



Community and Consciousness (Ethnic Studies)

Overview Information

Title of Course: Community and Consciousness	
Course Author(s): Raquel Nelson, David Minhondo, Michelle Ceja-Chau, Dominique Uskert	Schools where the course will be taught: Tamalpais S, Redwood HS, Archie Williams HS, Tamiscal
Length of Course: 1 semester	Subject Area and Discipline: Social Studies
Grade Levels: 9th	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G) ? Yes, UC "G" Social Studies
Prerequisites (required or recommended): Social Issues	Co-requisites (required or recommended): none
If there are prerequisites for the course, please include a justification as to why they are in place: none	
Check all that apply: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course "G" elective <input checked="" type="checkbox"/> Graduation Requirement (beginning with the class of 2028 this fulfills the Ethnic Studies requirement) <input type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE 	

Course Introduction: Community and Consciousness

Ethnic Studies: Community and Consciousness is a one-semester introductory course that explores the history and experiences of African-American, Chicano/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander people through an exploration of race, ethnicity, nationality, and culture. The course will also explore other marginalized groups¹ within the United States. This course explores the history and experiences of African-American, Chicano/o/x and Latina/o/x, Native

¹ The groups include, but are not limited to, women, Jewish American, Muslim American, Arab American, and other groups such as those who when they first entered the US were not considered White (Italian, Irish, Eastern European immigrants) also, members of the LGBTQAI+ community and, those with intellectual or mobility differences

American, and Asian American and Pacific Islander people using the eight essential outcomes of K-12 Ethnic Studies Teaching outlined in the California state Model Curriculum²:

1. Pursuit of Justice and Equity
2. Working Toward Greater Inclusivity,
3. Furthering Self-Understanding,
4. Developing a Better Understanding of Others,
5. Recognizing Intersectionality,
6. Promoting Self-Empowerment for Civic Engagement,
7. Supporting a Community Focus and
8. Developing Interpersonal Communication.

As 9th grade students enter the course, each student brings with them a unique identity, lived experiences, and perspectives. The course provides students with the opportunity to explore their own identities, understand their role in American society, and recognize the assets they bring to the learning environment.³

Through the study of the history of race, ethnicity, nationality, and culture of marginalized groups; students will foster respect and empathy for one another promoting solidarity with different communities.

This course aims to raise awareness about race and identity, connecting these concepts to local and national history. The curriculum includes research and discussions on the significant contributions of various racial and ethnic groups to the development of the United States. Students will also explore the self-empowerment and civic engagement methods used by marginalized groups. The academic exploration emphasizes the historical challenges faced by communities of color at local and national levels, aiming to recognize and comprehend persistent social inequalities and understand their distribution along racial and ethnic lines. Historical examples will serve as a model for students as they work on final projects dedicated to fostering a more inclusive and just school community and society.

The course introduces foundational concepts and methods for studying the impact race and ethnicity has and continues to have on the people and systems of the United States. Through the examination of history, texts, music, and art from multiple perspectives, students will develop an informed capacity to interpret forms of self-empowerment and civic engagement, the ability to critically inspect systems of power, and develop a pursuit of justice and equity.

Unit 1: Introduction to Ethnic Studies

Unit Summary:

Students will learn about the important tenets of a safe and inclusive classroom community by developing norms and agreements to be used when engaging in critical and important conversations and learning. Students will be introduced to the Ethnic Studies four foundational disciplines outlined

² <https://www.cde.ca.gov/ci/cr/cf/documents/ethnicstudiescurriculum.pdf>

³ It's important to note that students will delve deeper into their identity and self-understanding in the "Social Issues" course, which precedes the "Community and Consciousness" course for all 9th grade students.

in the CA Model Curriculum:

1. African-American
2. Chicano/o/x and Latina/o/x
3. Native American
4. Asian American and Pacific Islander studies

Students will explore ethnicities, cultures, and nationalities including the history of race in the United States using primary source documents. Students will then examine how societies change with a focus on political, cultural and social factors related to African-American, Chicano/o/x and Latina/o/x Native American and Asian American and Pacific Islander studies. This unit will support the development of mindsets that understand and recognize that each individual, no matter their race, will be celebrated for their unique gifts and contributions. Additionally, students will understand how and why Ethnic Studies came to be an important and critical element of their learning and how the identities of individuals from the four disciplines were influenced by historical events taking place in the US.

Unit Outcomes

Skills:

- Research literacy - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on one source, and following a standard format for citation.
- Reading non-fiction - Understand and analyze key ideas and details, as well as the craft and structure, of various nonfiction texts.
- Informative writing - Write a paper that examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Oral presentation - Present information in such a way that it makes sense to the audience and is appropriate to the purpose and task.

