

SAN MATEO UNION HIGH SCHOOL DISTRICT

ETHNIC STUDIES CURRICULUM GUIDE

WWW.SMUHSD.ORG/ETHNIC-STUDIES



2023-2024

SMUHSD PRA_000528



INTRODUCTION

It is our aspiration that students taking Ethnic Studies in the 9th grade will support our district's equity mission and vision by providing students with a safe space to explore their own identities while learning about others.

It is our intention to foster humanizing educational spaces in Ethnic Studies that allow students to think critically, engage in authentic dialogue, and be inspired to improve their communities.

Our greatest hope is for students to live out the idea of In Lak'ech; "Tu Eres mi Otro Yo" in our classrooms, schools, and communities. healing. In Lak'ech pedagogy focuses on prioritizing our relationships and responsibility to one another in order to foster a supportive learning community.



EQUITY VISION & MISSION

Vision: All students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.

Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally and academically.

In Lap'ech

Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.



History of Ethnic Studies Implementation

The San Mateo Union High School District is proud to have been on the forefront of implementing Ethnic Studies in the San Francisco Bay Area; a few years before the state mandated that Ethnic Studies become a graduation requirement for all high school students in California.

Spring 2018

In the spring of 2018 our school board approved the pilot of an Ethnic Studies course for the 2018-19 school year. This course was offered to all freshmen at Capuchino High School in place of Contemporary World Studies and as an upper-division elective at Aragon, Hillsdale, Peninsula, and San Mateo High Schools.

Fall 2019

The course piloted (both a semester version and a year-long version) was approved as a “g” elective course by the University of California (UC) and California State University (CSU) in the Fall of 2019. In October 2019, the SMUHSD Board of Education approved making Ethnic Studies the graduation requirement in place of Contemporary World Studies. All of our schools implemented a required one-semester Ethnic Studies class for all 9th graders and Peninsula Continuation High School continued to offer the course in lieu of Contemporary World Studies as an elective.

Spring 2023

This remains our model today, with the addition of Advancing Ethnic Studies and Latinx Studies courses offered at some sites as an upper-division elective. Throughout this time, our teachers have come together as a professional learning community committed to rethinking and revising the curriculum based on their own continual learning and professional growth and student feedback collected through a course survey given to all students enrolled in the course at the end of each semester. This feedback is also shared with District leadership and our Board of Education. In the Spring of 2023, following a board study session, Ethnic Studies teachers came together to analyze our course and create this curriculum guide to Ethnic Studies.

In our District, Ethnic Studies teachers have committed to:

- Continually reflect on their own identities and positionality to aid their understanding of Ethnic Studies
- Center student voices and democratize instruction by seeing students as co-constructors of knowledge in the classroom space
 - Commit to In Lak’ech:
 - Teach authentically and speak truthfully;
 - Interact with colleagues, students, our families and community in a humanizing way;
 - Engage in continuous professional learning with the ethnic studies community of teachers, in order to continue to develop self and practice; and our capacity to make sure all students can access course content with a particular focus on students with IEPs and English-language learners.

Intro to Ethnic Studies Course Description

This Ethnic Studies course is designed for students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, gender, class, and culture, **students will** cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Particular focus will be given to the contributions and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States.

Students will:

- Investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience.
- Apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly multicultural and multiethnic nation, which is imperative to creating a just society.



