn and demonstrate historical thinking and narrative writing practices. These oral histories can be collected and connected to the community maps assignment. Collaborative opportunities with local historical societies, libraries, or archives are encouraged to be explored to assist students in the development of these oral histories.</p>	<p>The student will be able to explain how things like colonization have led to current power structures and systems of oppression.</p> <p>...what has led to hegemony, our current identities, inequality, etc.  ...how geography affects border relations and immigration  -dust bowl, stock market crash, repatriations  -the great migration</p>	<p>Create a timeline</p>

	description of a process related to history/social studies a text (e.g., how a bill becomes law, how interest rates are raised or lowered).			
<b>Research, Evidence, and Point of View</b> <ul style="list-style-type: none"><li>- I can assess the credibility of primary and secondary sources</li><li>- I can identify the many historical points of view of a particular event, development, or era.</li><li>- I can provide an explanation for why the evidence I provided supports my own historical conclusion</li><li>- I can create social science inquiry questions.</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Primary source</li><li>• Secondary source</li><li>• Point of view</li><li>• Historical conclusion</li></ul> <b>Prior Knowledge:</b> <ul style="list-style-type: none"><li>• Lived experiences</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Sourcing</li><li>• Citing evidence</li><li>• Corroboration</li><li>• Argumentation</li></ul> RH-1. Cite specific textual evidence to support analysis of primary and secondary sources	Throughout the course, students will consider the multiple perspectives of history and the intersectionality of historical trends, topics, and themes. This will take the form of comparative analysis, de-centering a solely Eurocentric view, and  <b>Mock Trial, Genocide of Native Californians:</b> This activity is similar to the well known, “Columbus on Trial” lesson sequence, and could be expanded into “Colonialism on Trial” mini unit. In <b>Unit Two</b> , students conduct a mock trial in which they charge various persons implicated in the crime of <b>genocide</b> against <b>Native Californians</b> . This activity focuses on <b>systems of oppression</b> , using the <b>Spanish mission system</b> as an example. Students use the language of the <b>United Nations</b> Universal Declaration of Human Rights (UNUDHR) as a guideline.	The students are able to develop their own research question and develop a plan for investigating and answering their compelling research question and supporting questions. (C3: D1.5.9-12.)  They are able to identify reliable sources and even conduct surveys, interviews, or analyze databases. (D1.5.9-12?)  They will cite multiple sources of evidence from their research. They should be able to analyze the evidence and create an argument or conclusion and solution based on that evidence.  They will present/share their argument and solutions by applying a range of deliberative and democratic strategies and procedures to cultivate critical solidarities, make decisions and take action in their classrooms, schools, and out-of-school civic contexts (ES-FW 3.2.7, 3.2.8, 3.2.9, C3: D4.8.9-12	<b>In the Summative Assessment for Unit Four</b> , the students will engage in a self determined <b>action research</b> project that centers on a local issue of importance. Students will draw on their semester’s work of collecting <b>local stories</b> and identifying <b>community issues</b> to design an <b>action plan</b> to address one of their main concerns. Students will utilize a <b>participatory action research methodology</b> to design awareness and/or solutions to a specific community concern. This campaign will be <b>shared beyond the classroom</b> and will offer students opportunities to <b>act with agency</b> in local spaces and <b>critically reflect</b> on their experiences.
<b>Historical Interpretation</b> <ul style="list-style-type: none"><li>- I can understand that narratives in history can change with new information.</li><li>- I can identify the different types of power and how differences in power lead to inequality</li><li>- I can analyze the relationship of power within a historical event, time period, or culture.</li><li>- I can explain the short-term and long-term impacts of certain historical events</li><li>- I can identify the different types of power and how differences in power lead to inequality</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Narrative</li><li>• Power</li><li>• Inequality</li><li>• Culture</li></ul> <b>Prior Knowledge:</b> <ul style="list-style-type: none"><li>• Lived experiences</li><li>• Previous time periods</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Close reading</li><li>• Citing Evidence</li><li>• Argumentation</li><li>• Compare and Contrast</li><li>• Analysis</li><li>• Summarizing</li></ul>	This will happen as the students critique the current narrative given the evidence in counternarratives -Students will analyze how past events contribute to current lived experiences	The students will understand and describe the current narratives, find and present new information based on their own or other’s research plus their own lived experiences to create a counter-narrative. The students will analyze the evidence to explain how power changes and the causes that led to inequality. The students will be able to situate themselves in history and understand their place now given what has happened in the past.	Counter-narrative