CCSS.ELA-LITERACY.RH.9-10.1, 10.2, 10.3, 10.4, 10.6, 10.9

NGHSS Historical Thinking Skills: [Evidence](#)

Content:

- Students will co-create classroom agreements that will foster a trusting environment in which to discuss and consider topics, some which may be challenging.
- Students learn about the origins of ethnic studies starting with the college student protests at San Francisco State University in 1968.
- Students will learn the importance of learning about historically underrepresented groups, their contributions to the development of the United States and the challenges they have and continue to face.

Community

- Learn about the Bay Area community by learning about Marin County (whole class instruction) and the other counties (through research and presentations).

Consciousness (from the Eight Outcomes of K-12 Ethnic Studies Teaching)

- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others
- Recognizing intersectionality

Essential Questions:

1. What does it mean to show respect for others?
 - a. What does that look like in the classroom?

- b. Why is this important for our collective learning environment?
- c. What do we need to be able to do to hear and be open to perspectives and experiences that are different from ours?
2. What historical conditions led to the development of Ethnic Studies as an educational discipline?
3. Why is it important for all people to learn and appreciate the histories, stories and cultures of diverse racial and ethnic groups as told by members of those communities?

Sample Unit Assignments:

In the introductory lesson, students learn about the origins of ethnic studies starting with the college student protests at San Francisco State University in 1968. Using primary sources and documentary footage from the campus, students learn about the conditions and stakeholders that inspired this movement and brought about the course of study they are experiencing in Community and Consciousness. Other lessons will provide students with an understanding of foundational concepts and terms which they can apply to their learning throughout the semester and beyond.

Sample Unit Assessment:

For each of the four disciplines, students will engage in a culminating project that explores the history of each groups' migration, using America's Great Migration Project website to understand how a sequence of "great migrations" transformed the Americas. Students will use the Pew Research Project to deepen their understanding of what it means to be a member in each of the disciplines; African-American, Chicano/o/x and Latina/o/x Native American and Asian American and Pacific Islander. Students will identify historical events within the US and in our local communities that connect to and influenced the identity of each of these groups within the United States .

Unit 2: Systems of Power

Unit Summary: This unit will explore four outcomes outlined in the CA Model Curriculum: Pursuit of Justice and Equity, Furthering Self-Understanding, Working Toward Greater Inclusivity, Developing a Better Understanding of Others, Intersectionality and Supporting a Community Focus. The theme of Power, outlined in the CA Model Curriculum, is a central focus of exploration throughout the unit.

Starting with the introduction to the concepts of privilege, power, oppression, and intersectionality, students will investigate institutionalized systems of advantage and address the causes of racism and other forms of bigotry including, but not limited to, anti-Blackness, anti-Indigeneity, xenophobia, antisemitism, and Islamophobia⁴ within our culture.

Students will learn how these concepts are interconnected and how they intersect to impact the lives of individuals and communities through research and discussion. The culminating assessment will have students taking a closer look at oppression and its legacy in Marin County through The Restrictive Covenant Project.

Unit Outcomes

Skills:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

⁴ <https://www.cde.ca.gov/ci/cr/cf/documents/ethnicstudiescurriculum.pdf> (page 21)

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.1, 10.2, 10.3, 10.4, 10.9

NGHSS Historical Thinking Skill Focus: [Cause and Consequences](#)

Content:

- Students will examine ways that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people’s multiple identities intersect to create unique and complex individuals.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- Students will examine diversity in social, cultural, political and historical contexts that enrich their understanding of the complexity of our society.
- Students will analyze the harmful impact of bias and injustice on American society, historically and today including, but not limited to, anti-Blackness, anti-Indigeneity, xenophobia, antisemitism, and Islamophobia within our culture.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Community: Learn about the impact Restrictive covenants have had on our local communities while deepening the connection to the historical and national impact of power and oppression on broader communities.

Consciousness (from the Eight Outcomes of K-12 Ethnic Studies Teaching):

- Pursuit of justice and equity
- Furthering self-understanding
- Working Toward Greater Inclusivity
- Developing a better understanding of others
- Recognizing intersectionality
- Supporting a community focus

Essential Questions:

1. What is the relationship between individual power and collective power?
2. How is power manifested in the United States?
3. How do our personal identities shape our perception of power?
4. How have race and ethnicity been constructed in the United States, and how have they changed over time?
5. What groups, over the course of history, have been “allowed” to become an American and which ones have not? What are the implications for those groups that are denied that access?