GUIDING TENETS OF THE COURSE¹



- IDENTITY:** Centers/privileges the experiences of traditionally racialized and marginalized groups within the pedagogy and curriculum. This centering leads to the development of strong cultural, social, racial and ethnic identities. **Sub Tenets: Ancestral, Communal, Intersectional, and Heterogenous Identity; Indigenize & Decolonize; Intergenerational**
- COMMUNITY & CULTURALLY RESPONSIVE:** Utilizes students' backgrounds, knowledge (s), culture, and lived experiences in the pedagogy and curriculum to address the holistic needs of the students.
- HEALING & REGENERATIVE:** Co-construct spaces with students to holistically address historical and contemporary traumas through decolonial processes which include the protection and honoring of life, knowledge, and all relations. **Sub Tenet: Sacred**
- SOCIAL JUSTICE & DEMOCRATIC PROJECT:** Facilitate spaces to analyze inequitable relations of power between traditionally racialized and marginalized groups and dominant groups to create a more social just and democratic society. **Sub Tenets: Social Justice & Democratic Project; Relationship of Power Between Indigenous, Black, People of Color and US Society; 3rd World Solidarity**
- LIBERATORY PRAXIS:** Provides opportunities for students to engage in reflection, research, and action to dismantle systems of oppression to reimagine and construct a more equitable future. **Sub Tenets: Social, Political, Economic, and Ecological Responsibility**

¹ Adopted from Acosta Educational Partnership (AEP)

COURSE PURPOSE: GOALS & STUDENT OUTCOMES

Students will:

- Develop an understanding of their own intersectional positionality within the context of the history of the United States and our contemporary society.
- Be able to explore and investigate how the intersectional positionality of their many identities (that include, but is not limited to: race, ethnicity, gender, class, and culture) impact the ways in which we see and are seen in the world around us.
- Be able to explain the multi-faceted dynamics among internalized, interpersonal, and institutional oppression (the four's Is of oppression) and resistance.
- Elevate their critical reading, writing, speaking, and listening skills through analysis of a wide variety of narratives.
- Apply their knowledge and skills to positively impact the material conditions of student's own communities.

These outcomes align with the following content, literacy, and ELD standards* from:

- [HSS Framework](#); particularly the section on [Ethnic Studies](#) (Chapter 14, pages 310-314)
- [California Ethnic Studies Model Curriculum](#)
- [ELA/ELD Framework](#)
- [Common Core State Standards](#): Reading Standards for Literacy in English Language Arts & History/Social Science 6-12

*Particular standards are noted in each unit.



UNIT 1: STORIES (SELF & COMMUNITY)



In Unit 1, students will define the concept of Precious Knowledge² for themselves and within Ethnic Studies by centering stories of self and community. Students will be able to apply the concept of Precious Knowledge, In Lak'ech, and the Ethnic Studies tenets in their examination of the past and present.

Students will build empathy by deepening their own understanding of their multiple and intersectional identities, while also learning from the diverse perspectives found in their classroom space. Using the foundational concepts of Ethnic Studies, students will leverage their stories to learn and explore systems and promote solidarity as a means to take action through the lens of joy and justice.

? Essential Questions:

In what ways has precious knowledge emerged, been hidden, and re-emerged over time?

- **Ethnic Studies Story³**
 - What is Ethnic Studies; what are the historical origins; and how are students and communities continuing to defend & affirm Ethnic Studies?
- **Identity:**
 - What is my story; how have race, gender, ethnicity, social class and culture shaped who I am?
- **Dominant and Counter Narrative:**
 - What influence do dominant narratives have on our multiple & intersectional identities? How have counter-narratives offered a different perspective?
 - How has precious knowledge of indigenous people emerged, been hidden, and re-emerged over time?

² The acknowledgement that students, their families, and their community are both bearers and creators of knowledge.

³ You can teach the ETHS story or Identity first

UNIT 1: STORIES (SELF & COMMUNITY)

Key Concepts and Vocabulary	Standards Alignment
<ul style="list-style-type: none"> • In Lak’ech • Community⁴ • Precious Knowledge • Identity⁵ • Master/Dominant & Counter-Narrative • Hegemony • Settler Colonialism • Tenets of Ethnic Studies • Intersectionality • Humanization • Community & Cultural Wealth • Third World Liberation Front (TWLF)⁶ 	<p>Guiding Values & Principles of Ethnic Studies⁷ (California ESMC Chapter 1, pg. 15)</p> <p>Principle #1: Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) An understanding that a culture’s important teachings will live on</p> <p>Principle #2: Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth</p> <p>Principle #3: Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society</p> <p>Eight Outcomes of K-12 Ethnic Studies Teaching⁸</p> <ol style="list-style-type: none"> 1. Pursuit of justice and equity 2. Working toward greater inclusivity 3. Furthering self-understanding 4. Developing a better understanding of others 5. Recognizing intersectionality 6. Promoting self-empowerment for civic engagement 7. Supporting a community focus 8. Developing interpersonal communication

⁴ CA Model Ethnic Studies Curriculum Chapter 3, page 35L Community - Thus, ethnic studies encourage students to apply their knowledge to practice being agents of change, social justice organizers and advocates, and engaged citizens at the local, state and national levels.

