

PUSD Ethnic Studies [Course Description](#)

\*This course is optional (not required) for students in grades 9-12.  
It has been submitted to UC for A-G approval as an elective “g” credit.

[PLEASE USE THIS FEEDBACK FORM to provide input on each unit.](#)

Unit 1.1: Introduction to Identity--3.5 weeks (trimesters)	
<p><b><i>Big Ideas &amp; Enduring Understandings:</i></b></p> <ul style="list-style-type: none"><li>• Understand the dynamics of how race, religion, ethnicity, and gender play a role in the construction of one’s identity</li><li>• Define the term “narrative identity” and explain the cultural functions that narrative identity serves</li><li>• Illustrate how intersectionality structures the student’s identity.</li></ul> <p><b><i>Essential Questions:</i></b></p> <ul style="list-style-type: none"><li>• How do the following influence identity?<ul style="list-style-type: none"><li>○ Geography/environment</li><li>○ Race/ethnicity/culture</li><li>○ Socio-economic status</li><li>○ Self-perception and how one is perceived</li></ul></li><li>• What is the student’s narrative identity, and what influences its development?</li><li>• What are the cultural and historical influences on each individual student?</li></ul> <p><b><i>Social Justice Standards (Source)</i></b></p> <p>Identity 1: I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.</p> <p>Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too</p> <p>Justice 11: I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them</p> <p>Diversity 7: I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.</p> <p>Identity 4: I express pride and confidence in my identity without perceiving or treating anyone else as inferior.</p> <p>Diversity 9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity 6: I interact comfortably and respectfully with all people, whether they are similar to or different from me</p> <p>Identity 2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.</p>	
<b><i>Identity</i></b>	<b><i>Skills</i></b>

Students will learn about the different aspects of their and others' identities, including their narrative identity.	Research & interview skills, artistic skills, group work, collaboration, discussion
<i>Intellect</i>	<i>Criticality</i>
<p>Students will be more knowledgeable about how to have conversations around aspects of identity, and see the impact on social constructs such as culture, race, gender, religion.</p> <p>Students will be more knowledgeable about their own culture and background, how it connects to other people's cultures and backgrounds</p>	Students will analyze how outside forces can empower and disempower them based on identity, and how to address this
<i>Joy</i>	
Students celebrate what makes them unique and similar with others in their school community.	
<i>Learning Objectives:</i>	
Describe the importance of names.	Analyze the social creation of gender, how it is impacted by culture/geography and how it has changed over time in the US, including the usage of pronouns.
Analyze the role that culture has influenced concepts around family, language, religion, and education.	Examine the role that different aspects of a person's identity impacts how they experience American society.
Evaluate the role that society has in shaping and creating a person's identity.	Identify the creation of social privileges and evaluate how privileges operate collectively and individually.
Analyze the role that the social creation of economic classes impacts identity.	<p>Analyze the roots of an American identity, who influenced (and didn't) this creation, and who it included (and excluded).</p> <p>Examine current ideas of "American" and how what impacts these ideas.</p>
Examine the role the social creation of religion and how it plays in shaping a culture, both when the religion is practiced by a majority and minority of the population.	Identify one's own implicit bias and the factors that shape it.

<p>Evaluate the social creation of race, especially the historical importance it has held in American society.</p> <p>Examine the role that race plays in a person's identity, especially as it has to do with "American."</p> <p>Examine the experience of multiracial Americans and how that impacts identity, including community belonging.</p>	<p>Evaluate the role that biases play in a person's concept of identity and in society.</p> <p>Analyze how bias can lead to discrimination on an individual and societal spectrum.</p>
<p>Define "narrative identity"</p> <p>Create a personal narrative identity</p>	<p>Examine and expand the understanding of identity</p> <p>Explain the influence of previous generations and personal experiences</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"My Parents Decided to Outwit Everyone by Giving Their Daughter A White Man's Name" (extract from <i>I'm Still Here</i> by Austin Channing-Brown)</a></li> <li>• <a href="#">Ted Talk: The Urgency of Intersectionality</a></li> <li>• <a href="#">Master vs. Counter Narrative (reading from <i>A Different Mirror</i> by Ronald Takaki)</a></li> </ul>	

