



NSD Ethnic Studies High School Curricular Unit Overview

The **purpose** of Ethnic Studies is to transform student lives by promoting healing from historical trauma, humanizing and empowering all students, and promoting civic and community engagement through action in solidarity with others. Ethnic Studies pedagogy promotes collaboration in learning, higher level thinking and critical analysis of racism and other forms of oppression. Ethnic Studies further provides students with the opportunity to understand themselves and their intersectionality in relation to society.

THEMES

REFLECTION AND ACTION:

Reflection and Action

Definition of Theme: Student action, as defined by Ethnic Studies, fosters a sense of advocacy and empowerment that cultivates the internal motivation to be a local, community, and global changemaker. Through reflection, students increase their collective understanding of the power they have to positively impact their experiences and the experiences of people around them. By equipping students with the tools to think critically and take action creatively, they are able to leverage their own voice and agency in the transformative work they do.

Identity	Power and Oppression	History of Resistance and Liberation	Healing and Futurity
<p><u>Definition of Theme:</u> Identity, as defined by Ethnic Studies, is the ways in which we view ourselves as a member of multiple communities with distinct cultures and mores, including our intersectionalities, and how our identities affect the ways we are perceived by ourselves and others.</p>	<p><u>Definition of Theme:</u> Power, as defined by Ethnic Studies, is the way in which individuals and groups intentionally and unintentionally manipulate and exploit resources in order to amass wealth and control, thus creating and perpetuating social, economic, and political stratification. These hierarchical power structures maintain oppressive systems, institutions, ideologies, and interactions.</p>	<p><u>Definition of Theme:</u> The history of resistance and liberation, as defined by Ethnic Studies, is the history of resisting oppression as carried out by oppressed groups themselves. This theme directly challenges the master narrative.</p>	<p><u>Definition of Theme:</u> Healing, as defined by Ethnic Studies, is to honor the ways of knowing and being of minoritized communities and to utilize that knowledge to shape humanizing pathways, approaches, and realities. Healing is also recognizing that minoritized communities are present in our futures and actionizing hope that these collective futures will be rooted in justice.</p>

**Note: These themes rely on the training and self-awareness of all staff; this is not a set of materials, but a mindset, embedded in all teaching and learning.



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*Required Unit (Central Ideas) and or Key Topic and Connected Content ~ 18 weeks

Units: Central Ideas (Time)	Key Topics & Connected Content	Cross Cutting Concepts
1. The History of Ethnic* Studies* (2 weeks)	<input type="checkbox"/> The History of Ethnic Studies* <input type="checkbox"/> The Hallmarks of Ethnic Studies* <input type="checkbox"/> Creating Community Guidelines*	Activism Barriers Brilliance Creativity Dehumanization Empowerment Freedom Dreaming Four I's of Oppression Hidden figures Humanization Inequality Innovation -isms Justice Joy Level of Consciousness Mirrors/windows/sliding glass doors Positionality Power Structures Privilege Powerful voices Social Action Successes Reconciliation Rights
2. Identity & Community* (3 weeks)	<input type="checkbox"/> Identity and Intersectionality* <input type="checkbox"/> Power and Privilege* <input type="checkbox"/> Action, Activism and Social Justice: Community Solidarity	
3. Race and Social Identity Constructs* (3 weeks)	<input type="checkbox"/> The Creation of Race* <input type="checkbox"/> An Inquiry on Race* <input type="checkbox"/> Issues in Race* <input type="checkbox"/> Action, Activism and Social Justice: Anti-racism and Action	
4. Land and Its Power* (3 weeks)	<input type="checkbox"/> Settler Colonialism & Erasure* <input type="checkbox"/> Land Dispossession* <input type="checkbox"/> Investigating Imperialism: A Case Study and Student Led-Inquiry <input type="checkbox"/> Environmental Rights and Inequality* <input type="checkbox"/> Who Controls the Land Has the Power <input type="checkbox"/> Action, Activism and Social Justice: Land Back/Sovereignty Movements	
5. Conceptions of Justice (3 weeks)	<input type="checkbox"/> The Justice System* <input type="checkbox"/> Economic Inequality* <input type="checkbox"/> Rethinking Capitalism <input type="checkbox"/> Timeline of Wealth Transfer in the US <input type="checkbox"/> Worker's Rights and Resistance Collaboration <input type="checkbox"/> Action, Activism and Social Justice: Reparations	
6. Assimilation, Pluralism, and Who Belongs (2 weeks)	<input type="checkbox"/> Introduction to Segregation, Assimilation and Pluralism* <input type="checkbox"/> Immigration, Xenophobia (Ideological Oppression) and connection to Institutional Systems of Oppression* <input type="checkbox"/> Assimilation and Pluralism (Modern Issues & Impacts) <input type="checkbox"/> Action, Activism and Social Justice: Cultivating true belonging & healing	