



Department	History/Social Science		Course Title	Ethnic and Identity Studies		Course Code			2216
Grade Level	9-12		Short Title	ETHNIC ID STUDIES		Grad Requirement Subject			No
Course Length	2 semesters	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes
Prerequisites	English 1-2 (Required); English 3-4 and Modern World History (Recommended)								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB			No			
Meets UC "a-g" Requirement	Yes (g)		Meets NCAA Requirement			No			
Teaching Credential(s)	Social Science								

COURSE OVERVIEW:

In this course, students grapple with concepts of identity, race, ethnicity, gender, sexuality and class. In particular, students understand the politics of privilege and the historical reasons for structural racism, classism and discrimination. Specifically, students discuss how various demographic identifiers including race, ethnicity, and gender, religion, class and sexuality influence human experiences. Students learn about the historical treatment of people from differing identity groups, as well as the ways that differing racial and ethnic identities originate by studying significant events and people. Students discuss the current issues informing the opportunities for and constraints of people associated with differing communities.

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Ethnic and Identity Studies. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Apply theories on the social construction of race and intersectionality.
- Articulate terms important to the study of identities such as race, ethnicity, gender, class and sexuality.
- Analyze historical events to understand reasons for structural discrimination.
- Synthesize evidence about ethnic and identity communities.
- Understand current issues within various ethnic and identity groups.
- Identify and evaluate theoretical perspectives on identity based upon reasoning and evidence.
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Develop a greater understanding of their own race, class, gender and sexual identities.
- Analyze current issues in ethnic and identity groups to identify possible solutions.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to Ethnic and Identity Studies.

- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and in ethnic and identity groups, as well as, express varying perspectives on current issues
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Develop an education and career plan aligned with personal goals.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Academic Standards:

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12 R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

11-12 R6: Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12 R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

11-12 R10: By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity based independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12 W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES***Standards for Career Ready Practice (CR)***

(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-

term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

R or W- refers to the standards for grades 11 and 12 noted in the California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Key Concepts in Ethnic and Identity Studies**Duration:** 4 Weeks**Description:**

In this introductory unit, students learn about concepts of race with regard to genetic and social origins. As students develop notions of race, they complicate this understanding with the concepts of white privilege and the social construction of whiteness and “colorblindness.” Students define the “invisible backpack” to understand ideas of white privilege. Students evaluate notions of “acting white” and reasons to behave in ways that are deemed to be professional or scholarly. In addition, students understand the theory of intersectionality wherein multiple identities affect the opportunities of individuals. Then students discuss the development of ethnic studies courses, as well as concepts important to the discipline. Specifically, students define terms including race, identity, ethnicity and nationality. Teachers ask students to criticize sources about American identity and demographic shifts. Students discuss what it means to be an American and how changing demographics affect their ideas about race, ethnicity and relationships. Students discuss the connotation and significance of concepts such as “melting pot,” assimilation, “salad bowl” and diversity. In this unit, students develop an understanding of the following concepts: ethnocentrism, prejudice, discrimination, equity, racism, and racial disparities.

Required Assignments:

Students write a research paper in at least two pages, explaining one of the following issues associated with racial disparities: school segregation, the achievement gap, income gap, health care disparities, and the criminal justice system. In their paper, students research historical circumstances connected to the issue and identify steps individuals and society should take to alleviate them.

Suggested Activities and Materials:

- Students watch a video about origins of race and discuss the genetic and social connections between people from differing races.
 - What is Race? *PBS Learning Media*, 2015. Web. 2015.
<<http://www.pbslearningmedia.org/resource/fyr14.socst.us.whatrace/what-is-race/>>
 - *Whiteness Project*, 2015. Web. 2015.
<<http://www.whitenessproject.org/>>
 - How to Talk About White Privilege. *Human Capital Media*, 2015. Web. 2015.
<<https://vimeo.com/121900710>>
- Students trace the development of concepts of race by participating in an online activity.
 - Racial Disparities Jigsaw Mini-Unit. *Teaching Tolerance*, Web. 2015.
<<http://www.tolerance.org/lesson/racial-disparities-jigsaw-mini-unit>>
 - RACE: The Power of an Illusion | Is Race Real? *PBS Learning Media*, 2015. Web. 2015.
<http://www.pbslearningmedia.org/resource/pbs_org14_race_soc_2/race-the-power-of-an-illusion-is-race-real/>
- Students “invisible backpack” define concepts such as white privilege, “invisible backpack” and whiteness and discuss possible problems with the social construction of “whiteness.”
 - McIntosh, Peggy. *White Privilege: Unpacking the Invisible Knapsack*, 1989. Web. 2018.
<<http://hd.ingham.org/Portals/HD/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>>
- Students identify and critique a video on perceptions of being labeled as white.
 - 5 Tips for Being an Ally. *Dr. King Commemoration Guide*, 2015. Web. 2015.
<<http://researchguides.library.vanderbilt.edu/MLKCommemoration/talkaboutrace>>
- Students discuss the theory of intersectionality and its applications to the study of race and ethnicity.

- Hankivsky, O. Intersectionality 101. *Institute for Intersectionality Research and Policy*, 2014. Web. 2017
<https://www.researchgate.net/publication/279293665_Intersectionality_101>
- Intersectionality: A Tool for Gender and Economic Justice. *Women's Rights and Economic Change*, 2004. Web. 2016.
<https://lgbtq.unc.edu/sites/lgbtq.unc.edu/files/documents/intersectionality_en.pdf>
- Students debate the idea of “acting white,” as well as its implications on professional and scholarly behavior.
 - Fryer, R.G. Acting White. *Education Next*, 2006. Web. 2015.
<<http://educationnext.org/actingwhite/>>
- Students read about the development of ethnic studies and discuss its possible importance.
 - Anderson, M. The Value of Ethnic Studies-For All Students, 2015. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/magazine/the-value-of-ethnic-studiesfor-all-students>>
 - Donald, B. Stanford Study Suggests Academic Benefits to Ethnic Studies Courses, 2016. *Stanford News*. Web. 2017.
<<http://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>>
 - Macabasco, L.W. The Shocking History of My People and My State, 2015. *Slate*. Web. 2017.
<http://www.slate.com/articles/life/classes/2015/09/take_an_ethnic_studies_class_to_underst_and_history_and_racism_asian_american.html>
- Students consider the meaning of “American” and discuss changes in the demographic makeup of the United States.
 - *America by the Numbers*, 2014. Web. 2015.
<<http://www.americabythenumbers.org/>>
 - American by the Numbers, *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/america-numbers>>
 - How does Immigration Shape the Nation's Identity? *Teaching Tolerance*, Web. 2015.
<<http://www.tolerance.org/lesson/how-does-immigration-shape-nation-s-identity>>
- Students critique an article about the “tanning” of America and debate possible implications argued by the writers.
 - An excerpt from Steve Stoute's book “The Tanning of America”, 2014. *MSNBC*. Web. 2017
<<http://www.msnbc.com/morning-joe/excerpt-steve-stoutes-book-the>>
 - The Tanning of America, 2011. *Harvard Business Review*. Web. 2017
<<https://hbr.org/2011/10/the-tanning-of-america.html>>
 - Stoute, S. The Tanning of America. Web. 2017
<<http://tanningofamerica.com/>>
- Students trace how African Americans, Japanese Americans, and Mexican Americans were denied power, privilege, and equal standing prior to and during World War II.
 - Danellis, E. and Du, Ann. Fighting for Democracy, An Educator's Resource Guide. *National Center for the Preservation of Democracy*. Web. 2016.
<http://constitutioncenter.org/media/files/FFD_EducGuide_1.pdf>
- Students research issues associated with racial disparities including school segregation, the achievement gap, income gap, health care disparities, and the criminal justice system.
 - Brown v. Board: Timeline of School Integration in the U.S., 2004. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>>
 - Pop Quiz on School Segregation, 2010. *Teaching Tolerance*. Web. 2017
<<https://www.tolerance.org/magazine/pop-quiz-on-school-segregation>>
 - The New Segregation: Gender, Sexual Orientation and Immigration, 2010. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/sites/default/files/2017-07/Teaching-Tolerance-Spring-2010.pdf>>
 - Paulson, A. Resegregation of U.S. Schools Deepening, 2008. *The Christian Science Monitor*. Web. 2017.

- <https://www.csmonitor.com/USA/Society/2008/0125/p01s01-ussc.html>
- Reece, R.L. Segregation Forever, 2016. *Teaching Tolerance*. Web. 2017, <https://www.tolerance.org/magazine/spring-2016/segregation-forever>
- Richey, W. Mississippi School District Ordered to End Racial Segregation, 2010. *The Christian Science Monitor*. Web. 2017. <https://www.csmonitor.com/USA/Justice/2010/0413/Mississippi-school-district-ordered-to-end-racial-segregation>
- Students examine their perceptions of self and stereotypes associated with their identities.
 - 25 Mini-Films for Exploring Race, Bias and Identity with Students. *The New York Times*, 2017. Web. 2017. <https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-students.html?mcubz=1>
 - Communication-The total impact of your message. *Teaching Tolerance*. Web. 2015. <http://www.tolerance.org/lesson/communication-total-impact-your-message>
 - Gorski, Paul. Circles of My Multicultural Self. *EdChange Project*, 2015. Web. 2015. <http://www.edchange.org/multicultural/activities/circlesofself.html>
 - Norris, M. The Race Card Project, 2010. Web. 2018 <https://theracecardproject.com/>
 - Racial Equity Tools, Web. 2016. <https://www.raciaequitytools.org/home>
 - *The GLSEN Jump Start Guide*, Web. 2015. http://www.glsen.org/sites/default/files/Jump%20Start%20Guide%20Part%205_1.pdf

Standards Addressed:

R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 2: Gender Identities

Duration: 4-5 Weeks

Description:

In this unit students are introduced to gender studies. Students understand the complexity of gender and other systems of power including race, ethnicity, class and sexuality. Students examine gender and how gender relates to the social and geographic borders as well as explore how women and men are viewed and represented worldwide. Students grapple with feminist theory, masculinity and maleness, feminist movements. Students explore the subtle meanings of maleness and femininity and how these meanings relate to race and culture. Moreover, students discuss traditional gender roles in the context of issues including: sexual discrimination/harassment, human trafficking, birth control, abortion, rape, and domestic violence. In addition, students analyze labor rights including the gender pay gap, maternity leave as well as safety nets for single mothers. Students study influential women in history including: Susan B. Anthony, Elizabeth Cady Stanton, Grimke Sisters, Carrie Chapman Catt, Misty Copeland, Claudette Colvin, Eleanor Roosevelt, Malala Yousafzai, Sor Juana Ines de la Cruz, Bell Hooks, Patricia Hill Collins and Emma Goldman. Students also examine how the various meanings transcend over time.