Unit 1.2: Foundations of Ethnic Studies--1 week	
<p><b>Big Ideas &amp; Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the theoretical foundations and lens of Ethnic Studies</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the danger in only having the master narrative, or single story?</li> <li>• How does an understanding of ethnic studies enhance the student's experience as a community member? How does Ethnic Studies counter the master narrative?</li> <li>• What controversy has existed/exists surrounding ethnic studies?</li> </ul> <p><b>Social Justice Standards</b></p> <p>Identity 5: I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.</p>	
Identity	Skills

Students will learn about how their identity fits in with a master or counter narrative.	Students will do close reading, discussion
<i>Intellect</i>	<i>Criticality</i>
Students will examine why some identities are more represented, and how this hurts everyone	Students will share a counter narrative viewpoint to an experienced or common master narrative.
<i>Joy</i>	
Students celebrate how they add to the experience of Ethnic Studies through their unique identities.	
<i>Learning Objectives:</i>	
Analyze the foundations for master narratives and the demands for counter narratives.	Define critical race theory, its roots in law, and evaluate its current role in academics
Analyze the danger in only having master narratives.	Evaluate the debate over Ethnic Studies
Evaluate how a class like Ethnic Studies is a counter narrative.	

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Unit 2: Immigration, Migration and Movement--7 weeks (trimesters)
<p><i>Big Ideas &amp; Enduring Understandings:</i>  Students will identify push and pull factors of migration including the role of war, natural resources, and ideology play in movement</p> <p><i>Essential Questions:</i>  What causes people to come to the United States?  What are American immigrant experiences and what influences these different experiences?</p> <p><i>Social Justice Standards</i>  Diversity 8: I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.  Diversity 10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures</p>

<i>Identity</i>	<i>Skills</i>
Students will learn about reasons some of their ancestors moved to or around the US. They will also learn about the cultural impact of immigration on the US.	Students will engage in reading critically, discussion, identifying aspects of master and counter narratives.
<i>Intellect</i>	<i>Criticality</i>
Students will gain knowledge about the diverse peoples who live in and influence American culture.	Students will analyze the treatment of different groups of people who have come to the US. Students will begin thinking of the role of power, oppression, and resistance when connected to the immigrant experience.
<i>Joy</i>	
Students celebrate the stories of other people and groups, and understand locally, nationally, and globally how they fit into the historical experience of migration and immigration. Students also honor the challenges many groups face in getting to the United States.	
<i>Learning Objectives:</i>	
Examine the impact of immigration on the US, including the changing political viewpoints on US immigration.	Examine the varied migrational experiences of Latinx people in the U.S.
Examine the varying cultures of indigenous populations pre-contact.  Evaluate and examine the experience (violent and peaceful) of indigenous people in the United States post-contact.	Compare, contrast, and analyze various immigrant experiences and synthesize how they contribute to ethnic identity.
Examine the varied experience of African Americans since their forced migration as enslaved peoples.	Examine push and pull factors that led people to move to the US. Compare experiences among the groups of people.
Examine the common and differing experiences of immigrants from a shared geographical region.	Examine and critique the processes of acculturation and assimilation, weighing both their potential positive and negative effects.