⁵ CA Model Ethnic Studies Curriculum Chapter 3, pg 36: Identity... especially those with limited ethnic studies knowledge, should engage in activities that allow them to unpack their own identities, privilege, marginalization, lived experiences, and understanding and experience of race, culture, and social justice while they are also learning about the experiences of others. ... requires both students and educators to be vulnerable with each other given the range of topics discussed in throughout the course

⁶ ESMC, Chapter 1, pp. 10-12

⁷ CA Model Ethnic Studies Curriculum Chapter 1, pg. 15

⁸ CA Model Ethnic Studies Curriculum, Chapter 1, pg. 16-20

UNIT 1: STORIES (SELF & COMMUNITY) continued

Key Concepts and Vocabulary	Standards Alignment
	<p>CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking⁹</p> <p>Chronological and Spatial Thinking Standard #2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>Historical Interpretation Standard #1: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>California Common Core State Standards: Reading Standards for Literacy in English Language Arts & History/Social Studies 6-12¹⁰</p> <p>Reading Standards for Informational text (Grades 9-10 students): Standard #7: Analyze various accounts of a subject told in different mediums (e.g, a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Reading Standards for Literacy in History/Social Studies (Grades 9-10 students): Standard #1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Standard #6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize their respective accounts. Standard #7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Standard #9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

⁹ Source: <https://www.cde.ca.gov/be/st/ss/hssanalysiskills.asp>

¹⁰ Source: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsststandards.pdf>

UNIT 1: STORIES (SELF & COMMUNITY) continued

Key Concepts and Vocabulary	Standards Alignment
	<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Grade 9-10 Students): Standard #9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>California ELD Standards¹¹ ELD.PI.9–10.1.Ex</p> <p>Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>



Sample Lessons and Assessments can be found online at: www.smuhsd.org/page/14756 under Unit 1.



Samples of Student Work can be found online at www.smuhsd.org/page/14756 under Unit 1.



¹¹ Source: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

UNIT 2: SYSTEMS AND SOLIDARITY



In Unit 2, students will understand how solidarity has been used to transform systems of inequity and inequality throughout history by challenging traditional power structures. This will include an examination of how social constructions of race and ethnicity were created and maintained in US society to marginalize particular groups of people, who due to historical factors, remain on the margins of dominant social, cultural, linguistic, and economic landscapes.

Students will examine how, through acts of resistance and solidarity, BIPOC communities and their allies have emerged empowered and continue to challenge dominant narratives in pursuit of equality and justice.



Essential Questions:

How has solidarity been used to transform systems of inequity and inequality throughout history by challenging traditional power structures?

- How has the social construction of race, ethnicity, and gender created the conditions for power and privilege?
- What are the dominant/counter-narratives on socially constructed identities?
- How do the four I's of oppression shape society and uphold the dominant narrative and in which ways have they been disrupted?
- How do institutions perpetuate power and privilege? What do power and privilege look like?
- How have people worked in solidarity to challenge systems of power and transform society?

