

## 2023-2024 CVUSD Ethnic Studies Pacing Guide

**ANYTHING UNDERLINED IS A LINK!**

[Assessment List](#)

**MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS**

**Ethnic Studies\_CMap**

**Gr9-10\_ELD\_CMap**

**Gr11-12\_ELD\_CMap**

### [Secondary Assessment Calendar](#)

	<b>1<sup>st</sup> Quarter:</b> August 24 – October 27, 2023	<b>2<sup>nd</sup> Quarter:</b> October 30 – January 23, 2024	<b>3<sup>rd</sup> Quarter:</b> January 24 – April 8, 2024	<b>4<sup>th</sup> Quarter:</b> April 9 – June 11, 2024	
<b>UNITS</b>	Native Indigenous History	Chicana/o History	African- American History	Asian- American History	Arab-American History
<b>Links to unit readings and unit pacing guides</b>	<a href="#">Unit 1 Part 1 - Week-at-a-glance</a> <a href="#">Unit 1 Part 2 - Week-at-a-glance</a> <a href="#">Unit 1 Folder</a>	<a href="#">Unit 2 Part 1 - Week-at-a-glance</a> <a href="#">Unit 2 Part 2 -Week-at-a-glance</a> <a href="#">Unit 2 Folder</a>	<a href="#">Unit 3 Part 1 - Week-at-a-glance</a> <a href="#">Unit 3 Part 2 - Week-at-a-glance</a> <a href="#">Unit 3 Folder</a>	<a href="#">Unit 4.1 Week-at-a-glance</a> <a href="#">Unit 4.1 Folder</a>	<a href="#">Unit 4.2 Week-at-a-glance</a> <a href="#">Unit 4.2 Folder</a>
<b>District Assessments</b>	<i>District Assessment:</i> <b>ELD Benchmark</b> Sept. 25 - Oct 20 <b>Gr9-10_ELD_Listening</b> <b>Gr9-10_ELD_Reading</b> <b>Gr9-10_ELD_Speaking</b> <b>Gr9-10_ELD_Writing</b>  <b>Gr11-12_ELD_Listening</b> <b>Gr11-12_ELD_Writing</b> <b>Gr11-12_ELD_Reading</b> <b>Gr11-12_ELD_Speaking</b>	<i>District Assessment:</i> <b>Ethnic Studies Benchmark</b> Dec. 4 - 15 Ethnic Studies Unit 1 Assessment <a href="#">(google doc)</a> MasteryConnect <a href="#">PDF</a> <b>HS_Sem 1_Ethnic Studies</b>	<i>State Assessments:</i> <b>ELPAC</b> Feb 1 - March 28	<i>State Assessments:</i> <b>CAASPP</b> April 8 - June 11  <i>District Assessment:</i> <b>Ethnic Studies Benchmark</b> April 8 - 19 Ethnic Studies Unit 4 Assessment <a href="#">(google doc)</a> MasteryConnect <a href="#">PDF</a> <b>HS_Sem 2_Ethnic Studies</b>	
<b>Ethnic Studies Guiding Principles</b>	2. CELEBRATE and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.	4. CRITIQUE racism, white supremacy, patriarchy, and other forms of power and oppression at the intersections of our society.	4. CRITIQUE racism, white supremacy, patriarchy, and other forms of power and oppression at the intersections of our society.	1.CULTIVATE empathy, community actualization, cultural perpetuity, self-worth, self-determination, and	5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional,

	<p>3. CENTER and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p>	<p>6. CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p> <p>7. CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing</p>	<p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>6. CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p>	<p>the holistic well-being of all participants, especially Native peoples and people of color.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>6. CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p>	<p>interpersonal, and internalized levels.</p> <p>7. CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing</p>
<b>Unit Essential Question</b>	How did the United States treat indigenous people and their lands? How did indigenous people resist oppression?	How race, gender, and class shape life in the United States for people of Chicana/o Peoples in United States History?	How race, gender, and class shape life in the United States for people of African descent in United States History?	How has United States policy affected the Asian-American and Pacific Islanders experience in the United States?	How has United States intervention in Middle Eastern Countries contributed to current fear of Arab-Americans?
<b>Objectives</b>	<p>Students will learn:</p> <ol style="list-style-type: none"> <li>the history and narratives of First Nations: The Indigenous People of the Americas.</li> <li>the dynamics of the historical relationship of the United States and Indigenous people when it came to making and breaking Treaty agreements.</li> <li>how the United States policy of Manifest Destiny was instrumental in the taking away of land from</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Students will be able to depict the area known as Aztlan and how it has sculpted the makeup of the United States.</li> <li>To understand Manifest Destiny and how it created greed amongst Americans.</li> <li>To understand the discourse of Mexico and United States relations leading to war.</li> <li>Students will understand the Treaty of Guadalupe Hidalgo and</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>relate the geographic and economic aspects of the Transatlantic Slave Trade.</li> <li>identify the major centers of plantation slavery in the Americas.</li> <li>compare the Black experience in North and South America.</li> <li>examine and explain the coexistence of the ideals of the founding fathers and the reality of</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Explore and analyze the various Asian American and Pacific Islanders cultures.</li> <li>Analyze the recruitment and treatment of Asians/Asians-Americans during the construction of the United States Railroad.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>What is the historical narrative behind Orientalism and how has it created or developed American policies towards the Middle East and Arabian peninsula.</li> <li>Analyze the western media interpretation of Arabs.</li> <li>Understand the</li> </ol>