Sample Unit Assignments:

After learning about Marion Young's Five Faces of Oppression, students in groups will research the impact of systems of power on a historically oppressed group. Using the Five Faces of Oppression, students will analyze their research to show an understanding of the system of power, the impact upon the oppressed group, and reflect on the long lasting implications on the group. Students will have access to guiding questions to help them with their research. Once completed, students, in groups, will create a presentation on what they have researched and demonstrate their understanding on the Five Faces of Oppression.

Sample unit Assessment:

Students will transfer their understanding of systems of power to their own community of Marin County. Students will learn the local history and research the history and impact of the restrictive covenants in Marin. Students will apply their understanding of the Five Faces of Oppression to the history in their local community using primary and secondary sources. They will then write a paper using the resources from their research to answer the question: to what extent did redlining policies and restrictive housing covenants contribute to the establishment of systems of oppression in Marin County, and how have these policies shaped socio-economic disparities in Marin?

Unit 3: Self-Empowerment for Civic Engagement

Unit Summary:

This unit will explore the theme of Self-Empowerment for Civic Engagement with the Pursuit of Justice and Equity as outlined in the Eight Outcomes of CA Model Curriculum.

Students will learn about different types of self-empowerment movements (resistance) by studying historical examples of people fighting for justice. This unit will highlight and celebrate the success of marginalized groups who have utilized self-empowerment to resist systems of power and oppression. Students will examine forms of self-empowerment (resistance) through three major assignments. First, students will work in groups to read and analyze case studies about a particular type of self-empowerment (resistance). Second, students will pick a historical changemaker to research. Their culminating assignment will be to address/resist a current injustice in their community. All three assignments will require reading, discussions, writing and presenting.

Unit Outcomes

Skills:

- Students will research a person who has made impactful change. They will formulate research questions that can provide the basis for productive investigation.
- Students will evaluate and communicate what they have learned about types of self-empowerment (resistance) through a variety of written (creating slides, individual writing assignments, final project) and oral assignments (group work, discussions, loom videos).

CCSS.ELA-LITERACY.RH.9-10.1, 10.2, 10.4, 10.5, 10.7

NGHSS Historical Thinking Skill: [Historical Significance](#)

Content:

- Students will examine different types of self-empowerment (resistance) and the people who worked to make change. Students will examine societal changes through the lens of economic, political and social change. Students will explore how and why societies change.
- Students will be empowered to identify injustices and respond (i.e. acknowledge, educate, interrupt, resist, advocate, co-conspire, heal).
- Students will apply their learnings and draft a community action plan to address an injustice they feel passionate and empowered to address.

Community:

- Students will address a social injustice in their community and determine how to use self-empowerment and civic engagement strategies to address or resist this injustice through their changemaker project

Consciousness:(from the Eight Outcomes of K-12 Ethnic Studies Teaching)

- Developing a better understanding of others
- Promoting self-empowerment for civic engagement
- Supporting a community focus
- Developing interpersonal communication

Essential Questions:

1. How have resistance and empowerment movements addressed various kinds of discrimination and oppression across US History?
2. What types of resistance movements developed and how did they evolve over time. What types of challenges did self-empowerment (resistance movements) face internally and externally?
3. What issues from our shared history remain unresolved?

Sample Unit Assignments:

After learning about different types of self-empowerment (resistance) through reading and groupwork, students will pick a person who used civic engagement to create societal change (changemaker). They will formulate questions to help them research the context in which their changemaker lived, how they used civic engagement to make change (type of resistance) and the impact (legacy) they made. Students will create a multimedia project that highlights what they’ve learned about self-empowerment and civic engagement. Students will showcase their work with their peers and other community members as part of practicing civic engagement in pursuit of justice and equity in their local community.

Sample Unit Assessment:

For the final project for the course, students will recognize, research and address a local issue. They will work individually or in partners to apply what they’ve learned about self-empowerment and civic engagement to create awareness and societal change. Students will be able to choose what civic engagement strategies they will employ to make change such as writing letters to leaders or newspapers, volunteering, or educating through lessons, podcasts, fliers, art, videos, etc.

Recommended Texts and Resources:

Facing History and Ourselves Resources:

- Facing History Foundations in the Ethnic Studies
- Historical Case Study: Race, Schooling, and the Roots of Ethnic Studies
- Centering Youth Voice and Agency
- Navigating Critical Topics and Conversations

[Case Studies Readings](#) (all links to case study resources added to UC)

[Five Faces of Oppression](#)-by Iris Marion Young (linked to UC as resources as well)

[California State Model Curriculum](#)

Board Approval Date: 2.6.2024

UC “g” Elective Approval Date: 4.21. 2024

This course fulfills the California Ethnic Studies requirement