Required Assignments:

Students examine a timeline and translations of Sor Juana Ines de la Cruz' poetry. After analysis and discussion, students write a one-page journal entry explaining why Sor Juana Ines de la Cruz is referred by "the first feminist" of the New World.

Suggested Activities and Materials:

- Have students break up into two groups by gender to explore and discuss related terms and messages communicated around gender. If possible invite a second teacher/facilitator of your opposite gender to lead the discussion of the other group. In full circle, share ideas communicated in each dialogue group.
 - Gender-separate-dialogue-groups. *Teaching Tolerance*. Web. 2015. <<http://www.tolerance.org/lesson/gender-separate-dialogue-groups>>
 - The Gender Spectrum: What Educators Need to Know. *Pride Education Network*. Web 2018. <<http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>>
 - Weingarten, E. How to Shake Up Gender Norms, 2015. *Time*. Web. 2018. <<http://time.com/3672297/future-gender-norms/>>
- Students examine the meanings behind of being “male” and “female.” Students discuss possible implications on gender roles and gender outcomes including educational attainment, income, occupation and social status.
 - Gilpin, C.C. & Proulx, N. Boys to Men: Teaching and Learning About Masculinity in an Age of Change. *The New York Times*, 2018. Web. 2018. <<https://www.nytimes.com/2018/04/12/learning/lesson-plans/boys-to-men-teaching-and-learning-about-masculinity-in-an-age-of-change.html>>
 - Ines de la Cruz, S.J. You Foolish Men. *Academy of American Poets, 1651 - 1695*. Web 2015. <<http://www.poets.org/poetsorg/poem/you-foolish-men>>
 - Poet Sor Juana Ines de la Cruz. *Poets.org*. Web. 2015. <<http://www.poets.org/poetsorg/poet/sor-juana-in%C3%A9s-de-la-cruz>>
 - Sor Juana the Nun and Writer: Las Redondillas and The Reply. *National Endowment for the Humanities, 2011*. Web. 2015. <<http://edsitement.neh.gov/lesson-plan/sor-juana-nun-and-writer-las-redondillas-and-reply#sect-introduction>>
 - Truth, S. Ain't I a Woman? *Modern History Sourcebook*, 1851. Web. 2018. <<https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp>>
 - USA Today Education: When I Grow Up I Want To Be... *Geena Davis Institute on Gender in Media*. Web. 2017. <<https://seejane.org/wp-content/uploads/GDlesson7TE.pdf>> <<https://seejane.org/wp-content/uploads/GDlesson7SE.pdf>>
- Students explore the history of various genres of music to examine gender related issues and the how the music industry has defined maleness/femaleness over time.
 - Hurt, B. Hip-Hop: Beyond Beats & Rhymes. *PBS Learning Media*. Web. 2017. <<https://ca.pbslearningmedia.org/resource/fc481b06-a6c1-4362-abbb-1b408cab3b32/media-literacy-hip-hop-beyond-beats-rhymes>>
 - Lester, N. “Boys Know What Girls Want”: Message in Popular Music. *Teaching Tolerance*, 2014. Web. 2017. <<https://www.tolerance.org/magazine/boys-know-what-girls-want-messages-in-popular-music>>
 - Moore, L.D. Heroes and Villains: Is hip-hop a cancer or a cure?|Lecrae|TEDxNashville. *TEDx Talks*, 2016. Web. 2018. <<https://www.youtube.com/watch?v=BFas9cd8ZZ8>>
 - PBS Soundbreaking – Dressing the Part: MTV and the Disruption of Gender. *Teachrock.org*, 2016. Web. 2018 <<http://teachrock.org/lesson/dressing-the-part-mtv-and-the-disruption-of-gender/>>
- Students complete a critical analysis of a series of commercials by documenting and discussing examples of sexism.
 - Media and Girls. *Media Smarts*. Web. 2015. <<http://mediasmarts.ca/gender-representation/women-and-girls/media-and-girls>>

- Strong Women and Gentle Men. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/strong-women-and-gentle-men>>
- USA Today Education: How Do Media Images Impact Self-Image? *Geena Davis Institute on Gender in Media*. Web. 2017.
<<https://seejane.org/wp-content/uploads/GDlesson6TE.pdf>>
<<https://seejane.org/wp-content/uploads/GDlesson6SE.pdf>>
- Students create labor rights awareness campaign exploring the gender gap in salary and career choices.
 - Bardaro, K. Majors by Gender: Is It Bias or the Major That Determines Future Pay? *Payscale*, 2009. Web. 2017.
<<http://www.payscale.com/career-news/2009/12/do-men-or-women-choose-majors-to-maximize-income>>
 - Sisario, B. Gender Diversity in the Music Industry? The Numbers Are Grim. *The New York Times*, 2018. Web. 2018.
<<https://www.nytimes.com/2018/01/25/arts/music/music-industry-gender-study-women-artists-producers.html>>
 - USA Today Education: Do TV Shows and Movies Influence Careers Held by Women and Men? *Geena Davis Institute on Gender in Media*. Web. 2017.
<<https://seejane.org/wp-content/uploads/GDlesson1TE.pdf>>
<<https://seejane.org/wp-content/uploads/GDlesson1SE.pdf>>
- Students will read articles about rape culture and engage in a class dialogue to evaluate how sexism influences ideas about rape.
 - Clemens, C. Disrupting Rape Culture Through Education. *Teaching Tolerance*, 2016. Web. 2017.
<<https://www.tolerance.org/magazine/disrupting-rape-culture-through-education>>
 - Harassment-FREE Hallways: How to Stop Sexual Harassment in School. *AAUW Educational Foundation*, 2004. Web. 2017.
<http://history.aauw.org/files/2013/01/harassment_free.pdf>
 - Lamb, S. Sexual Ethics for a Caring Society. Web. 2012.
<<http://sexandethics.org>>
 - Lawson, C. Audi Superbowl Commercial Fail: Sexual Assault is Good! *Wired*, 2013. Web. 2017.
<<https://www.wired.com/2013/02/superbowl-audi-commercial/>>
- Students will create an illustrated timeline documenting the suffrage movement in the United States.
 - National Organization for Women Statement of Purpose. *Hanover History Department*, 1966, Web. 2015.
<<http://history.hanover.edu/courses/excerpts/111now.html>>
 - O'Malley, M. Women and Equality. *History Matters*, 2004. Web. 2015.
<<http://chnm.gmu.edu/exploring/19thcentury/womenandequality/index.php>>
 - Pollak, A. Alice Paul: The Suffragist. *American Experience*. Web. 2017.
<<http://www.pbs.org/wgbh/americanexperience/features/the-great-war-alice-paul-suffragist/>>
 - Seneca Falls, 1848: Women Organize for Equality. *Zinn Education Project*, Web. 2015.
<<https://zinnedproject.org/materials/seneca-falls/>>
 - Stanton, E. C. and Mott, L. The Declaration of Sentiments, Seneca Falls Conference. *Modern History Sourcebook*, 1848, Web. 2018.
<<https://sourcebooks.fordham.edu/mod/Senecafalls.asp>>
 - Walton, M. A Woman's War. *American Experience*. Web. 2017.
<<http://www.pbs.org/wgbh/americanexperience/features/the-great-war-womans-war/>>
 - Woman's Suffrage. The Library of Congress, Web. 2015.
<<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage>>
 - Women's Suffrage. *History*, 2009. Web. 2018.
<<https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>>
- Students generate propaganda posters documenting the shift from Rosie to Riveter to Post-war "American Dream." (see American History Text)

- Students research history behind Roe vs. Wade and its implications on the women’s right to choose by completing an argumentative essay explaining the significance of their decision.
 - Ethnicity, Gender and the Courts, *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/ethnicity-gender-and-courts>>
 - History of Abortion in the U.S., 2016. *Our Bodies Our Selves*. Web. 2017
<<http://www.ourbodiesourselves.org/health-info/u-s-abortion-history/>>
 - Roe v. Wade. *PBS LearningMedia*, 2007. Web. 2018.
<<https://ca.pbslearningmedia.org/resource/bf09.socst.us.const.roewade/roe-v-wade>>
- Students will chart and compare issues impacting girls and women worldwide i.e. acid attacks, human trafficking, male birth preference, #MeToo movement, ritual murder in India, etc.
 - Bentinck, W. On Ritual Murder in India. *Modern History Sourcebook*, 1829. Web. 2015.
<<https://sourcebooks.fordham.edu/mod/1829bentinck.asp>>
 - Gierstorfer, C. India: No Girls for the Boys. *Pulitzer Center*, 2013. Web. 2017.
<http://pulitzercenter.org/projects/india-gendercide-human-rights-women-infants#quicktabs-project_content>
 - Human Trafficking in America’s Schools. *U.S. Department of Education*, 2015. Web. 2017
<<https://safesupportivelearning.ed.gov/sites/default/files/HumanTraffickinginAmericasSchools.pdf>>
 - Green, M. Before #MeToo: The Long Struggle Against Sexual Harassment at Work (with Interactive Timeline and Lesson Plan). *KQED New*, 2017. Web. 2018.
<<https://www.kqed.org/lowdown/29228/timeline-a-short-history-of-the-long-fight-against-sexual-harassment>>
 - Proulx, N., Pepper, C., and Schulten, K. The Reckoning: Teaching about the #MeToo Moment and Sexual Harassment with Resources from The New York Times. *The New York Times*, 2018. Web. 2018.
<<https://www.nytimes.com/2018/01/25/learning/lesson-plans/the-reckoning-teaching-about-the-metoo-moment-and-sexual-harassment-with-resources-from-the-new-york-times.html>>
 - Ojalvo, H.E. What is Modern Slavery? Investigating Human Trafficking. *The New York Times*, 2012. Web. 2017.
<<https://learning.blogs.nytimes.com/2012/03/06/what-is-modern-slavery-investigating-human-trafficking/?mcubz=1>>
- Students will watch the short film module on the history of Pakistan. They will identify the factors that made it difficult for a woman to become a leader in Pakistan.
 - Benazir Bhutto: First Woman Leader of a Muslim Nation. *PBS Learning Media California*. Web. 2015
<<https://ca.pbslearningmedia.org/resource/e613de72-a760-4f39-9f39-c2161b88a178/benazir-bhutto-first-woman-leader-of-a-muslim-nation-film-module-1/#.Wa7IF8h95hE>>
 - Bhutto Educator Guide. *PBS Learning Media California*. Web. 2017.
<https://d43fweuh3sg51.cloudfront.net/media/media_files/Bhutto_educator_guide.pdf>
- Students read and explore articles from a Muslim female perspective about wearing a Hijab.
 - Alawa, L. Seven Lies We Need to Stop Telling About Muslim Women Wearing Headscarves, Web. 2014.
<<http://mic.com/articles/91761/7-lies-we-need-to-stop-telling-about-muslim-women-wearing-headscarves>>
 - Jackson-Best, F. My Hijab, My Choice. *Aquila Style*, 2015. Web. 2015.
<<http://www.aquila-style.com/focus-points/spirituality/my-hijab-my-choice/54495>>
 - Slackman, M. A Quiet Revolution in Algeria: Gains by Women. *New York Times*, 2007. Web. 2015.
<<http://www.nytimes.com/2007/05/26/world/africa/26algeria.html?pagewanted=all>>

