

# Los Angeles Unified School District

## Division of Special Education

<b>Introduction to Ethnic Studies</b>	
<b>Annual Course – Introduction to Ethnic Studies - A</b>	
<b>Prerequisite:</b> Student must be enrolled in an Alternate Curriculum Program	
<b>XX-XX-XX (course#)</b>	Identity Exploration through Ethnic Studies
<b>Career Pathway</b>	
<b>Course Description</b>	<p>Ethnic Studies courses operate from the consideration that race and racism, white supremacy, colonialism, settler colonialism, and intersectional marginalization have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences and contributions of African Americans, Asian Pacific Islander Desi Americans, Chicana/Latina, and Native Americans in the US. Courses are grounded in the concrete situations of people of color and use a pedagogical framing that emphasizes the structural dimensions of oppression, racial trauma and community cultural knowledge associated with cultural and ancestral knowledge that has sustained the resilience of the aforementioned groups.</p> <p>The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.</p> <p>This course will focus on the experiences of African American, Asian, Pacific Islander, Desi Americans (APIDA), Chicana/Latina, and American Indians. This course will have a community building/identity section where students are encouraged to consider concepts related to their own personal, group, and/or identity.</p>
<b>Instructional Units and Key Concepts - A</b>	
<b>Suggested Weeks</b>	
<b>Unit 1 – Introduction – What is Ethnic Studies?</b>	
<b>Key Concepts</b>	
Historical Perspectives	<b>Week 1</b>
Exploring Diverse Populations in U.S. History	<b>Week 2</b>
Student Self-reflection and Identity Exploration	<b>Week 3</b>
Student Self-Love and Empowerment	<b>Week 4</b>
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. What is Ethnic Studies?</li> <li>2. How can Ethnic Studies help students understand their identities and roles in the community?</li> <li>3. What can we learn from the history, culture, and contributions of diverse populations?</li> </ol>	
<b>Sample Assignments</b>	
<b>What's in a Name?</b>	



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	<ul style="list-style-type: none"> <li>• Students will learn where names come from (family, cultural traditions, chosen names)</li> <li>• Students will write and communicate their given and chosen names</li> <li>• They will practice introducing themselves to others, and advocating for the proper pronunciation of their name</li> </ul> <p><b><u>I Am From Poem</u></b></p> <ul style="list-style-type: none"> <li>• Students will identify/write introductory information about themselves (where they live, family members, favorite activities, favorite food, etc.) They will communicate and share with peers</li> </ul>	
<b>Unit 2 – Self / Stories</b> <b>Key Concepts</b>		
	Uncovering One’s Identity	<b>Week 5</b>
	Discussing Race in the United States	<b>Week 6</b>
	What are Stereotypes?	<b>Week 7</b>
	Honoring our Communities	<b>Week 8</b>
	<b><u>Essential Questions</u></b>	
	<ol style="list-style-type: none"> <li>1. What is identity? How do we define our own sense of identity?</li> <li>2. What is race?</li> <li>3. Why does it matter for our marginalized communities to know of their pre-contact histories?</li> </ol>	
	<b><u>Sample Assignments</u></b>	
	<p><b><u>Cajita (Dr. Rendon)</u></b>: Students will create a cajita, or a personal reflective box that represents who each student is as a person, and the special talents they bring to the classroom and world. Students may select artifacts that represent individuals (in and out of school), who have influenced and validated them, the kind of person they hope to be, and how they hope to make a difference in the lives of others and in the world.</p> <p><b><u>Tree of Life</u></b>: In teams, students will work collaboratively to create a symbolic tree or plant (on poster paper/trifold or digitally), that reflects their identities as they are influenced by culture, family, interests, obstacles, and aspirations.</p>	
<b>Unit 3 – Systems</b> <b>Key Concepts</b>		
	Discrimination, Oppression, Hegemony, and Resistance	<b>Week 9</b>
	Colonialism and Genocide	<b>Week 10</b>
	White Supremacy, Racism, and Cultural Erasure	<b>Week 11</b>
	Sexism / Ableism / Advocacy and Avenues for Support and Healing	<b>Week 12</b>
	<b><u>Essential Questions</u></b>	
	<ol style="list-style-type: none"> <li>1. How can people who have been oppressed experience healing?</li> <li>2. What is advocacy?</li> <li>3.) How can we build a safe community for people of all backgrounds?</li> <li>4.) How can we support people who are oppressed?</li> </ol>	



