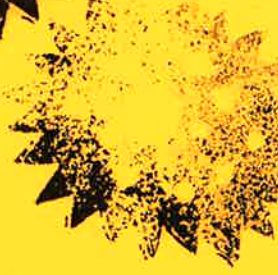


Kailua High School

Ethnic Studies and Philosophy Teacher's Guide

Course Overview, Curriculum Maps, and Daily Objectives



Mrs. Amber Strong Makaiau & Mrs. Kehau Glassco
2010 - 2011

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Kailua High School Ethnic Studies and Philosophy Curriculum Maps and Daily Objectives

School Year 2010 - 2011

Overview For Teachers

The ethnic studies and philosophy curriculum is divided up into six units of study. Five of these units are single blocks of curriculum. This means that each of the lessons in these five units is taught in sequential order from start to finish. These units are: (I) Citizenship and Participation in the Ethnic Studies Classroom; (II) Building the Contextual Background of Ethnic Studies and the API Violence Research; (III) Ethnic Studies Self – Concept; (IV) Understanding Violence at KHS Through the Lens of the Tattoo; and (V) Historic Struggles for Ideal Democracy. The sixth unit, of study, included in the curriculum is a bit different. It is a “non-sequential” unit, meaning that although each lesson in the unit is part of a cohesive piece of curriculum, the individual lessons are not taught in sequential order. Instead, each of the lessons in the non-sequential unit is dispersed throughout the ethnic studies and philosophy curriculum, making the unit last for the entire duration of the course. This unit is titled, (VI) Service Learning/Civic Action: Building empathy between our geographic boundaries. The purpose of this document is to give you, the Kailua High School ethnic studies and philosophy teacher, a roadmap for instruction should you have the *time* to address each of these units in over the course of two terms. Due to Kailua High School’s modified bell schedule and teacher furloughs it is most reasonable that your students will have enough time to experience Units I, II, III, IV and part of VI. With that said, there are some standardized aspects of the course curriculum that you should be aware of as you prepare to teach ethnic studies and philosophy at Kailua High School.

Ethnic studies and philosophy is a unique program both within the state of Hawaii and nationwide. It is both a mainstream academic social studies course, and a product of community partnerships to curb youth violence via public education. Situated within Kailua High School’s own social studies department, like the other courses that we teach, our primary goal is to help our students meet the Hawaii State social studies standards. These standards, and their adjoining activities and assessments are outlined in this document. In addition to these academic goals of the course, ethnic studies and philosophy is also a “universal” violence prevention initiative. To fulfill this mission, research findings from the Asian Pacific Islander Youth Violence Prevention Center have been incorporated into the curriculum alongside state social studies standards, and are clearly part of the students’ activities assessments as well. Therefore, teachers of ethnic studies and philosophy at Kailua High School are not only accountable to a set of rigorous academic standards, defined by the state but also an established set of socio-emotional standards, driven by the Asian Pacific Islander Youth Violence Prevention Center’s applied research agenda. With that said, it is important that each teacher of ethnic studies and

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philosophy at Kailua High School, while maintaining their unique style and individualized practical methods, adhere to the curriculum objectives established in this document to preserve the integrity of the course's two purposes.

To help all teachers of ethnic studies and philosophy at Kailua High School “stay on the same page” assessment of the students’ progress towards the course’s overall purpose is measured in two ways. First, you the ethnic studies and philosophy teacher will be making both formative and summative assessments using the course rubrics and other assessment tools outlined in the curriculum maps. This first type of assessment will help you gather important information about the students throughout the teaching of the course so that you can modify your practice accordingly. The formative and summative assessments will also help you determine a grade for each student at the end of each term. Then, in addition to these formative and summative assessments made by you the teacher there is also a series of external assessments that will be given to the students by the Asian Pacific Islander Youth Violence Prevention Center. These assessments, usually in the form of surveys help to measure the courses’ ability to prevent youth violence. They also help to inform both the APIYVPC and teacher’s at Kailua High School about the impact of the course curriculum on students so that curriculum modifications can be made. Therefore, it is extremely important that the Kailua High School ethnic studies and philosophy teachers follow the curriculum outlined in this document so that the external assessments are measuring the impact of a uniform curriculum, no matter who the students’ teachers are. With that said, if changes must be made to the curriculum to ensure “good teaching,” ethnic studies and philosophy teachers should communicate with APIYVPC staff so that they can make a record of these changes for their research purposes.