Unit 3: Black/African American Identities**Duration:** 4 Weeks**Description:**

In this unit, students examine the history of African Americans from early 1600's to present time. Students trace historical events making the Civil Rights Movement a necessity for securing equal rights for African Americans including, but not limited to: slavery, the Abolition Movement, the underground railroad, free antebellum blacks, Dred Scott, Freedman's Bureau, Reconstruction, Plessy vs. Ferguson, Jim Crow, sharecropping, Ku Klux Klan, the Great Migration, the Harlem Renaissance, the Back to Africa Movement, and Brown vs. Board of Education. Students investigate civil rights leaders and organizations including many of the following: Sojourner Truth, Harriet Tubman, Frederick Douglass, W. E. B. Dubois, Booker T. Washington, Madame C. J. Walker, Ida B. Wells, Mary McLeod Bethune, Zora Neale Hurston, Marcus Garvey, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee, National Association for the Advancement of Colored People, Jackie Robinson, Rosa Parks, the Little Rock Nine, the Nation of Islam, The Black Panther Party, Fannie Lou Hamer, Dr. Martin Luther King, Jr., Malcolm X, and Shirley Chisholm. Students understand the role of the black church as more than a place of worship. Students also investigate how the Civil Rights movements inform current opportunities and challenges of the 21st century including, but not limited to: Historically Black Colleges/Universities, Dr. Cornell West, Condoleezza Rice, President Obama, Trayvon Martin, Michael Brown, Clarence Thomas, Ben Carson, Hip Hop and the influence of the Black community upon pop culture.

Required Assignments:

Students are required to write four argumentative papers, one each week to reflect upon, and react to readings and in-class discussion. Students support their claims with at least three pieces of evidence from assigned readings. In doing so, students synthesize events, issues and ideas important to the Black community.

Suggested Activities and Materials:

- Students identify the main variables that determine the nature of the slave experience.
 - Africans in America. *PBS Learning Media California*, 1998. Web. 2017. <<http://www.pbs.org/wgbh/aia/home.html>>
 - Slavery and Freedom. *PBS Learning Media California*. Web. 2017. <<https://ca.pbslearningmedia.org/resource/2be48ba8-c1b9-40a5-9f27-e1b6e10481b4/slavery-and-freedom/#.Wa8mB8h95hE>>
 - The African American Odyssey: A Quest for Full Citizenship. *Library of Congress*. Web. 2017 <<https://www.loc.gov/exhibits/african-american-odyssey/slavery-the-peculiar-institution.html>>
- Students differentiate the regional working and social conditions of African Americans including domestic and labor conditions.
 - Africans in America: People & Events - Conditions of Antebellum Slavery, 1830 -1860. *PBS Learning Media California*, 1998. Web. 2017. <<http://www.pbs.org/wgbh/aia/home.html>>
 - Boston, N. Slavery and the Making of America. *PBS*, 2004. Web. 2017. <<http://www.pbs.org/wnet/slavery/experience/living/history.html>>
 - Slavery without Submission, Emancipation without Freedom. Web. 2015 <<http://www.historyisaweapon.com/defcon1/zinnslaem10.html>>
 - The African American Odyssey: A Quest for Full Citizenship. *Library of Congress*. Web. 2017 <<https://www.loc.gov/exhibits/african-american-odyssey/free-blacks-in-the-antebellum-period.html>>

- Students identify and explain the Underground Railroad and the abolition movement.
 - Aboard the Underground Railroad: A National Register Travel Itinerary. *National Park Service U.S. Department of the Interior*. Web. 2017. <<https://www.nps.gov/nr/travel/underground/>>
 - Black Abolitionists. *Zinn Education Project*. Web. 2015. <<http://zinnedproject.org/materials/black-abolitionists>>
 - Harriet Tubman's Home Designated as National Park. *PBS NewsHour*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/pbs-newshour-daily-news/tubmans-home-designated-national-park/#.WbB0Gch95hE>>
 - 'If There is No Struggle...': Teaching a People's History of the Abolition Movement. *Zinn Education Project*. Web. 2017. <<https://zinnedproject.org/materials/if-there-is-no-struggle-abolition-movement-history/>>
 - Slavery and Defiance, *Zinn Education Project*. Web. 2015. <<http://zinnedproject.org/materials/slavery-and-defiance/>>
 - The African American Odyssey: A Quest for Full Citizenship. *Library of Congress*. Web. 2017 <<https://www.loc.gov/exhibits/african-american-odyssey/abolition.html>>
- Students explain the creation of a segregated society resulting from the implementation of Jim Crow laws.
 - Beyond Brown Pursuing the Promise. *PBS LearningMedia California*, 2004. Web. 2018. <https://ca.pbslearningmedia.org/resource/pbs_org14_beyondb_soc_11/beyond-brown-middle-school-students-video-tour-of-black-and-white-schools>
 - Great Migration. *Stanford History Education Group*, 2018. Web. 2018. <<https://sheg.stanford.edu/history-lessons/great-migration>>
 - Jim Crow and Segregation. *The Library of Congress*. Web. 2015. <<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>>
 - Living in Jim Crow American: Jackie Robinson – Part 1. *PBS*, 2016. Web. 2017. <<http://www.pbs.org/kenburns/jackie-robinson/classroom/>>
 - Plessy vs. Ferguson. *Plessy vs. Ferguson*. Web. 2017. <<https://ca.pbslearningmedia.org/resource/bf09.socst.us.const.plessy/plessy-v-ferguson/#.WbLEnch95hE>>
 - Separate is Not Equal: Brown v. Board of Education. *Smithsonian National Museum of American History, Behring Center*. Web. 2017. <<http://americanhistory.si.edu/brown/history/1-segregated/seggregated-america.html>>
 - The Rise and Fall of Jim Crow. *PBS*, 2002. Web. 2017. <<http://www.pbs.org/wnet/jimcrow/index.html>>
 - The Rise and Fall of Jim Crow: Blacks and Whites in the New South. *PBS LearningMedia California*, 2017. Web. 2017. <https://ca.pbslearningmedia.org/resource/bf10.socst.us.indust.blckwhite/blacks-and-whites-in-the-new-south/#.WbG_hsh95hE>
- Students identify cultural movements of African Americans including the Harlem Renaissance and jazz.
 - Black is Beautiful: Afrocentricity. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/mr13-socst-us-currents/many-currents-african-american-history-since-the-civil-rights-movement/#>>
 - Blanchard, B. The Social Significance of Rap & Hip Hop, Web. 2015. <https://web.stanford.edu/class/e297c/poverty_prejudice/mediarace/socialsignificance.htm>
 - Ralph Ellison and the Black Arts Movement. *PBS Learning Media*, 2017. Web. 2017 <<https://ca.pbslearningmedia.org/resource/aml15.ela.lit.black-arts/ellison-and-the-black-arts-movement/#.WbHFech95hE>>
 - The Harlem Renaissance. *The Library of Congress*. Web. 2015. <<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/>>
 - The Blues | Definitional Lessons: Blues as African American History. *PBS Learning Media California*, 2003. Web. 2017.

<https://ca.pbslearningmedia.org/resource/pbs_org14_blues_arts_5/the-blues-definitional-lessons-blues-as-african-american-history/#.WbHKksh95hF>