	<p>indigenous people through military power, deceptive negotiations, immoral behavior, and violent means.</p> <p>4. about the Indian boarding school system: its purpose, its effect on the indigenous communities and how indigenous people resisted.</p>	<p>if it was honored by the United States government.</p>	<p>slavery?</p> <p>5. discuss the significance of slavery in the development of the U.S. Constitution.</p> <p>6. discuss and analyze the causes and effects of the Civil War as seen through the institution of slavery.</p> <p>7. evaluate the achievements and failures of Reconstruction.</p> <p>8. Identify, analyze, and evaluate the major aspects of the Civil Rights Movement.</p>	<p>3. Examine exclusionary practices of the U.S government and U.S. society of Asian-Americans.</p> <p>4. Analyze U.S policy towards Asian-Americans during WWII.</p>	<p>dynamics, intent, and racist use of Islamophobia in the United States.</p>
<b>Essential Standards</b>	<p>Chronological and Spatial Thinking</p> <p>3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p>	<p>Historical Research, Evidence, and Point of View</p> <p>Students identify bias and prejudice in historical interpretations.</p> <p>Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>	<p>Historical Interpretation</p> <p>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>	<p>Historical Research, Evidence, and Point of View</p> <p>9.1. Students distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>9.2. Students identify bias and prejudice in historical interpretations.</p>	<p>Chronological and Spatial Thinking</p> <p>9..4. Students relate current events to the physical and human characteristics of places and regions.</p> <p>Historical Interpretation</p> <p>9.1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>
<b>Unit Topics</b>	<p>1. Geography, Corn, and Subsistence</p> <p>a.</p> <p>2. Practices of Conquest</p> <p>3. Doctrine of Discovery</p> <p>4. Settler Colonization</p> <p>5. Broken Treaties and White Terrosism</p>	<p>Loss of Aztlan</p> <p>Treaty of Guadalupe Hidalgo</p> <p>El Grito</p> <p>Manifest Destiny, Alamo,</p> <p>Mexican-American War</p> <p>WWII and the Chicano</p> <p>Zoot Suit Riots</p>	<p>1. Transatlantic slave trade</p> <p>2. Birth of the United States of America and The Institution of Slavery</p> <p>3. Nat Turner (65)</p> <p>4. The Founding of the American Anti-Slavery</p>	<p>1. Geography</p> <p>2. Chinese Exclusion Act</p> <p>3. Asians and the railroad</p> <p>4. Colonization of Hawaii</p>	<p>7. Orientalism</p> <p>8. Middle East Foreign Policies</p> <p>9. Media interpretation of Arabs</p>

	<p>6. Ethnic Cleansing by US Govt 7. Manifest Destiny 8. Civil War and Indigenous peoples</p>	<p>Bracero Program and UFW East LA Walkouts Vietnam and the Chicano 10. Brown Berets 11. Ruben Salazar &amp; Chicano Moratorium 12. Raza Unida Party - Mayo, Corky Gonzales, Jose Angel Gutierrez, Reyes Lopez Tijerina, 13. Crystal City Walkouts 14. CA Proposition 187 - 1994 15. CA Proposition 227 - 1997 16. Censorship on Ethnic Studies 17. Coachella Valley racialized geographic spaces and histories</p>	<p>Society &amp; Maria Stewart 5. Frederick Douglass (85) 6. Harriet Tubman 7. The Roberts Case and the Birth of Jim Crow 8. The New Fugitive Slave Law &amp; Resisting the Fugitive Slave Law 9. Dred Scott 10. Ida B. Wells-Barnett and Exposing U.S. Lynchings 11. W.E.B. Du Bois 12. Plessy v. Ferguson 13. World War I and The Great Migration 14. The Red Summer &amp; The Tulsa Race Riots 15. The Harlem Renaissance</p>	<p>5. Exclusionary Acts towards Asians and Pacific Islanders 6. Japanese Internment Camps</p>	<p>10. Mascots and its Dehumanization 11. Islamophobia</p>
<b>Ethnic Studies Vocabulary</b>	<p>Cultural Wealth, imperialist, colonial, hegemonic, ideological, institutional, interpersonal, internalized, narrative</p>	<p>Racism, white supremacy, patriarchy, intersections, prejudice, discrimination, exploit, social justice</p>	<p>Racism, white supremacy, patriarchy, oppression, intersections, resistance movements, social justice</p>	<p>Oppression, White supremacy, patriarchy, capitalism, hegemony, colonialism, dehumanization, critical consciousness, social construct, ethnicity, race, intersectionality, self-determination, agency, solidarity, resistance</p>	<p>Oppression, White supremacy, patriarchy, capitalism, hegemony, colonialism, dehumanization, critical consciousness, social construct, ethnicity, race, intersectionality, self-determination, agency, solidarity, resistance</p>
<b>ELD Standards</b>	<p>Grades 9-10 Part I: Interacting in Meaningful Ways a. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>	<p>Part I: Interacting in Meaningful Ways A. Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p>	<p>Part I: Interacting in Meaningful Ways B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p>Part II: Learning About How English Works 1. Understanding text structure 2. Understanding cohesion</p>	<p>Part I: Interacting in Meaningful Ways C. Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>

<b>Anchor Texts</b>	<a href="#">Unit 1 Readings</a>	<a href="#">Unit 2 Readings</a>	<a href="#">Unit 3 Readings</a>	<a href="#">Unit 4.1 Readings</a>	<a href="#">Unit 4.2 Readings</a>
<b>Resources</b>	<a href="#">Unit 1 Resources</a> Unit 1 Potential Assignments	<a href="#">Unit 2 Resources</a> Unit 2 Potential Assignments	<a href="#">Unit 3 Resources</a> <a href="#">Unit 3 Potential Assignments</a>	<a href="#">Unit 4.1 Resources</a> <a href="#">Unit 4.1 Potential Assignments</a>	<a href="#">Unit 4.2 Resources</a> <a href="#">Unit 4.2 Potential Assignments</a>