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	<b><u>Sample Assignments</u></b>	
	<b><u>Challenging Stereotypes:</u></b> Students will create a video challenging negative stereotypes of people of color. They will also include strategies for establishing hope and healing in times of oppression.	
<b>Unit 4 – Social Movements</b>		
<b>Key Concepts</b>		
	Activism, Counter-Hegemony, and the Black Power Movement	<b>Week 13</b>
	Challenging Master Narratives/the Chicano Movement/the American Indian Movement	<b>Week 14</b>
	Asian American Political Alliance Movement	<b>Week 15</b>
	Disability Rights Movement	<b>Week 16</b>
	<b><u>Essential Questions</u></b>	
	<ol style="list-style-type: none"> <li>1. What causes social movements?</li> <li>2. What strategies and tactics are most effective within social movements?</li> <li>3. What impact have past, and present social movements had on society?</li> <li>4. What social movements exist today?</li> </ol>	
	<b><u>Sample Assignments</u></b>	
	Brainstorm a list of activists and leaders from each social movement discussed in Unit 4 (Black Power Movement, American Indian Movement, Asian American Political Alliance Movement, Chicano Movement, and Disabilities Rights Movement)	
<b>Unit 5 – Solidarity</b>		
<b>Key Concepts</b>		
	Community in Solidarity	<b>Week 17</b>
	Community and Identity	<b>Week 18</b>
	Community and Empathy and Pride	<b>Week 19</b>
	Unity and Allyship	<b>Week 20</b>
	<b><u>Essential Questions</u></b>	
	<ol style="list-style-type: none"> <li>1. What is community solidarity?</li> <li>2. How can you contribute to the development of your community through solidarity?</li> <li>3. How can solidarity make communities strong?</li> </ol>	
	<b><u>Sample Assignments</u></b>	
	Students explore the local history of their community/school in which they live through written and spoken stories, landmarks such as buildings, parks, restaurants, or businesses, and traditions such as food, festivals, and other events of the community or of individual families. Students learn the value of local culture and traditions as primary sources. They relate stories, landmarks, and traditions of their community to history, place, and environment.	



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<p><b>College and Career Readiness Anchors / California State Standards / English Language Development Connectors</b></p>	<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.CCRA.W.1-9; PI.A.1; PI.C.10-12</li> <li>● CCSS.ELA-LITERACY.CCRA.SL.1-3,5-6; PI.B.5; PI.A.2; PI.C.9,12</li> <li>● CCSS.ELA LITERACY.RH.9-10.1-9; PI.B.6</li> <li>● CCSS.ELA-LITERACY.CCRA.R.1 - 4, 7-9</li> </ul> <p><b>Historical Analysis</b></p> <ul style="list-style-type: none"> <li>● Chronological &amp; Spatial Thinking 1-4 &amp; 5</li> <li>● Research, Evidence &amp; Point of View 1-3</li> <li>● Historical Interpretations 1-4</li> </ul>
<p><b>Representative Content and Performance Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will develop a respect and love for their identities and each other.</li> <li>● Students will understand the multiple identities they hold.</li> <li>● Students will seek to better understand the history and oppression of Native Americans/American Indians, African Americans/Black Americans, Chicana/Latina, and Asian Pacific Islander Desi Americans.</li> <li>● Students will recognize the contributions people of color have made in shaping US culture and society.</li> <li>● Students will embrace and understand the cultural, historical roots, and indigeneity.</li> <li>● Students will embark on a journey to decolonize as holistic human beings through self-love.</li> <li>● Students will come to understand the stories of people that have shaped who they are in their lives.</li> <li>● Students will understand that settler colonialism, genocide, and war have had significant impacts on the experiences of diverse people.</li> <li>● Students will understand and analyze the relationship between power and oppression and white supremacy, racism, sexism, and ableism.</li> <li>● Understand and recognize the impact of power and oppression, including war, white supremacy, racism (including anti-Blackness, anti-Asian hate, etc.) sexism, ableism, anti-fatness, ageism.</li> <li>● Understand and work against all forms of oppression by advocating for ourselves, others, and projects of change.</li> <li>● While studying forms of discrimination and oppression, we understand that we need to engage in self-reflection, hope, and healing.</li> <li>● Students will understand that change can only occur when people unite, organize, and mobilize social movements that stand against racism and injustice.</li> <li>● Students will understand and <del>can</del> be able to express historical and contemporary projects that promote solidarity</li> <li>● Understand that community solidarity creates a sense of belonging and a feeling of connection to each other despite any differences</li> </ul>



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<b>Assessments</b>	Curriculum-based assessments and teacher designed formative assessments which include the following: criterion-based projects, self-assessment rubrics, and checklists.
<b>Texts and Materials/Teacher Resources</b>	<b>Text:</b> A Different Mirror for Young People by Ronald Takaki; Supplementary materials will be accessible via the Ethnic Studies Schoology Group and LAUSD Google Drive.