- Students trace the development of the Civil Rights Movement and discuss contemporary civil rights movements, i.e., #BlackLivesMatter, #SayHerName, #TakeAKnee, etc.
 - A Time for Justice: America's Civil Rights Movement. *Teaching Tolerance*, 2011. Website: 2017.
<<https://www.tolerance.org/classroom-resources/film-kits/americas-civil-rights-movement-a-time-for-justice>>
 - Black Lives Matter: Continuing the Civil Rights Movement. *The Choices Program Brown University*, 2018. Web. 2018.
<<http://www.choices.edu/teaching-news-lesson/black-lives-matter-continuing-civil-rights-movement/>>
 - Black Lives Matter: From Hashtag to Movement. *Anti-Defamation League*, 2015. Web. 2018.
<<https://www.adl.org/education/educator-resources/lesson-plans/black-lives-matter-from-hashtag-to-movement>>
 - Brown v. Board at Fifty: "With an Even Hand". *Library of Congress*, 2004. Web. 2017.
<<http://www.loc.gov/exhibits/brown/index.html>>
 - Civil Rights and the Women's Movement. *PBS LearningMedia*, 2018. Web. 2018.
<<https://ca.pbslearningmedia.org/resource/976708ae-6ec4-444c-91e1-48cd2ccea7f1/civil-rights-and-the-womens-movement>>
 - Discussing #TakeAKnee in Class. *Teaching Tolerance*, 2017. Web. 2018.
<<https://www.tolerance.org/magazine/discussing-takeaknee-in-class>>
 - Free Speech and Trump's Reaction to NFL Protestors. *PBS Newshour Extra*, 2017. Web. 2018.
<<http://www.pbs.org/newshour/extra/daily-videos/a-lesson-on-free-speech-trumps-reaction-to-nfl-protesters/>>
 - Harris, K. and Barrett, T. Text to Text | Colin Kaepernick's National Anthem Protest and Frederick Douglass's 'What to the Slave is the 4th of July?' *The New York Times*, 2016. Web. 2018.
<<https://www.nytimes.com/2016/10/26/learning/lesson-plans/text-to-text-colin-kaepernicks-national-anthem-protest-and-frederick-douglasss-what-to-the-slave-is-the-4th-of-july.html>>
 - Khaleeli, H. #SayHerName: Why Kimberle Crenshaw is Fighting for Forgotten Women. *The Guardian*, 2016. Web. 2018.
<<https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women>>
 - Mighty Times | The Children's March. *Teaching Tolerance*, 2016. Web. 2017.
<<https://www.tolerance.org/classroom-resources/film-kits/mighty-times-the-childrens-march>>
 - #SayHerName: Resisting Police Brutality Against Black Women. *The African American Policy Forum*, 2015. Web. 2018.
<<http://www.aapf.org/sayhernamereport/>>
 - Selma the Bridge to the Ballot. *Teaching Tolerance*, 2016. Web. 2017.
<<https://www.tolerance.org/classroom-resources/film-kits/selma-the-bridge-to-the-ballot>>
 - The Idea Book for Educators: The Civil Rights Act of 1964. *A & E Television Networks, LLC*, 2014. Web. 2015.
<http://ideabook.aetncsg.com/Archives/Idea_Book_Civil_Rights_Edition.pdf>
 - The NAACP: A Century in the Fight for Freedom. *The Library of Congress*. Web. 2015.
<<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/>>
 - The Road to Brown. *Zinn Education Project*. Web. 2015.
<<https://zinnedproject.org/materials/the-road-to-brown/>>
 - Unsung Heroes of the Civil Rights Movement. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/unsung-heroes-of-the-civil-rights-movement>>

- Students compare and contrast the leadership of Dr. Martin Luther King, Jr. and Malcolm X.
 - Bailey, T. The Civil Rights Movement: Dr. Martin Luther King Jr. and Malcolm X. *The Gilder Lehrman Institute of American History*, 2009-2017. Web. 2017. <<https://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/civil-rights-movement-king-and-malcolm-x>>
 - Lesson Plan: Martin Luther King, Jr. and Malcolm X: A Common Solution? *Stanford | The Martin Luther King, Jr. Research and Education Institute*. Web. 2017. <<https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-martin-luther-king-jr-and-malcolm-x-common-solution>>
 - The Civil Rights Act of 1964: A Long Struggle for Freedom. *Library of Congress*, 2014. Web. 2017. <<https://www.loc.gov/exhibits/civil-rights-act/>>
 - “The Negro and the American Promise”. *PBS*, 1995-2017. Web. 2017. <<http://www.pbs.org/black-culture/explore/civil-rights-movement/#.WbHNash95hF>>
- Students discuss the effectiveness of political groups and determine if these groups would be effective in the 21st century.
 - Black Power: Demanding a Brilliant Future. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/mr13-socst-us-currents/many-currents-african-american-history-since-the-civil-rights-movement/#>>
 - Eyes on the Prize: Then and Now. *PBS*, 2017. Web. 2017. <<http://www.pbs.org/video/world-channel-eyes-prize-then-and-now-episode/>>
 - The Black Power Mixtape 1967-1975. *PBS Independent Lens*. Web. 2017. <<http://www.pbs.org/independentlens/films/black-power-mixtape-1967-1975/>>
 - What We Want, What We Believe: Teaching with the Black Panthers. *Zinn Education Project*. Web. 2015 <<http://zinnedproject.org/materials/black-panthers-ten-point-program/>>
- Students discuss the positive and negative effects of desegregation.
 - Adams, J. Years After Brown, the Battle for Integration Continues. *Teaching Tolerance*, 2017. Web. 2017. <<https://www.tolerance.org/magazine/years-after-brown-the-battle-for-integration-continues>>
 - Harris, E.A. School Segregation Persists in Gentrifying Neighborhoods, Maps Suggest. *The New York Times*, 2015. Web. 2017. <<https://www.nytimes.com/2015/12/16/nyregion/school-segregation-persists-in-gentrifying-neighborhoodsmaps-suggest.html>>
 - Judson, G. Effects of Segregation Told in a Trial. *The New York Times*, 1993. Web. 2017. <<http://www.nytimes.com/1993/01/06/nyregion/effects-of-segregation-told-in-a-trial.html?mcubz=1>>
 - Lindberg, M. “Conversations Aren’t Enough” *Teaching Tolerance*, 2017. Web. 2017. <<https://www.tolerance.org/magazine/spring-2017/conversations-arent-enough>>
 - The Rise of the Black Middle Class. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/mr13-socst-us-currents/many-currents-african-american-history-since-the-civil-rights-movement/#>>
 - School Integration 55 years later. *Teaching Tolerance*. Web. 2018. <<https://www.tolerance.org/classroom-resources/tolerance-lessons/school-integration-55-years-later>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 4: Chicano/a, Latino/a and Hispanic Identities**Duration:** 4 Weeks**Description:**

In this unit, students define identities in Chicano/a, Latino/a and Hispanic communities. Students understand how the experiences of Chicanos/as, Latinas/os, and Hispanics in the United States have contributed to, and been shaped by historical experiences including, but not limited to: The Mexican-American War, the Treaty of Guadalupe Hidalgo, Mendez vs. Westminster, Zoot Suit Riots, Bracero Program, Delano Grape Strike, Chicano/a Movement, El Plan de Santa Barbara, Salad Bowl Strike, the Lemon Grove Case, and La Causa. Students study influential leaders and groups in the Chicano/a, Latino/a and Hispanic communities including, but not limited to: Fred Ross, Cesar Chavez, Dolores Huerta, Tomas Rivera, The Brown Berets, Young Lords, MECHA, Ruben Salazar, Sal Castro, and Rodolfo Acuna. Students examine diversity in Chicano/Chicana, Latino/Latina and Hispanic communities with specific attention to Aztlan, Cuba, Puerto Rico, Latin and South America. Major themes to be addressed include: immigration, colonization, labor issues, civil rights, racism, race relations and gender relations. In addition, students investigate the implications of Prop 187, AB-540 and the Dream Act on the education outcomes of individuals in Chicano/Chicana, Latino/Latina and Hispanic communities.

Required Assignments:

Given articles and video clips of the 1968 Chicano/a School Blowouts, students explore educational inequalities and discrimination experienced by Latinos in the United States leading to student protests. Students examine current educational inequalities in their communities and relate these issues to those faced by Latinos in the 1960s. Students write at least one page describing historical segregation and discrimination in Latino communities and at least one page connecting those issues to an issue of inequality today. For an extension, students write a letter to a community leader or a school administrator expressing their concerns with recommendations for addressing the problem.

- Gibbs, B. The History All Around Us: Roosevelt High School and the 1968 Eastside Blowouts Using our Schools as History “texts.” *Zinn Education Project*. Web. 2015.
<<http://zinnedproject.org/materials/eastside-blowouts/>>
- LA Walkouts. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/ee799b78-4dd9-409d-9c84-361802731591/la-walkouts/#.WbMBQsh95hF>>
- Students Rising. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/692644b7-3637-4e9d-853d-cd0276ecc759/students-rising/#.WbL6msh95hE>>
- Ohanesian, L. Never-Before-Seen Photos from the Chicano Movement Feel Timely 50 Years Later. *LA Weekly*, 2017. Web. 2017.
<<http://www.laweekly.com/arts/la-razas-photographs-from-the-chicano-movement-go-on-display-at-the-astry-8578961>>
- Walkout: The True Story of the Historic 1968 Chicano Student Walkout in East L.A. *Democracy Now*. Web 2015.
<http://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the>
- What Does Chicana/o Mean Today? East L.A. Blowouts: Walking Out for Justice in the Classrooms. *KCET*, 2012. Web. 2017.
<<https://www.kcet.org/shows/departures/east-la-blowouts-walking-out-for-justice-in-the-classrooms>>

Suggested Activities and Materials:

- Students discuss the complexity of old and new Chicano/a, Latino/a, and Hispanic identities and differentiate between Hispanic countries of origin.
 - American Family Journey of Dreams: What it Means to be Latino. *PBS*, 2004. Web. 2017. <<http://www.pbs.org/americanfamily/latino.html>>
 - Defining ‘Chicanismo’ Since the 1969 Denver Youth Conference. *KCET*, 2016. Web. 2017. <<https://www.kcet.org/history-society/defining-chicanismo-since-the-1969-denver-youth-conference>>
 - Rodriguez, C. Which is it, Hispanic or Latino? *CNN*, 2014. Web. 2016. <<http://www.cnn.com/2014/05/03/living/hispanic-latino-identity/>>
 - Stories of Arrival. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/15b19a60-db6b-4564-8c9a-21e116c8936b/latino-americans-stories-of-arrival-lesson-plan/#.WbWd2ch95hE>>
- Students compare and contrast the discriminatory experiences of Latinos and African Americans in the United States.
 - A Class Apart. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/507408f8-572f-4d7c-ad97-0580cdc56f33/a-class-apart/#.Wbwsish95hE>>
 - Chicano Civil Rights “Education”. *PBS*, 2017. Web. 2017. <<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-education/>>
 - Children of Giant | Lesson Plan: De/Segregation in the Shadow of Giant. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/children-of-giant-lesson-plan/children-of-giant-lesson-plan-desgregation/#.WbLA2Mh95hE>>
 - Children of Giant: Blackwell School | Media Gallery. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/1c8afa5e-1d5f-4e7c-824c-3360a65d1911/children-of-giant-blackwell-school/#.WbK-Psh95hE>>
 - Juan Seguín. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/db2f3942-115c-4b30-a5d6-54a105464a5a/juan-seguin/#.Wbv8yMh95hF>>
 - Mariano Guadalupe Vallejo. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/f14e0253-52c2-4bc1-8d8f-1f7feb7ca438/mariano-guadalupe-vallejo/#.WbMKbMh95hE>>
 - New Mexico & Las Gorras Blancas. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/a59e1cd3-e3ab-465d-a67f-837ad926abdd/new-mexico-las-gorras-blancas/#.Wbv8yMh95hF>>
- Students complete an illustrated timeline documenting the significance of key historical figures and events leading up to the Chicano Civil Rights Movement.
 - A Class Apart: Hernandez v. Texas: A Great Moment in American History. *PBS LearningMedia*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/arct.socst.ush.class12great/hernandez-v-texas-a-great-moment-in-american-history/#.Wbwr7Mh95hF>>
 - Chicano Civil Rights “Activism & Organizing”. *PBS*, 2017. Web. 2017. <<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-activism-organizing/>>
 - Chicano Civil Rights “Chicano Identity”. *PBS*, 2017. Web. 2017. <<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-chicano-identity/>>
 - Civil Rights Awakening. *KCET*, 2011. Web. 2017. <<https://www.kcet.org/shows/departures/civil-rights-awakening>>
 - Latino Americans: Timeline of Important Dates. *PBS*, 2013. Web. 2017. <<http://www.pbs.org/latino-americans/en/timeline/>>
 - Latino Civil Rights Timeline, 1903 to 2006. *Teaching Tolerance*. Web. 2017.