UNIT 2: SYSTEMS AND SOLIDARITY

Key Concepts and Vocabulary	Standards Alignment
<ul style="list-style-type: none"> • Social Construct • Race • Ethnicity • Gender • Class • Culture • 4 I's of Oppression (Ideological, Internalized, Institutional, Interpersonal) • -isms (xenophobia, racism, sexism, classism, ableism, etc.) • Institution • Power & Privilege¹² • Microaggressions • Stereotypes • White Supremacy¹³ • Patriarchy¹⁴ • Dehumanization • Solidarity¹⁵ • Implicit Bias 	<p>Guiding Values & Principles of Ethnic Studies¹⁶</p> <p>Principle #1: Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression, such as, but not limited to, patriarchy, cis heteropatriarchy, exploitative economic systems, ableism, ageism, anthropocentrism, xenophobia, misogyny, antisemitism, antiBlackness, anti-Indigeneity, Islamophobia, and transphobia</p> <p>Principle #2: Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.</p> <p>Principle #3: Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</p> <p>Eight Outcomes of K-12 Ethnic Studies Teaching¹⁷</p> <ol style="list-style-type: none"> 1. Pursuit of justice and equity 2. Working toward greater inclusivity 3. Furthering self-understanding 4. Developing a better understanding of others 5. Recognizing intersectionality 6. Promoting self-empowerment for civic engagement 7. Supporting a community focus 8. Developing interpersonal communication <p>CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking¹⁸</p> <p>Chronological and Spatial Thinking</p> <p>Standard #1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Standard #2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p>

¹² CA Model Ethnic Studies Curriculum Chapter 4, pp. 77-79

¹³ CA Model Ethnic Studies Curriculum, Chapter 4, pp. 77-79

¹⁴ CA Model Ethnic Studies Curriculum, Chapter 4, pp. 154 & 201

¹⁵ CA Model Ethnic Studies Curriculum, Chapter 4, pp. 86 & 194; 283

¹⁶ CA Model Ethnic Studies Curriculum Chapter 1, pg. 15

¹⁷ CA Model Ethnic Studies Curriculum, Chapter 1, pg. 16-20

¹⁸ Source: <https://www.cde.ca.gov/ta/te/ti/sk/skisskills.asp>

UNIT 2: SYSTEMS AND SOLIDARITY continued

Key Concepts and Vocabulary	Standards Alignment
	<p>Historical Interpretation Standard #2: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>California Common Core State Standards: Reading Standards for Literacy in English Language Arts & History/Social Studies 6-12¹⁹</p> <p>Reading Standards for Informational text (Grades 9-10 students): Standard #7: Analyze various accounts of a subject told in different mediums (e.g, a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Reading Standards for Literacy in History/Social Studies (Grades 9-10 students): Standard #2: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Standard #6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize their respective accounts.</p> <p>Standard #7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Standard #9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Grade 9-10 Students): Standard #9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>California ELD Standards²⁰ ELD.PI.9–10.1.Ex Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>

¹⁹ Source: <https://www.cde.ca.gov/be/st/ss/documents/finaledaccsstandards.pdf>

²⁰ Source: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

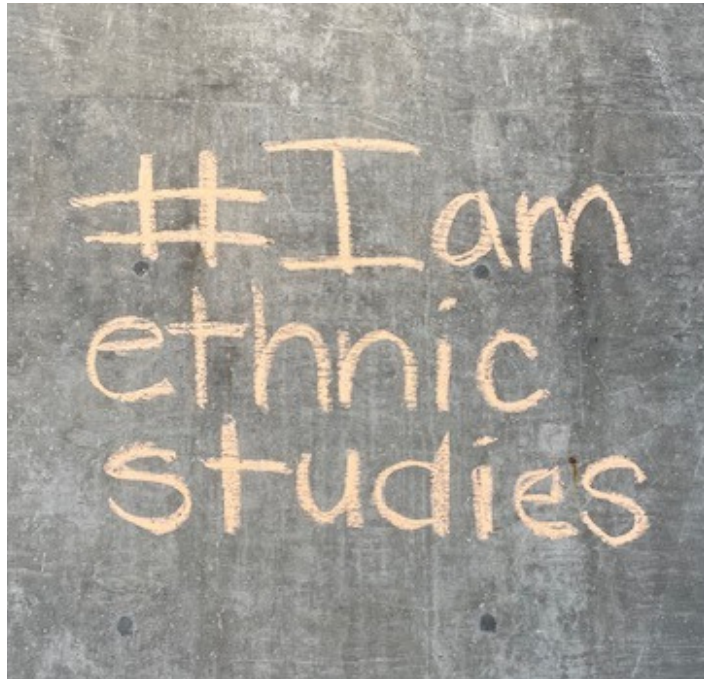
UNIT 2: SYSTEMS AND SOLIDARITY



Sample Lessons and Assessments can be found online at: www.smuhd.org/page/14756 under Unit 2.