Resources
<ul style="list-style-type: none"> <li>• <a href="#">Ted Talk: Get Comfortable with being Uncomfortable, by Luvvie Ajayi Jones</a></li> <li>• Interactive Map of U.S. Immigration through history: <a href="#">Here's Everyone Who's Immigrated to the U.S. Since 1820</a></li> <li>• <a href="#">Local Data: Infographics of San Diego Demographics page on Diversity</a></li> </ul>

Unit 3: Power and Oppression--6 weeks (trimesters)	
<p><b>Big Ideas &amp; Enduring Understandings:</b></p> <p><b>The structure of the government leads to some people being in power, some oppressed.</b></p> <p>People who are not in power combat this oppression with varied methods of resistance both individually and collectively.</p> <p><b>Essential Questions:</b></p> <p>What are the causes of <a href="#">ideological, institutional, interpersonal, and internalized oppression? (4Is)</a></p> <p>What is the impact of media stereotypes on marginalized citizens?</p> <p>What are the rights of the governed and oppressed, and how are these rights sometimes violated, ignored (especially structurally)?</p> <p><b>Social Justice Standards</b></p> <p>Justice 12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>Justice 13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups</p> <p>Justice 14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.</p>	
Identity	Skills
Students will learn about how their experiences are shaped by the 4 I's of oppression.	Research, developing a multi-step project, organizing and planning, collaboration
Intellect	Criticality
Students will be more knowledgeable about how racism has been purposefully institutionalized in most if not all aspects of society	<b>Students will address ways to combat institutionalized racism by exploring methods that people have used to right historical wrongs (e.g. reparations) as well as develop new ways to increase anti-oppression.</b>

<i>Joy</i>	
Students celebrate and take inspiration from the resilience of how individuals and groups have overcome oppression in American history.	
<b>Learning Objectives:</b>	
Examine the creation of privileged and marginalized groups in American society.	Examine and begin to recognize the interpersonal aspects of oppression in American society, past and present.
Examine the 4 I's of oppression: Ideological, Institutional, Interpersonal, Internalized.	Examine and begin to recognize the internalized aspects of oppression in American society, past and present.
Examine and begin to recognize the ideological aspects of oppression in American society, past and present.	Examine and evaluate the ways that oppression shows up in everyday life, focusing on how it shows or leads to each "I" of oppression.
Examine and begin to recognize the institutional aspects of oppression in American society, past and present.	Examine and evaluate efforts to address oppression, specifically focusing on addressing each "I" of oppression.
Resources	
<ul style="list-style-type: none"> <li>• <a href="#">"The Four 'I's' of Oppression"</a></li> <li>• <a href="#">"Could you live here? Decades-old redlining still shapes San Diego's neighborhoods, advocates say"</a> by Andrea Lopez-Villafañá and Lauryn Schroeder</li> <li>• <a href="#">"White Privilege: Unpacking the Invisible Knapsack"</a> by Peggy McIntosh</li> </ul>	

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Unit 4: Social Movement and Advocacy--5 weeks
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***Big Ideas & Enduring Understandings:***

Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum.

***Essential Questions:***

What are some actions that I can take to address historical oppression and make society safer for people of all identities?

***Social Justice Standards***

Justice 15: I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action 16: I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Action 17: I take responsibility for standing up to exclusion, prejudice and injustice.

Action 18: I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.

Action 19: I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.

Action 20: I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be

***Identity***

Students will see their role in a larger scope of social movements and advocacy.

***Skills***

Research & interview skills, artistic skills, group work, collaboration, discussion

***Intellect***

Students will be more knowledgeable of local individuals and groups who have attempted to improve society through advocacy.

***Criticality***

Students will actively address local oppression, paying attention to the 4 I's, via a collaborative social action.

***Joy***

Students will honor past social justice initiatives through their own actions, and celebrate their learning and empowerment through their own social justice efforts.

***Learning Objectives:***



<p>Examine local efforts to address oppression of people based on one or more aspects of their identity.</p> <p>Analyze the problem addressed by the individual group and plan a way to add to those efforts.</p>	<p>There are many local individuals and groups attempting to make social changes happen.</p> <p>Students have the power to make social changes happen.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="#">The First Rainbow Coalition PBS documentary</a></li> <li>• <a href="#">ADL- 10 Ways Youth Can Engage in Activism</a></li> <li>• <a href="#">The Activist's Handbook: Winning Social Change in the 21st Century</a></li> </ul>	