- <<https://www.tolerance.org/classroom-resources/tolerance-lessons/latino-civil-rights-timeline-1903-to-2006>>
 - Ruben Salazar: Man in the Middle | Lesson Plan: Objectivity and Bias in Journalism. *PBS*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/ruben-salazar-lesson-plan/ruben-salazar-man-in-the-middle-lesson-plan/#.WbwQf8h95hE>>
 - Ruben Salazar: Man in the Middle | Media Gallery. *PBS*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/cc6cb47a-ad4b-4bab-8b92-662c1e55cb13/ruben-salazar-man-in-the-middle/#.Wbv8yMh95hF>>
 - The Chicano Moratorium. *KCET*, 2011. Web. 2017.
<<https://www.kcet.org/shows/departures/the-chicano-moratorium>>
- Students use thinking maps to evaluate the impact of Mendez vs Westminster on the Brown vs. Board of Education Supreme Court case.
 - Latinos and the Fourteenth Amendment: A Primary Document Activity. *Teaching Tolerance*, Web. 2015
<<http://www.tolerance.org/lesson/latinos-and-fourteenth-amendment-primary-document-activity>>
 - Mendez v. Westminster: Desegregating California's Schools. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/#.Wbv8xch95hF>>
- Students analyze documents about the Chicano movement and establishment of Chicano Studies programs.
 - Springer, D. Campus Commemorates 1968 Student Led Strike. San Francisco State University, 2008. Web. 2015.
<<http://www.sfsu.edu/news/2008/fall/8.html>>
 - UCSB Chicano/a Latino/a Resource Guide. Web. 2015.
<<http://admissions.sa.ucsb.edu/docs/default-source/PDFs/chicanolatinoguide.pdf>>
- Students explain the rise of political activism and voter registration movements within the Latino community.
 - Chicano Civil Rights "Rise of Mexican-Americans in Politics". *PBS*, 2017. Web. 2017.
<<http://www.pbs.org/video/austin-revealed-rise-mexican-americans-politics/>>
 - Latinos in the Ballot Box. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/5b53c663-a7b6-4ccd-b127-fccd7655ea2f/latinos-at-the-ballot-box/#.WbMe8ch95hE>>
- Students evaluate the issues that led to the formation of the United Farm Workers (UFW) union and the influence of non-violent organizing strategies used by farm workers to address issues of fairness and dignity by creating a series of political cartoons.
 - Viva La Causa. *Teaching Tolerance*. Web. 2015.
<http://www.tolerance.org/sites/default/files/kits/Viva%20Teachers%20Guide_web.pdf>
- Students complete a research project on recent and historical legislation that impacted immigrant communities from 1900-the present (Pre-Depression Head Tax, 1930's forced deportations, Bracero Program, Family Reunification Act, IRCA, SB1070, etc.).
 - Bracero History Archive. *Roy Rosenzweig Center for History and New Media*, 2018. Web. 2018.
<<http://braceroarchive.org/>>
 - Demonstrations of 2006. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/04e09a79-4fb1-4b21-b2a9-221a180df8ae/demonstrations-of-2006/#.Wbv8xsh95hF>>
 - Depression, War, and Civil Rights. *History, Art & Archives, U.S. House of Representatives*, 2017. Web. 2017.
<<http://history.house.gov/Exhibitions-and-Publications/HAIC/Historical-Essays/Separate-Interests/Depression-War-Civil-Rights/>>
 - Family Ties. *Teaching Tolerance*. Web. 2015.

- <<http://www.tolerance.org/lesson/family-ties>>
- Identity, Immigration and Economics: Involuntary Deportations of the 1930s. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/e89a902a-f195-42e2-9527-8b6899143fe3/involuntary-deportations-of-the-1930s/#.Wbv8x8h95hF>>
- It Came Up in the Debate: Here are 3 Things to Know about ‘Operation Wetback’. *NPR The Two-Way*, 2015. Web. 2017.
<<http://www.npr.org/sections/thetwo-way/2015/11/11/455613993/it-came-up-in-the-debate-here-are-3-things-to-know-about-operation-wetback>>
- Paying With Their Health. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/paying-with-their-health>>
- States: Recession Affects Flows, Prospects for Reform. *Migration Policy Institute (MPI)*, 2010. Web. 2017
<<http://www.migrationpolicy.org/article/immigration-and-united-states-recession-affects-flows-prospects-reform>>
- DACA Information. *Undocumented Student Program | University of California at Berkeley*, 2017. Web. 2017
<<https://undocu.berkeley.edu/legal-support-overview/what-is-daca/>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 5: Asian/Pacific American Identities

Duration: 4 Weeks

Description:

Students identify, emphasize, and explore the contributions, struggles, and triumphs of Asian/Pacific American experience through an examination and analysis of the historical, socio-political challenges, literature, art, and personal accounts from the mid-1800’s to the present. Specifically, students will investigate and evaluate parallels and differences across the experience of individuals identifying themselves as Asian American by exploring the following: Chinese Immigration to the United States, the significance of the Chinese Exclusion Act, US Imperialism in the Pacific, poetry on Angel Island, the impact of Executive Order 9066, Picture Brides of Hawaii, the Family Reunification Act, Japanese American Involvement in the development of the Black Panther Party, involvement in the Third World Liberation Front, the Delano Manongs, experiences of Southeast Asian Refugees, as well as the shifting demographics in the greater Asian/Pacific American communities today. This unit closes with a discussion of current issues impacting like immigration, assimilation, religious discrimination and identity, hate crimes, stereotypes, poverty, gang violence, etc.

Required Assignments:

Students conduct an oral history interview with a person of Asian/Pacific American descent. Students choose a theme, conduct and cite research about the theme to inform their questions, identify a translator if necessary, form their questions and edit a finalized product. The interview will address a specific issue to the ethnicity of the person being interviewed i.e. immigration experience or experiences as a member of their ethnicity in school, etc. The interview should be recorded and transcribed. Students must get a signed consent form to conduct the interview and will have the choice to create a PowerPoint, short film, visual presentation, design an illustrated comic book, or write an essay as a final product. The final product can then be presented to the class and/or shared with the school.

Suggested Activities and Materials:

- Students list and explain the different Asian and Pacific Islander identities and ethnicities.
 - Census Data & API Identities. Asian Pacific Institute on Gender-Based Violence. Web. 2017. <<http://www.api-gbv.org/resources/census-data-api-identities.php>>
 - ❖ Students conduct their own research.
- Students identify on maps the geographical regions where different Asian Pacific Americans communities originated from.
 - Asian Americans: A Diverse and Growing Population. *Pew Research Center*, 2017. Web. 2017. <<http://www.pewresearch.org/topics/asian-americans/>>
 - Asian Immigrants in the United States. *Migration Policy Institute (MPI)*, 2016. Web. 2017. <<http://www.migrationpolicy.org/article/asian-immigrants-united-states>>
 - Beyond Bollywood: Indian Americans Shape the Nation. *Smithsonian Asian Pacific American Center*, 2014. Web. 2015 <<http://smithsonianapa.org/beyondbollywood/>>
 - Students discuss key historical events including, but not limited to Chinese Facts for Features: Asian-American and Pacific Islander Heritage Month: May 2017. *United States Census Bureau*, 2017. Web. 2017. <<https://www.census.gov/newsroom/facts-for-features/2017/cb17-ff07.html>>
- Immigration to the United States, the significance of the Chinese Exclusion Act, US Imperialism in the Pacific, the poetry on Angel Island, the impact of Executive Order 9066.
 - A More Perfect Union: Japanese Americans & the US Constitution. *Smithsonian Museum of National History*. Web. 2015 <http://amhistory.si.edu/perfectunion/non-flash/immigration_main.html>
 - Angel Island Immigration Station Poetry. *Center for Educational Telecommunications Inc*, 2009. Web. 2015. <http://www.cetel.org/angel_poetry.html>
 - Arirang: An Interactive Classroom on the Korean American Experience. Web. 2017. <http://www.koreanamericanstory.org/arirang/flash/main/korean_american_history.htm>
 - Life on Angel Island. *Angel Island Immigration Station Foundation*, 2015. Web. 2015. <<http://www.aiisf.org>>
 - Ludden, Jennifer, 1965 Immigration Law Changed Face of America. *NPR*, 2006. Web. 2015. <<http://www.npr.org/templates/story/story.php?storyId=5391395>>
 - Pacific Link: The KQED Asian Education Initiative. *KQED Inc*. Web. 2017. <<https://www.kqed.org/w/pacificlink/history/angelisland/>>
 - Teaching WWII Japanese American Incarceration with Primary Sources. *Densho*, 2017. Web. 2017. <<https://densho.org/online-course/>>
 - Transcontinental Railroad Recruits Chinese Laborers. *PBS LearningMedia*. Web. 2017. <<https://ca.pbslearningmedia.org/resource/akh10.socst.ush.now.trchinese/transcontinental-railroad-recruits-chinese-laborers/#.Wcv8h2iPJhF>>
 - Searching for Gold Mountain. *Library of Congress*. Web. 2015. <<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/chinese2.html>>
- Students investigate the experiences of Southeast Asian Refugees on both first and second-generation refugees.
 - American Experience: Last Days in Vietnam. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/collection/lastdaysinvietnam/#.Wc1LtmIPJhE>>
 - Cambodian Refugees and PTSD | America by the Numbers. *PBS LearningMedia*, 2017. Web. 2017.