Samples of Student Work can be found online at www.smuhd.org/page/14756 under Unit 2.



UNIT 3: JOY & JUSTICE

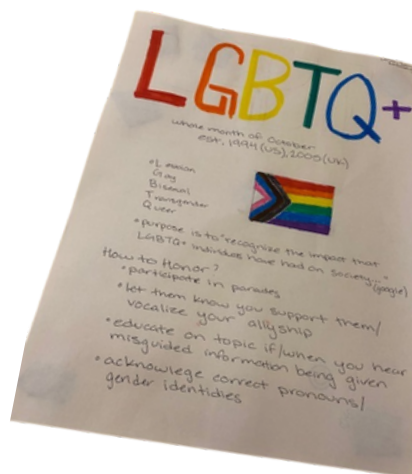
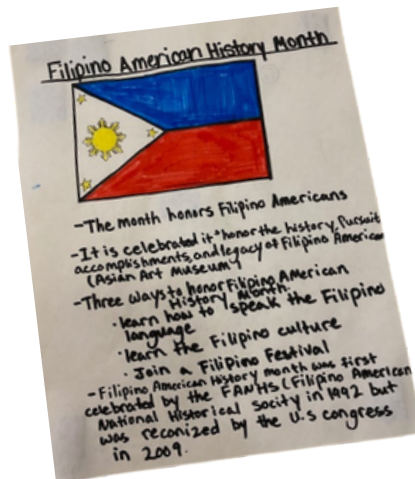


Students will reflect on and demonstrate their learning (of self, community, and systems) to affirm and celebrate their diverse identities, determine their own course of action to dismantle systems of oppression in their communities, and assume responsibility in the co-creation of a just and more equitable world (as an individual, part of a community, or member of society).

Students will learn about and be able to discuss various social and political movements led by various ethnic and racial groups to achieve change, recognizing the major contributions diverse groups of people have made to the USA and analyzing how various movements may have influenced their own lives and identities. This unit will focus on ways students can amplify their voices and celebrate the cultural and community wealth within themselves in order to begin their individual (and join the collective) lifelong process of advocacy.

? Essential Questions:

- How have people organized and advocated for change in society over time?
- What role do individuals play in the transformation of themselves, their community, and larger society?
- What role can you play in constructing systems of liberation for yourself and others?



UNIT 3: JOY & JUSTICE

Key Concepts and Vocabulary	Standards Alignment
<ul style="list-style-type: none"> • Rehumanization • Joy • Justice • Agency • Systems of Liberation <ul style="list-style-type: none"> ◦ Feminism ◦ Anti-racism ◦ Decolonization ◦ Intersectionality • Critical Consciousness 	<p>Guiding Values & Principles of Ethnic Studies²¹ Principle #3: Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</p> <p>Eight Outcomes of K-12 Ethnic Studies Teaching²²</p> <ol style="list-style-type: none"> 1. Pursuit of justice and equity 2. Working toward greater inclusivity 3. Furthering self-understanding 4. Developing a better understanding of others 5. Recognizing intersectionality 6. Promoting self-empowerment for civic engagement 7. Supporting a community focus 8. Developing interpersonal communication <p>CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking²³</p> <p>Chronological and Spatial Thinking Standard #3: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Historical Interpretation Standard #1: Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Grade 9-10 Students): Standard #9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

²¹ CA Model Ethnic Studies Curriculum Chapter 1, pg. 15

²² CA Model Ethnic Studies Curriculum, Chapter 1, pg. 16-20

²³ Source: <https://www.cde.ca.gov/be/st/ss/hssanalysisskills.asp>

