

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: ETHNIC DIVERSITY</b> <b>COURSE NUMBER: 137</b>
<b>GRADE(S): 11-12</b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Multicultural America	7 days	<ul style="list-style-type: none"> <li>Issues of racial and ethnic diversity in America</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Work in cooperative learning groups.</li> <li>Compare and evaluate conflicting points-of-view.</li> <li>Understand the growth of multiculturalism.</li> <li>Describe characteristics of demographic change.</li> <li>Examine and evaluate the role of government, technology, economics in demographic change.</li> <li>Research a subject related to controversies surrounding multiculturalism.</li> <li>Evaluate information from primary and secondary sources.</li> <li>Observe and interpret material from the films <i>America Becoming</i> and <i>L.A. is Burning</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of the debate over multiculturalism</li> <li>Research paper on a topic stemming from the debate over multiculturalism or group oral report</li> <li>Discussions</li> </ul>	History 1,2,3,4 Geography 9 Economics 13,14 Civics & Government 18,19
Native Americans	14 days	<ul style="list-style-type: none"> <li>American Indian stereotypes</li> <li>Native American cultures</li> <li>European-Indian relations, 1500-1900</li> <li>Federal Indian Policy, 1887-present</li> <li>Indian health and welfare</li> <li>Sports teams and Indian mascots</li> <li>Indian cultures today</li> <li>Contemporary Indian issues</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Brainstorm popular images of cultures.</li> <li>Analyze visual images of native culture.</li> <li>Identify and describe key cultural characteristics.</li> <li>Compare and contrast cultures.</li> <li>Understand the relationship between geography and cultures.</li> <li>Investigate cultures using computer technology.</li> <li>Work in cooperative learning groups.</li> <li>Examine and evaluate the evolution of government policies.</li> <li>Analyze the impact of demographic and economic change.</li> <li>Describe and evaluate forms of resistance.</li> <li>Examine and analyze the impact of warfare.</li> <li>Investigate 20<sup>th</sup> century Indian issues.</li> <li>Evaluate information from primary and secondary sources.</li> <li>Analyze the relationship between art and history.</li> <li>Read and interpret Native American literature.</li> <li>Observe and interpret material from the film <i>Pow-Wow Highway</i>.</li> <li>Debate the issues surrounding the use of Indians as sports mascots.</li> <li>Research a facet of Native American life/issues.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Indians of the Southwest project based on CD-ROM</li> <li>Written analysis of <i>Pow-Wow Highway</i></li> <li>Written evaluation of Native American literature</li> <li>Written analysis of contemporary Indian life/issues</li> <li>Research the Leonard Peltier case or some other facet of modern Indian life</li> </ul>	History 1,2,3,4,5,6 Geography 7,9,10 Economics 13, 14 Civics & Government 18,19