- <<https://ca.pbslearningmedia.org/resource/811cc97d-976d-42cb-9713-bff838ac3dff/cambodian-refugees-and-ptsd-america-by-the-numbers/#.Wc0lkGiPJhE>>
 - Keo, S. and Selway, M. Power & Authority Understanding Genocide: The Khmer Rouge. *UC Berkeley History-Social Science Project*, 2017. Web. 2017. <<http://ucbhssp.berkeley.edu/content/understanding-genocide-khmer-rouge>>
 - Survivor Stories. *Digital Archive of Cambodian Holocaust Survivors*, 2011. Web. 2015. <<http://www.cybercambodia.com/dachs/stories.html>>
- Students discuss challenges to both assimilation and cultural preservation.
 - An Educator’s Guide to Becoming American – The Chinese Experience. *Facing History and Ourselves Foundation*, 2003. Web. 2017. <https://www-tc.pbs.org/becomingamerican/educator_guide.pdf>
 - A Place in the Middle. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/5e683b92-4ecb-48e2-b105-7f24cb65201f/a-place-in-the-middle/#.Wc1No2iPJhE>>
 - Becoming American – The Chinese Experience. *Moyers & Company*, 2003. Web. 2017. <<http://billmoyers.com/series/becoming-american-the-chinese-experience-2003/>>
 - Children of Vietnamese Refugees Return Home | PBS NewsHour. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/a4a3b862-bda9-4821-90d9-7ae3ad3b507e/children-of-vietnamese-refugees-return-home-pbs-newshour/#.Wc1Gs2iPJhE>>
 - Nielsen: Asian Americans Flex Consumer Influence Across Regions. *The Nielsen Company*, 2016. Web. 2016. <<http://www.nielsen.com/us/en/press-room/2016/nielsen-asian-americans-flex-consumer-influence-across-regions.html>>
 - Race & Ethnicity: Asian/Pacific Islander. *USC Annenberg: The Critical Media Project*. Web. 2018. <<http://criticalmediaproject.org/category/race/asian-pacific-islander/>>
- Students draw connections between the experiences of different ethnicities around common issues, including, but not limited to the Civil Rights Movement, Labor Rights Movement, the development of Ethnic Studies Programs.
 - Asian Americans and Moments in People’s History. *Zinn Education Project*, 2017. Web. 2017. <<https://zinnedproject.org/materials/asian-americans-and-moments-in-peoples-history/>>
 - Asian American Racial Justice Toolkit. *Chinese Progressive Association*, 2016. Web. 2017. <<https://www.asianamtoolkit.org/>>
 - Civil Rights Activist Yuri Kochiyama on her Internment in a WWII Japanese American Detention Camp & Malcolm X’s Assassination. *Democracy NOW!*, 2008. Web. 2017. <https://www.democracynow.org/2008/2/20/civil_rights_activist_yuri_kochiyama_remembers>
 - Dannellis, E. and Du, A. Fighting for Democracy an Educator’s Guide. *National Center for the Preservation of Democracy*, 2007. Web. 2015. <<http://media.janm.org/visit/groups/FightingForDemocracy-EducatorsGuide.pdf>>
 - Delano Manongs: The Forgotten Heroes of The United Farm Workers Movement. *Public Broadcasting Service (PBS)*, 2014. Web. 2017. <<http://www.pbs.org/video/kvie-viewfinder-delano-manongs/>>
 - Fred T. Korematsu Institute Curriculum Kit. Web. 2017. <<http://www.korematsuinstitute.org/homepage/>>
 - Inter-racial Labor Solidarity. *WELGA! Filipino American Labor Archives*. Web. 2017. <<http://welgadigitalarchive.omeka.net/exhibits/show/interraciallabor>>
 - Rogow, F. American Revolutionary: The Evolution of Grace Lee Boggs: Lesson Plan: Making Change: Revolutionary Tactics of the Civil Rights Movement. *Public Broadcasting Service*, 2014. Web. 2017. <<http://www.pbs.org/pov/americanrevolutionary/lesson-plan/>>

- Students analyze current issues in the Asian Pacific American Communities.
 - Calma, J. Forty Years After Resettlement, Thousands of Southeast Asian Refugees Face Deportation. *NBC News*, 2015. Web. 2017.
<<https://www.nbcnews.com/news/asian-america/forty-years-after-resettlement-thousands-southeast-asian-refugees-face-deportation-n466376>>
 - Facing Deportation and the History of the Khmer Refugee | Sentenced Home Film Module. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/18051f1b-4d22-4900-bcf4-39e22f2e74e2/facing-deportation-and-the-history-of-the-khmer-refugee-sentenced-home-film-module/#.Wc0mGmiPJhE>>
 - Island of Warriors | America by the Numbers. *Public Broadcasting Service (PBS)*, 2017. Web. 2017.
<<http://www.pbs.org/video/america-numbers-island-warriors/>>
 - Pass or Fail in Cambodia Town | America by the Numbers. *Public Broadcasting Service (PBS)*, 2017. Web. 2017.
<<http://www.pbs.org/video/america-numbers-pass-or-fail-cambodia-town/>>
 - Pass or Fail in Cambodia Town Lesson. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/pass-or-fail-in-cambodia-town>>
 - Step Into Long Beach: Exposing how Cambodian American Youth are under resourced, over policed and fighting back for their wellness. *Teaching Tolerance*. Web 2015.
<http://www.datacenter.org/wp-content/uploads/KGA_Full-Report.pdf>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 6: Indigenous/Native American/American Indian/First Peoples

Duration: 3 Weeks

Description:

Students identify, explore, and evaluate the contributions, struggles, and triumphs of the Native American Identity through the examination and analysis of the historical, socio-political challenges, literature, art, and personal accounts from the 1800's to the present. Specifically, students investigate and evaluate the impact of policies that affect the relationship and between Native Americans and United States government such as, but not limited to the Allotment "Dawes" Act, Self-Determination Act, Indian Boarding Schools, Termination Policy, Indian Removal Act, and the Citizenship Act. Students draw conclusions about symbolic significance of the Ghost Dance, the Massacre of Wounded Knee, Occupation of Wounded Knee, the Trail of Broken Treaties, Occupation of Alcatraz, the Alcatraz Proclamation, American Indian Movement, People Not Mascots, and the case of Leonard Peltier. This unit closes with a discussion of current issues impacting Native American communities today.

Required Assignments:

Students use and cite a minimum of five sources referenced from the unit to construct a three to five page visual essay. The visual essay can focus on any social or political aspect that summarizes the history, ideas, theories, themes, and viewpoints covered in the unit. Students justify their choice of visuals as symbols of Native American experiences in writing. The images in visual essays can originate from a range of sources, for example: images from collections that are already available (pieces of art, photos, etc.) or images that have been produced for the essay

Suggested Activities and Materials:

- Students list and explain vocabulary specific to Native American/American Indian identities and ethnicities such as, but not limited to: reservation, federally recognized, etc. (See Chapters 2 and 3 from *Custer Died for Your Sins* by Vine Deloria Jr.)
 - Champagne, D. The Term ‘American Indian,’ Plus Ethnicity, Sovereignty, and Identity. *Indian Country Today Media Network.com*, 2014. Web. 2018.
<<https://newsmaven.io/indiancountrytoday/archive/the-term-american-indian-plus-ethnicity-sovereignty-and-identity-LqEP40DmEUmtmwHHegWrVQ/>>
 - Stereotypes and Tonto. *Teaching Tolerance*. Web. 2016
<<http://www.tolerance.org/lesson/stereotypes-and-tonto>>
- Students identify the geographical regions where different American Indian/Native American communities originated.
 - Geography: American Indians and Alaska Natives in the United States Wall Maps. *United States Census Bureau*. Web. 2016.
<https://www.census.gov/geo/maps-data/maps/aian_wall_maps.html>
 - Facts for Features: American Indian and Alaska Native Heritage Month: November 2016. *United States Census Bureau*, 2016. Web. 2017.
<<https://www.census.gov/newsroom/facts-for-features/2016/cb16-ff22.html>>
 - Wang, H.L. Code Switch Race and Identity, Remixed: The Map of Native American Tribes You’ve Never Seen Before. *NPR Southern California Public Radio*, 2014. Web. 2016.
<<http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before>>
- Students discuss key historical events including, but not limited to American Indian Policies, American Indian Movement, Ghost Dance, the case of Leonard Peltier, etc.
 - Trail of Tears. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/#.Wc7BJmiPJhE>>
 - Alcatraz Proclamation. *Shaping San Francisco Digital Archive @ Found SF*. Web. 2015.
<http://foundsf.org/index.php?title=ALCATRAZ_Proclamation>
 - Heppler, J. Framing Red Power. *University of Nebraska Lincoln Center for Digital Research in the Humanities*, 2015. Web. 2015.
<<http://www.framingredpower.org>>
 - Jason, A. The Ghost Dance: Indian Removal after the War: A Unit of Study for Grades 10-12. *National Center for History in the Schools, UCLA*, 1991. Web. 2016
<https://www.learner.org/courses/amerhistory/pdf/GhostDance_LOne.pdf>
 - Native Words, Native Warriors. *National Museum of the American Indian*, 2007. Web. 2017.
<<http://www.nmai.si.edu/education/codetalkers/html/lessons.html>>
 - The Alcatraz Proclamation: A Primary Document Activity. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/activity/alcatraz-proclamation-primary-document-activity>>
 - Salgado, E. What Was the Occupation of Wounded Knee? *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/arct.socst.ush.wounded01whatitwas/what-was-the-occupation-of-wounded-knee/#.Wc7EQWiPJhE>>
 - Wounded Knee Massacre December 29, 1890. *California Indian Education*, 2008-Present. Web. 2017.
<http://www.californiaindianeducation.org/history/wounded_knee/>
 - We Hold the Rock-Alcatraz Island. *National Park Service US Department of Interior*, 2015. Web. 2015.
<<http://www.nps.gov/alca/learn/historyculture/we-hold-the-rock.htm>>
- Students will investigate and compare the experiences of American Indians living on/off reservations.
 - American Indian Reservations. *National Park Service*. Web. 2016.
<<https://www.nps.gov/home/learn/education/classrooms/home68post1.htm>>

