

Ethnic Studies at JUHSD

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Collaboration in Ethnic Studies

- ❖ Professional development sessions occurred at the district level for administrators, educators teaching the course, and educators from any department hoping to develop their lenses.
- ❖ We began a partnership with multiple districts through workshops offered at SMCOE, which will continue next year.
- ❖ We began a partnership with JESD in order to stay abreast of K-8 Ethnic Studies initiatives.

Ethnic Studies

Scope and Sequence

Unit 1

Self & Stories

Students explore their identities, those of their peers, and build community in the classroom.

Unit 2

Systems of Oppression

Students name and analyze the systems of power and oppression in society.

Unit 3

Social Movements & Solidarity

Students research historical examples of how people organized against injustice and the role of solidarity.

Unit 4

Community Empowerment & Agency

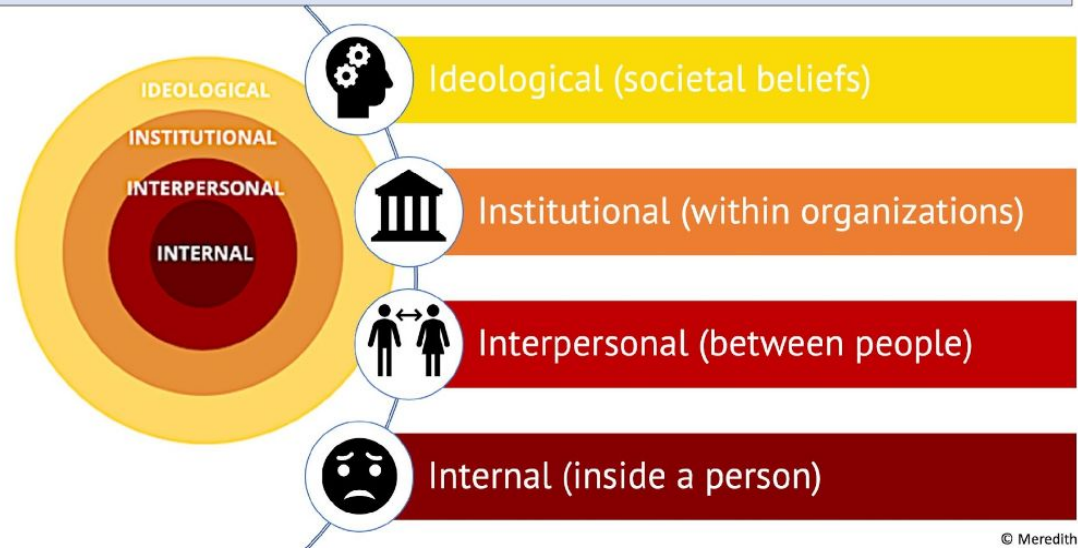
Students engage in projects that allow them to reflect and enact principles from the course.

Here is a snapshot of the first three weeks of my planning for a semester-long 9th grade Ethnic Studies course at WHS. It may look different in other schools.

January						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
8 <u>Mon Slides</u> Images from Units 1, 2, 3 Syllabus Students write letters to teacher Student expectations padlet	9 <u>Survey</u> <u>Tues Slides</u> Vision Background on Mayan civ. In Lak'ech poem	10 Finish Tues slides <u>Wed Slides</u> Ethnic studies principles Background on Hawaii Aloha philosophy	11 Finish Wed slides Reactions to In Lak'ech and Aloha via padlet <u>Draft of student agreements</u>	12 <u>Analyze.doc on Jewish name changes</u> Teacher talks about own name as model <u>HW: What's in a name? WS</u>	Weekly Theme: What is Ethnic Studies? How are we going to create a classroom community?	HW and Synergy message: Students talk to 1 person about story behind their name
	16 <u>Tues Slides</u> Background on Philippines Kapw Isang Bagsak Community Circle w/ Isang Bagsak	17 <u>Slides</u> <u>Vocab:</u> identity, culture Share story of your name in small groups w/ roles <u>Note taking doc</u> for students	18 <u>Slides</u> Vocab: dominant culture, assim. <u>Facundo the Great</u> video Discussion in small groups w/ roles <u>Note taking doc</u>	19 Episode of Reservation Dogs, S2E4 <u>Culture Tree</u> W/S while watching Binder Check	Weekly Theme: What is my identity? What is culture and why is it important?	
22 Vocab: indig., Native Am. <u>Slides</u> <u>Turtle Island origin story</u> Discussion in small groups w/ roles <u>Note taking doc</u> for students	23 Advanced Ethnic Studies & CRE PD (Sub) Episode 2 of Take Out with Lisa Lang on Chinese Am. <u>Worksheet</u>	24 Review worksheet and Take Out with Lisa Lang episode 2 Read and analyze " <u>Fish Cheeks</u> "	25 <u>Slides</u> World religions table and videos	26 Vocab: worldview, philosophy, interconnectedness Kahoot on world religions <u>Excerpt from Braiding Sweetgrass</u>	Weekly Theme: What is my identity? What is my culture and why is it important?	

One of the cornerstones of all Ethnic Studies classes in Unit 2 is this framework which allows students to name how oppression manifests in society. Teachers outside Ethnic Studies courses have been using it as well.

The Four I's of Oppression



Last week, JUHSD brought around 215 students to San Francisco State University for our first Ethnic Studies Summit!



Students listened to speakers, participated in break out sessions, and reflected on the day in order to understand the legacy of Ethnic Studies.

Student Speakers

Edwin Duarte Guerra, OHS, 9th

Jeaneen Manzana, JHS, 11th

What were some of your biggest takeaways after being in an Ethnic Studies class?

**In your opinion, what is the future of
Ethnic Studies at our schools? What do
you hope for?**

**Thank you to our
student speakers!**