Latino Americans	12 days	<ul style="list-style-type: none"> <li>• The development of the Mexican people</li> <li>• Causes and results of the Mexican War</li> <li>• Mexican immigration to the U.S.</li> <li>• The Bracero program</li> <li>• The Sleepy Lagoon Case and the Zoot Suit Riots</li> <li>• Cesar Chavez and the Farm Workers movement</li> <li>• The Chicano Movement</li> <li>• The development and history of the Puerto Rican people</li> <li>• U.S.-Puerto Rican relations</li> <li>• Life on the two islands: Puerto Rico and New York City</li> <li>• Cuban before and after the Castro revolution</li> <li>• Cuban immigration to the U.S.</li> <li>• The diversity of Latino cultures in the U.S.: Dominicans, Nicaraguans, Peruvians, Argentines, and Columbians</li> <li>• Cultural traditions and popular culture of the U.S. derived from Latin America</li> <li>• Contemporary issues facing Latino Americans</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Brainstorm popular images of cultures.</li> <li>• Identify and describe key cultural characteristics.</li> <li>• Compare and contrast cultures.</li> <li>• Understand the chronological order of historical events.</li> <li>• Recognize the complexity of historical cause and effect.</li> <li>• Understand the meaning and implications of historical events.</li> <li>• Describe characteristics of demographic change.</li> <li>• Evaluate the impact of economic and political change.</li> <li>• Investigate 20<sup>th</sup> century Latino issues.</li> <li>• Evaluate information from primary and secondary sources.</li> <li>• Analyze the relationship between art and history.</li> <li>• Understand the growth of multiculturalism.</li> <li>• Examine expressions of ethnocentrism.</li> <li>• Read and interpret Latino literature.</li> <li>• Collaborate with others to research, prepare, and report on a facet of the Latino experience.</li> <li>• Observe and interpret material from the films <i>My Family</i>, <i>Hispanic America</i>, <i>Fight in the Field</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Written analysis of <i>My Family</i></li> <li>• Research on a Latino community in the U.S.</li> <li>• Comparative written analysis (role-laying dialogue) of the experiences, values, aspirations of a Mexican, Puerto Rican, and Cuban American</li> <li>• Written research on a particular issue concerning Latin-American communities in the U.S.</li> <li>• Group oral presentation</li> </ul>	<p>History 1,2,3,4,5  Geography 7,9  Economics 13, 14  Civics &amp; Government 18,19,20</p>
Asian Americans	10 days	<ul style="list-style-type: none"> <li>• Chinese Immigration to the U.S.</li> <li>• Chinese role in the development of the West</li> <li>• Anti-Chinese legislation and actions</li> <li>• Japanese immigration to the U.S.</li> <li>• The Asian Exclusion Act of 1924</li> <li>• Japanese-American Internment</li> <li>• Filipino experience in the U.S.</li> <li>• Korean experience in the U.S.</li> <li>• Vietnamese and Cambodian experience in the U.S.</li> <li>• Stereotyping in literature, TV, and film</li> <li>• Contemporary issues facing Asian Americans</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and describe key cultural characteristics.</li> <li>• Compare and contrast cultures.</li> <li>• Understand the chronological order of historical events.</li> <li>• Recognize the complexity of historical cause and effect.</li> <li>• Understand the meaning and implications of historical events.</li> <li>• Describe characteristics of demographic change.</li> <li>• Evaluate the impact of economic and political change.</li> <li>• Examine causes and expressions of ethnocentrism.</li> <li>• Analyze the relationship between art and history.</li> <li>• Investigate 20<sup>th</sup> century Asian-American experience.</li> <li>• Understand the growth of multiculturalism.</li> <li>• Observe and interpret material from the films <i>The Joy Luck Club</i>, <i>Slaying the Dragon</i>, <i>Rabbit in the Moon</i>, and a contemporary look at San Francisco's</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Written analysis of the issues facing the people of San Francisco's Chinatown.</li> <li>• Written analysis of cinematic stereotypes of Asians and Asian-American women.</li> <li>• Written analysis of the Japanese-American internment experience as conveyed in a documentary film by Emiko Omori</li> <li>• Written analysis of 2 of</li> </ul>	<p>History 1,2,3,4,5  Geography 8,9  Economics 13, 14  Civics &amp; Government 18,19,20</p>

			Chinatown.	<p>the works of Asian-American film director Wayne Wang</p> <ul style="list-style-type: none"> <li>• Research paper discussing and analyzing the Filipino, Korean, Vietnamese, or Cambodian community in the U.S.</li> </ul>	
African Americans	10 days	<ul style="list-style-type: none"> <li>• Key landmarks in African-American history</li> <li>• The Black freedom struggle, 1954-1990</li> <li>• The question of integration</li> <li>• Stereotyping and the Media</li> <li>• African-American filmmaking: the contemporary experience</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the chronological order of historical events.</li> <li>• Recognize the complexity of historical cause and effect.</li> <li>• Understand the meaning and implications of historical events.</li> <li>• Evaluate the impact of economic and political change.</li> <li>• Examine causes and expressions of racism.</li> <li>• Analyze the relationship between art and history.</li> <li>• Investigate aspects of the 20<sup>th</sup> century African-American experience.</li> <li>• Identify and describe key cultural characteristics.</li> <li>• Interpret literature.</li> <li>• Work in cooperative learning groups.</li> <li>• Investigate history using computer technology.</li> <li>• Collaborate with others to research, prepare, and report on a facet of the African-American experience.</li> <li>• Observe and interpret material from the films <i>Boyz n the Hood</i>, <i>Eyes on the Prize II</i>, <i>The Faltering Dream</i>, and <i>Color Adjustment</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Written examination of issues raised in <i>Eyes on the Prize II</i></li> <li>• Written analysis of <i>Boyz n the Hood</i></li> <li>• Research project on a significant figure, event, or issue in the African-American experience</li> <li>• Read and write a critical analysis of a work by a noted African-American author</li> <li>• Group oral presentation</li> </ul>	History 1,2,3,4,5 Geography 8,9 Economics 13, 14 Civics & Government 18,19
Ethnic Americans	7 days	<ul style="list-style-type: none"> <li>• History, culture, and contemporary issues of a particular European ethnic groups</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Collaborate with others to research, prepare, and report on an ethnic group of European origin.</li> <li>• Identify and describe key cultural characteristics.</li> <li>• Compare and contrast cultures.</li> <li>• Understand the relationship between geography and cultures.</li> <li>• Examine and evaluate the evolution of government policies.</li> <li>• Analyze the impact of demographic and economic change.</li> <li>• Understand the chronological order of historical events.</li> <li>• Recognize the complexity of historical cause and effect.</li> <li>• Understand the meaning and implications of historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• Group oral presentation</li> </ul>	History 1,2,3,4,5 Geography 8,9 Economics 13, 14 Civics & Government 18,19,20