- Krogstad, J.M. One-in-four Native Americans and Alaskan Natives are living in poverty. *Pew Research Center*, 2014. Web. 2016.
<<http://www.pewresearch.org/fact-tank/2014/06/13/1-in-4-native-americans-and-alaska-natives-are-living-in-poverty/>>
- My Tribal Area. *United States Census Bureau*, 2017. Web. 2017.
<<https://www.census.gov/tribal/>>
- Ladd, C. Up Heartbreak Hill – Lesson Plan: Factors in a Successful College Experience. PBS, 2012. Web. 2016.
<<http://www.pbs.org/pov/upheartbreakhill/lesson-plan/>>
- Students will discuss challenges to both assimilation and cultural preservation.
 - Unspoken: America’s Native American Boarding Schools. *KUED The University of Utah*, 2016. Web. 2018.
<<https://www.kued.org/whatson/kued-productions/unspoken-americas-native-american-boarding-schools>>
 - Momaday, N.S. The Poetry Foundation, 2015. Web. 2015.
<<http://www.poetryfoundation.org/bio/n-scott-momaday#poet>>
 - Indian Boarding Schools: Assimilation through Education. *Library of Congress*. Web. 2015.
<<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/>>
 - Native American Influences in U.S. History and Culture. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/native-american-influences-in-us-history-and-culture>>
 - 10 Fascinating Documentaries About Native Americans You Can Watch Right Now: American Red and Black: Stories of Afro-Native Identity. *Indian Country Today*, 2017. Web. 2017.
<<https://indiancountrymedianetwork.com/culture/arts-entertainment/10-fascinating-documentaries-about-native-americans-you-can-watch-right-now/>>
 - Circle of Stories. *Public Broadcasting Services*. Web. 2015.
<<http://www.pbs.org/circleofstories/educators/index.html>>
- Students will draw connections between the experiences of different ethnicities around common issues.
 - Native American Activism: 1960s to Present. *Zinn Education Project*, 2016. Web. 2017.
<<https://zinnedproject.org/materials/native-american-activism-1960s-to-present/>>
 - Linder, D.O. An Account of the Leonard Peltier Trial. *University of Missouri-Kansas School of Law*, 2006. Web. 2015.
<<http://www.famous-trials.com/leonardpeltier>>
- Students will synthesize the impact of the constantly evolving federal policies regarding American Indians/ Native Americans in the United States.
 - The Relocation of Native Americans. *PBS LearningMedia*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/arct.socst.ush.15relocation/the-relocation-of-native-americans/#.Wc6nn2iPJhE>>
 - Indian Removal: Does History Always Reflect Progress? *Teaching Tolerance*. Web. 2016.
<<http://www.tolerance.org/lesson/indian-removal-does-history-always-reflect-progress>>
 - Mercado, G. Native American Policy. *The Gilder Lehrman Institute of American History*, 2018. Web. 2018.
<<https://www.gilderlehrman.org/content/native-american-policy>>
 - Urban American Indians Rewrite Relocation’s Legacy. *National Public Radio (NPR)*, 2012. Web. 2017.
<<http://www.npr.org/2012/01/07/143800287/urban-american-indians-rewrite-relocations-legacy>>
- Students will analyze current issues impacting American Indian/Native American Communities today.
 - America by the Numbers: Native American Boomtown. *Public Broadcasting Service (PBS)*, 2017. Web. 2017.
<<http://www.pbs.org/video/america-numbers-native-american-boomtown/>>

- Constantin, D. Native Voices, Native Votes: The country's first inhabitants are the least likely to vote in national elections. Why? *Teaching Tolerance*, 2016. Web. 2017.
<<https://www.tolerance.org/magazine/fall-2016/native-voices-native-votes>>
- Donnella, L. The Standing Rock Resistance is Unprecedented (It's Also Centuries Old). *National Public Radio (NPR)*, 2016. Web. 2017
<<http://www.npr.org/sections/codeswitch/2016/11/22/502068751/the-standing-rock-resistance-is-unprecedented-it-s-also-centuries-old>>
- Indian Mascot and Logo Task Force. *Wisconsin Indian Education Association*, 2016. Web. 2017.
<<http://www.indianmascots.com/education/materials/>>
- Morris, A. Reconsider Columbus Day. *Teaching Tolerance*, 2015. Web. 2017.
<<https://www.tolerance.org/magazine/reconsider-columbus-day>>
- Thornton, A. Lesson Plan: Columbus Day or Indigenous People's Day? *Channel One News*, 2016. Web. 2017.
<https://www.channelone.com/blog_post/lesson-plan-columbus-day-or-indigenous-peoples-day/>
- O'Neill, J.T. and Swinehart, T. 'Don't Take Our Voice Away': A Role Play on the Indigenous Peoples' Global Summit on Climate Change. *The Zinn Education Project*, 2017. Web. 2017
<<https://zinnedproject.org/materials/dont-take-our-voices-away/>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 7: Lesbian Gay Bisexual Transgender Questioning/Queer (LGBTQ) Identities

Duration: 3 Weeks

Description:

In this unit students define differing identities in Lesbian Gay Bisexual Transgender Questioning/Queer (LGBTQ) communities. Specifically, students discuss the importance of self-identification and identity formation of individuals understanding themselves to be LGBTQ. Students discuss the social and privacy issues associated with "coming out." In addition students synthesize the historical treatment of people identifying themselves as LGBTQ and the ways that people in the community have reappropriated terms of oppression such as Queer to be symbol of freedom. For example, students discuss the Stonewall Rebellion, the Harvey Milk assassination, homosexuality as a mental illness and the association of LGBTQ to the AIDS epidemic. This unit will close with a discussion of current issues in the LGBTQ community, not limited to the following: gays in the military, family rights, and marriage equality.

Required Assignments:

Given an excerpt, students summarize a recent a recent court case ruling such as Boy Scouts of America v Dale, 2000, Obergefell v. Hodges, 2015 or other related case. Students explain the historical roots and moral issues associated with the case and the key constitutional and law applications. The students write at least one page highlighting the court issue, ruling and implications on society.

Suggested Activities and Materials:

- Student list and explain LGBTQ identities including Gay, Lesbian, Bisexual, Transgender, Sexist and Queer
 - LGBTQ+Identity: A Toolkit for Educators. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/collection/lgbtq-identity/#.WdUb6GiPJhH>>

- Diane, S. Lesson: A Sociometry of Oppressions, 2004. *Pride Education Network*. Web. 2018. <<http://pridenet.ca/wp-content/uploads/sociometry-of-oppressions.pdf>>
- Students differentiate Sexual/Gender Identities including Heterosexual, Homosexual, Third Gender and Transgender.
 - Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015. <<http://www.glsen.org/unheardvoices.html>>
- Students define the following: Hate Crimes, Homophobia, Human Rights and Civil Rights, and forms of Discrimination based on sexual orientation and gender identity as highlighted by United Nations Human Rights Council.
 - Born Free and Equal: Sexual Orientation and Gender Identity in International Human Rights Law. *United Nations Human Rights Office of the High Commissioner*, 2012. Web. 2017. <<http://www.ohchr.org/Documents/Publications/BornFreeAndEqualLowRes.pdf>>
 - Bullying & Bias. *Teaching Tolerance*, 2018. Web. 2018. <<https://www.tolerance.org/classroom-resources/film-kits/bullied-a-student-a-school-and-a-case-that-made-history>>
 - Combatting Discrimination Based on Sexual Orientation and Gender Identity. *United Nations Human Rights*. Web. 2015. <<http://www.ohchr.org/EN/Issues/Discrimination/Pages/LGBT.aspx>>
 - Rogow, F. POV Lesson Facts, Filmmaking and Feelings: The Role of Storytelling in the Justice System. *PBS POV*, 2015. Web. 2018. <<http://www.pbs.org/pov/outinthenight/lesson-plan/>>
- Students discuss key historical events including, but not limited to the Holocaust, the Stonewall Rebellion, the Harvey Milk assassination, homosexuality as a mental illness and the association of people identifying as LGBTQ to the AIDS epidemic.
 - Alan Turing: True to Himself. *GLSEN*, 2015. Web. 2017. <https://www.glsen.org/sites/default/files/Alan%20Turing%20True%20to%20Himself-Final_0.pdf>
 - June 24, 1973: The Massacre at the Upstairs Lounge. *The Zinn Education Project*, 2017. Web. 2017. <<https://zinnedproject.org/2014/06/massacre-at-upstairs-lounge/>>
 - LGBT Rights Milestones Fast Facts. *Cable News Network*, 2017. Web. 2017. <<http://www.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html>>
 - LGBT Social Movements. *Huffpost*, 2018. Web. 2018. <<https://www.huffingtonpost.com/topic/lgbt-social-movements>>
 - Silos-Rooney, J. Michael Sam, Masculinity and Teaching Tolerance. *Teaching Tolerance*, 2014. Web. 2017. <<https://www.tolerance.org/magazine/michael-sam-masculinity-and-teaching-tolerance>>
 - The Rainbow Flag. *The Alyson Almanac: A Treasury of Information for the Gay and Lesbian Community*, 1776. Web. 2015. <<http://www.cs.cmu.edu/afs/cs/user/scotts/ftp/bulgarians/rainbow-flag.html>>
 - The Role of Gay Men and Lesbians in the Civil Rights Movement. *Teaching Tolerance*, 2017. Web. 2017. <<https://www.tolerance.org/classroom-resources/tolerance-lessons/the-role-of-gay-men-and-lesbians-in-the-civil-rights-movement>>
 - Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015. <<http://www.glsen.org/unheardvoices.html>>
- Students discuss the “coming out” process/processes and explain the importance of anti-bullying legislation.
 - Growing UP LGBT in American. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/fp17-lgbt-lgbt-hrc/growing-up-lqbt-in-america/#.WdUvyGiPJhF>>

- Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015.
<<http://www.glsen.org/unheardvoices.html>>
- Students analyze current issues in the LGBTQ community such as “Don’t Ask, Don’t Tell, privacy rights, Anti-Bullying Legislation, Same Sex Marriage, and Family Rights.
 - Constitutional Amendments and Same-sex Marriage – Lesson Plan. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/e7fa54c8-fad8-4ebb-8c94-f515897bbbd2/constitutional-amendments-and-same-sex-marriage-lesson-plan/#.WdVNgWiPJhE>>
 - Does the Law Allow Businesses to Say ‘No’ to Same-Sex Couples? *PBS LearningMedia California*, 2015. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/e246f6fa-c584-4ed5-9121-c9dd05a8a10d/does-the-law-allow-businesses-to-say-no-to-same-sex-couples/#.WdVNaWiPJhE>>
 - Explore: Hate Crimes. *Human Rights Campaign*, 2017. Web. 2017.
<<http://www.hrc.org/explore/topic/hate-crimes>>
 - Growing Up Intersex. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/fp17-lgbtq-intersex-intersex/growing-up-intersex/#.WdUqPGiPJhE>>
 - Transgender Issues in the Spotlight after Teen’s Death. *PBS LearningMedia*, 2015. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/7a3418cc-c214-40b1-a1fd-a46b7b9fd2cf/transgender-issues-in-the-spotlight-after-teens-death/#.WdVPHWiPJhE>>
 - Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015.
<<http://www.glsen.org/unheardvoices.html>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 8: Mapping the Margins/Socioeconomic Status and Intersectionality

Duration: 4 Weeks

Description:

The unit will focus on the intersectionality among class, ethnicity, gender, the state, social institutions, and market processes in the formation and structural stability of various ethnic groups in the United States. Students understand how socio-economic environments shape identity and analyze the politics of economic inclusion, equity, civil rights and social movements that foster economic empowerment and equality.