<ul style="list-style-type: none"><li>- I can analyze the relationship of power within a historical event, time period, or culture.</li></ul>	<p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text</p>		<p>Americans of Japanese Descent in Concentration Camps--connection to Salinas</p> <p>Location: <a href="https://www.google.com/maps/dir/36.7005636,-121.634783/36.6911969,-121.649023/@36.6928558,-121.6494301,17.25z/data=!4m4!4m3!1m1!4e1!1m0">https://www.google.com/maps/dir/36.7005636,-121.634783/36.6911969,-121.649023/@36.6928558,-121.6494301,17.25z/data=!4m4!4m3!1m1!4e1!1m0</a></p> <p>Information about Salinas Temporary Interment <a href="http://encyclopedia.densho.org/Salinas%28detention_facility%29/">http://encyclopedia.densho.org/Salinas%28detention_facility%29/</a></p> <p>Ted Talk: Mas Hashimoto Watsonville History Teacher <a href="https://www.ted.com/talks/mas_hashimoto_to_racism_and_america_s_concentration_camps">https://www.ted.com/talks/mas_hashimoto_to_racism_and_america_s_concentration_camps</a></p>	<p>Students will demonstrate understanding of immigration of Japanese people into the Salinas/Monterey/Watsonville area and establishment in agriculture, how Japanese Americans and Americans of Japanese Americans were sent to internment camps and lost everything, how that affected the ethnic makeup of our area and changes in agriculture and who owned what. They will then extrapolate from this to further explore how forcible movement of groups of people historically (slavery, native peoples) and currently (gentrification) alters socioeconomic and political power of different groups.</p>
<p><b>The Ethical Dimension, Civics, &amp; Media Literacy</b></p> <ul style="list-style-type: none"><li>• I can explain how historical events connect with our current world.</li><li>• I can identify the root causes of societal problems.</li><li>• I can analyze important stakeholders involved with addressing a societal problem.</li><li>• I can use technology to create and/or answer a call for action or inform people about societal problems.</li><li>• I can use knowledge and compassion to address misconceptions and biases of others or myself.</li></ul>	<p>Vocabulary</p> <ul style="list-style-type: none"><li>• Bias</li><li>• Root cause</li><li>• Societal problem</li><li>• Misconceptions</li><li>• Environment</li><li>• Food Desert</li><li>• Disparities</li></ul> <p>Prior Knowledge:</p> <ul style="list-style-type: none"><li>• Cause and effect</li><li>• Trail of Tears</li></ul> <p>Skills:</p> <ul style="list-style-type: none"><li>• Reading and analyzing maps and graphs</li></ul>	<p>Environmental Racism, Equity and Justice: How competition and use of resources has affected different groups and how do we move forward</p> <p>Long Walk Trail of Tears Institutionalized Racism and Housing Water Rights Toxic Waste Disposal Locations Grocery Wastelands Local Evidence (Salinas, Monterey)</p> <p>Health and Ethnicity; COVID 19 Why are some groups more greatly affected by this virus than</p>	<p>Students will be able to provide a comprehensive explanation of the meaning of environmental justice, show evidence of how institutional racism has historically affected different populations in disparate ways and develop a plan to remedy the sins of the past.</p> <p>CA environmental justice information <a href="https://calepa.ca.gov/enforcement/environmental-justice-compliance-and-enforcement-task-force/">https://calepa.ca.gov/enforcement/environmental-justice-compliance-and-enforcement-task-force/</a></p> <p>Drinking water contaminants in neighborhoods <a href="https://oehha.ca.gov/calenviroscreen/indicator/drinking-water-contaminants">https://oehha.ca.gov/calenviroscreen/indicator/drinking-water-contaminants</a></p> <p>Health and Ethnicity; COVID 19</p>	<p>Publish their research and other work online Share their work with others at their school Reach out to stakeholders to address a problem</p> <p><b>Y.P.A.R.:</b> Students will engage in a self determined action research project that centers on a local issue of importance. Students will draw on their semester's work of collecting local stories and identifying community issues to design an action plan to address one of their main concerns. Students will utilize a participatory action research</p>

	<ul style="list-style-type: none"> <li>● Cause and Effect</li> <li>● Analysis</li> <li>● Technology use</li> <li>● Lateral reading</li> <li>● Click restraint</li> <li>● Sharing reliable information</li> <li>● Promoting informed civic discourse</li> <li>● Media production</li> </ul> <p>WHST-6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	others	<p>Students will use current data to inform and explain how and why historic and current disparities are affecting different populations differently</p> <p><a href="https://www.cdc.gov/coronavirus/2019-nCoV/need-extra-precautions/racial-ethnic-minorities.html">https://www.cdc.gov/coronavirus/2019-nCoV/need-extra-precautions/racial-ethnic-minorities.html</a></p>	<p>methodology to design awareness and/or solutions to a specific community concern. This campaign will be shared beyond the classroom and will offer students opportunities to act with agency in local spaces and critically reflect on their experiences.</p>
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**Discussion Notes:**

- [C3 framework standards:](#) for language of “rigor” and skills
  - D1.Inq. 5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources
  - D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
  - D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
  - D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others
  - D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
  - D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
  - D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political,cultural, and economic dynamics.
  - D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
  - D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
  - D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.
  - D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
  - D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
  - D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
  - D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
  - D4 Informed Action.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
  - D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies
  - D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place
  - D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.



**Quick Access:**

**We Are the Double Helix of Ethnic Studies: Humanity & Criticality**

***Humanity: Holistic Human Beings***

**Who are we as holistic human beings and communities?**

1. We humanize, with healing compassion, belongingness, dignity, life, love, unity, reciprocity, interdependence, collectivism, solidarity, mutual respect.
2. We are *holistic*: physical, intellectual, emotional, spiritual, relational beings.
3. We are *terrestrial/spatial/cosmic* (related to land, cosmos, and spacetime).
4. We are *intergenerational/herstorical/temporal* (related to timespace).
5. We are *intersectional* and related to power, as such, our full wholeness considers our race, ethnicity, class, gender, sexuality, ability, age, and more.
6. We are *multidimensional*, multidiscursive, complex, creative and dynamic.
7. We are *ecological* (interrelated to the ecology/environment/nature).
8. We are *cultural*, on both surface levels and deeper levels, and we have *community cultural wealth*.
9. We each, all, have *identities and names*.
10. We each, all, have important *narratives, stories, voices* to share.

***Criticality: Critical Consciousness***

**As critically conscious holistic human beings, how do we understand ourselves and our world in relation to the four macroscales and help to bring about transformational change for the better?**

1. We bear witness to, and stand against, negativity, oppression, and dehumanization.
2. We identify the sources, epistemologies, explicit and implicit biases, insider and outsider perspectives, historiographies and historicities of narratives, contextualizing and corroborating them as necessary.
3. We critique the “master narrative,” claims of neutrality and complete objectivity, essentialism, reductionism, “color-blindness,” and “meritocracy,” and we highlight narratives emerging from historically marginalized and invisibilized standpoints, epistemologies, perspectives, and worldviews.
4. We address xdisciplinary, cultural-herstorical, sociopolitical, economic, and moral levels of analysis.
5. We name and confront systems and problems of power, privilege, and oppression at multiple intersections of social identity.
6. We interrogate ideological, institutional, interpersonal, and internalized levels of privilege and oppression.
7. We deepen geo-hxrstorical literacies and an understanding of causality.
8. We engage in reflection, cycles of critical praxis, and transformational resistance, and we are action oriented in working toward solutions to the problems we name.
9. We cultivate critical hope, creation, and self-determination.
10. We nurture critical solidarities for past, present, and future generations.

**ESMC Guiding Values, Principles, & Outcomes of Ethnic Studies Teaching**

The values rooted in *humanization* and *critical consciousness* shape the following guiding principles for Ethnic Studies teaching and learning. These are the guiding values and principles each Ethnic Studies lesson should include. Ethnic Studies courses, teaching, and learning will:

1. *Cultivate* empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;
2. *Celebrate* and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;
3. *Center* and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;



4. *Critique* empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;
5. *Challenge* imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;
6. *Connect* ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;
7. *Conceptualize*, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.

**COURSE OUTLINE QUICK LINK:**

<https://docs.google.com/document/d/1ZjsSOozms54cg8CxVuJJ6SdeHAb28m4K6vIB5jkSn2w/edit>

**SCOPE & SEQUENCE QUICK LINK:**

[https://docs.google.com/document/d/1AwHKmV-Z9luVgsabQXg45X1bs7oJ7-w5\\_3TMdYDj8cs/edit#](https://docs.google.com/document/d/1AwHKmV-Z9luVgsabQXg45X1bs7oJ7-w5_3TMdYDj8cs/edit#)