Required Assignments:

Students demonstrate an understanding of concept of economic stability and the historical perspectives of groups marginalized economically in the United States by developing a post-secondary financial plan that aligns with their post-secondary college and career plans. Students utilize resources from the Office of the U.S. Department of Education on college and career planning.

Suggested Activities and Materials:

- Students explore the factors that determine and perpetuate poverty.
 - Issues of Poverty. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/issues-poverty>>

- McKay, D. Struggling in Suburbia: Many Suburban Schools are Facing What for Them is a New Problem-Poverty. *Teaching Tolerance*, 2012. Web. 2015.
<<http://www.tolerance.org/magazine/number-42-fall-2012/feature/struggling-suburbia>>
- Students determine which groups of Americans who are most vulnerable to the cycle of poverty.
 - McKay, D. Struggling in Suburbia: Many Suburban Schools are Facing What for Them is a New Problem-Poverty. *Teaching Tolerance*, 2012. Web. 2015.
<<http://www.tolerance.org/magazine/number-42-fall-2012/feature/struggling-suburbia>>
 - The Real Monopoly: America's Racial Wealth Divide. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/real-monopoly-americas-racial-wealth-divide>>
 - Race and Poverty: *Teaching Tolerance*. Web. 2017
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/race-and-poverty>>
- Given the historical background of the Tulsa Race Riots and Chavez Ravine, students analyze the impact of race riots and urban renewal on home ownership of people of color.
 - Christensen, L. Burned Out of Homes and History: Unearthing the Silenced Voices of the Tulsa Race Riot. *Zinn Education Project*, 2012. Web. 2015.
<<https://zinnedproject.org/materials/burned-out-of-homes-and-history-the-tulsa-race-riot/>>
 - Christensen, L. Urban Renewal, and the Loss of Community. *Zinn Education Project*, 2015. Web. 2015.
<<http://zinnedproject.org/materials/stealing-home/>>2
 - Green, M. What You Need to Know about Gentrification (with Lesson Plan). *KQED News*, 2017. Web. 2018.
<<https://www.kqed.org/lowdown/26269/what-you-need-to-know-about-gentrification>>
 - Rao, S. Remember the Tulsa 'Black Wall Street' Massacre Through Its Last Known Survivor. *Colorlines*, 2018. Web. 2018.
<<https://www.colorlines.com/articles/remember-tulsa-black-wall-street-massacre-through-last-known-survivor>>
 - The Destruction of Black Wall Street: The Tulsa Riot. *History Teaching Institute - The Ohio State University*, 2018. Web. 2018.
<<https://hti.osu.edu/history-lesson-plans/united-states-history/tulsa-riot>>
- Students discuss the history and the current status of the Dream Act and understand the different perspectives on the Dream Act to develop their own point of view and draw connections to their own dreams and goals.
 - Green, M. Timeline: Inside the Epic, Ongoing Battle over DACA. *KQED News*, 2018. Web. 2018.
<<https://www.kqed.org/lowdown/28184/how-we-got-here-the-rise-and-demise-of-daca-with-lesson-plan>>
 - I'm an Illegal Alien at Harvard. *The Daily Beast*, 2010. Web. 2015
<<http://www.thedailybeast.com/articles/2010/11/27/dream-act-im-an-illegal-immigrant-at-harvard.html>>
 - Status of Current DACA Litigation. *National Immigration Law Center*, 2018. Web. 2018.
<<https://www.nilc.org/issues/daca/status-current-daca-litigation/>>
 - The Current Events Classroom. What Should Be Done About DACA? *Anti-Defamation League*, 2017. Web. 2017.
<<https://www.adl.org/education/educator-resources/lesson-plans/what-should-be-done-about-daca>>
 - The Current Events Classroom. What is the Dream Act and Who are the Dreamers. *Anti-Defamation League*, 2014. Web. 2017.
<<https://www.adl.org/education/educator-resources/lesson-plans/what-is-the-dream-act-and-who-are-the-dreamers>>
 - The Living Undocumented Series. *Living Undocumented*, 2018. Web. 2018.
<<http://livingundocumented.com/>>
- Given the basic economic concepts of real property, wealth and income, students participate in a Monopoly simulation to understand economic injustice.

- High School Financial Planning Program. Module 1: Money Management - Teaching Materials. *National Endowment for Financial Education*, 2015. Web. 2015.
<<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>>
- The Real Monopoly: America's Racial Wealth Divide. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/real-monopoly-americas-racial-wealth-divide>>
- Student discuss the right to equal treatment in the workplace, worker health and safety protections, regardless of race, ethnicity, age and gender. Students compare and contrast the Triangle Shirtwaist Factory Fire to recent workplace safety incidents.
 - Bonner, P. Worker Safety - The Triangle Fire Legacy. *Econedlink - Council for Economic Education*, 2015. Web. 2017
<<https://www.econedlink.org/resources/worker-safety-the-triangle-fire-legacy/>>
 - Gender and Jobs: Women in the Workforce. *Teaching Tolerance*. Web. 2015.
<<http://www.tolerance.org/lesson/gender-and-jobs-women-workforce>>
 - Unequal Unemployment. *Teaching Tolerance*. Web. 2017.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/unequal-unemployment>>
- Given a historical document to read and analyze, students summarize the rights afforded by Title VII of the Civil Rights Act of 1964 that established the Equal Employment Opportunity Commission.
 - The Civil Right Act and the Equal Employment Opportunity Commission. *The National Archives Experience: Docs Teach*. Web. 2015.
<<http://docsteach.org/activities/14011/detail?menu=closed&mode=search&sortBy=relevance&q=race&commit=Go>>
- Given the articles on three natural disasters: Hurricane Katrina, New Orleans 2005; the San Diego wildfires, California 2007; and the 7.0 Port-au-Prince earthquake, Haiti 2010, students compare and contrast disaster responses to examine the inequality surrounding disaster response in the United States.
 - Gonchar, M. Island in Crisis: Teaching About Puerto Rico After Hurricane Maria. *The New York Times*, 2017. Web. 2018.
<<https://www.nytimes.com/2017/10/04/learning/lesson-plans/island-in-crisis-teaching-about-puerto-rico-after-hurricane-maria.html>>
 - Puerto Rico: What is the role of the federal government after a disaster? *PBS Newshour*, 2017. Web. 2018.
<<http://www.pbs.org/newshour/extra/daily-videos/puerto-rico-what-is-the-role-of-the-federal-government-after-a-disaster/>>
 - Watson, R. Five Years After the Levees Broke: Bearing Witness through Poetry. *Zinn Education Project*, 2010. Web. 2015.
<<http://zinnedproject.org/materials/five-years-after-the-levees-broke-bearing-witness-through-poetry/>>
- Given data, students identify pay inequities between women and men in various industries; and discuss ways to change pay inequity.
 - Wasnich, W. A Fair Wage. *Econedlink - Council for Economic Education*, 2016. Web. 2017,
<<http://www.econedlink.org/lessons/index.php?lid=203&type=educator>>
- Students trace the contributions of American women during World War II and document the impact these contributions had on the American economy, politics and the military by writing a reflective journal from the perspective of an American woman.
 - Irwin, S. Beyond Rosie the Riveter: Women's Contributions during World War II. *The Gilder Lehrman Institute of American History*, 2012. Web. 2015.
<<http://www.gilderlehrman.org/history-by-era/world-war-ii/resources/beyond-rosie-riveter-womens-contributions-during-world-war-ii>>
- Given examples of advertising, students research the use of stereotypes in advertising and the methods companies use to target consumer groups.
 - The New Mad Men *Teaching Tolerance*. Web. 2016.
<<http://www.tolerance.org/lesson/new-mad-men>>
- Students develop a consumer plan to combat negative stereotypes in advertising and apply their knowledge of consumer purchasing power.

- Concept Videos. *Bureau of Labor Statistics*, 2017. Web. 2017.
<<https://stats.bls.gov/k12/content/teachers/videos/video.htm>>
- The 2013 National Survey of Unbanked and Underbanked Households. [Graph illustration the Household Ownership of Checking and Savings Accounts by Race/Ethnicity 2013]. Federal Deposit Insurance Corporation, 2013.
<<https://www.economicinclusion.gov/surveys/2013household/ownership-findings/>>
- Nast, P. Resources for Teaching Financial Literacy. *National Education Association*, 2015. Web. 2016.
<<http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 3; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY."

COURSE MATERIALS:

See above.

RESOURCES:

Documents

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded	A score of one	A score of two	A score of three	A score of four	A score of five

Written Assignments, Performance Assessments and Projects	on a six-point rubric, or a score of one on a four-point rubric	on a six-point rubric, or a score of two on a four-point rubric,	or four on a six-point rubric, or a score of two on a four-point rubric	or five on a six-point rubric, a score of three on a four-point rubric	or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%

- This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
- Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
- If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2. Classwork, In-class, or Suggested Assignments 30%

- After processing course material in notes, students create products.
- Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 30%

- Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 30%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

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Saved on L/drive, Common, Manos, Course Outlines, Ethnic Studies