To follow is the previously established ethnic studies and philosophy curriculum maps and daily objectives. Each unit overview is structured in a similar fashion. This starts with a brief summary of the unit. Then the major expectations of the unit are outlined. This is followed by a list of class activities and assessments. Then the curriculum map, a required element of all Department of Education courses, is included in a table format. Within each of these curriculum maps are: the Hawaii state content standards (HSCS), the general learner outcomes (GLO), habits of mind (HOM), content, skills, processes, assessment activities, and assessment tools that are addressed in each unit. Following the curriculum maps are the daily objectives that have been used in the past to help students meet the standards, GLOs, and HOM outlined in the maps. All of this material is presented in the order in which the students are expected to experience it, except the non-sequential unit, which will be described last.

In closing, have fun teaching the two courses! Being a teacher of ethnic studies and philosophy at Kailua High School is extremely challenging and at the same time deeply rewarding. It is challenging because you are working with students as they travel down a path of self-discovery and challenge some deep seeded norms that are a part of their community culture. It is rewarding because if done right, meaning you take the time to really listen to your students and engage alongside them as they learn then the students academic, social, and emotional growth is clearly tangible over such a short period of time. As a final note, you should also remember that there is a deep pool of support systems set up for you the teacher. If students, or yourself is experiencing stress because of the course curriculum please contact the school-based counseling services. In addition the APIYVPC staff is also on hand to assist

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with questions and concerns. This will be facilitated through a monthly Kailua High School/APIYVPC ethnic studies philosophy teacher meeting run by Dr. Earl Hishinuma. To help out in the classroom, the Kailua High School ethnic studies and philosophy program is also fortunate to have Dr. Ben Lukey, the Kailua High School philosopher in residence. p4c Hawaii is the primary approach used to teach ethnic studies and philosophy at Kailua High School and therefore Dr. Ben Lukey is available to schedule classroom visits and support sessions. Finally, one of the best resources you have are your fellow teachers. Make sure to dialogue and collaborate with other ethnic studies and philosophy teachers as you are going through a similar experience and will be able to provide each other with fantastic insight. Good luck!

Unit-By-Unit Curriculum Maps and Daily Objectives

Unit I. Citizenship and participation in the ethnic studies classroom

Unit one is the introduction to ethnic studies. During this unit, students and teachers work together to build a community of inquiry and to construct, using philosophical discourse a meaningful definition of what is meant by ethnic studies. Course expectations, structures, and methods for learning are also established. By the end of the unit the students and teachers should feel personally connected to the course material and their community of inquiry.

The major expectations of unit one are: 1) students and teachers begin to build a community of learners; 2) the classroom is established as an intellectually safe learning environment; 3) the concept of “ideal citizenship” is presented as a framework for the students’ self – regulation of behavior and attitude throughout the course (syllabus and citizenship contract sheet are introduced); 4) the Good Thinker’s Tool Kit skills of identifying assumptions and using evidence are introduced; 4) ethnic studies content regarding factors of identity (ethnicity, race, religion, gender, sexual – orientation, etc.) are introduced; 5) self – reflection is introduced as learning strategy; and 6) students are beginning the process of self-exploration.

Class activities and assessments in unit one include: 1) collectively defining intellectual safety; 2) making the community ball; 3) creating an ethnic studies identity journal; 4) ethnicity letter pair – share; 5) identifying the roles, rights, responsibilities and civic action of American citizens in the context of the American Civil Rights Movement and their own classroom.

Finally, the curriculum map used to guide teaching and learning during unit one is:

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Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>Standards Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand the roles, rights, and responsibilities of American citizens and exercise them in civic action.</p> <p>Habits of Mind Thinking Interdependently Meta – Cognition Striving for Accuracy</p> <p>General Learner Outcomes</p> <ul style="list-style-type: none"> • Self – Directed Learner • Community Contributor • Complex Thinker • Quality Producer • Effective Communicator <p>KHS ESSLRs</p>	<p>Introduced Definitions of: 1. Community 2. Intellectual 3. Safety 4. Ideal American Citizen 5. Roles of Ideal Americans 6. Rights of Ideal Amer. 7. Responsibilities of Ideal. 8. Civic Action 9. Philosophy 10. Reflection</p>	<p>Introduced How to: 1. Make a community ball. 2. Synthesize definitions for personal under – standing 3. Apply definitions to historical examples. 4. Apply conceptual examples to physical examples. 5. Think Interdependently 6. Use reflection to think about thinking. 7. Take Cornell notes</p>	<p>Students will: 1. Define intellectual safety using student examples 2. Make a community ball to define their classroom community. 3. Rate their citizenship and participation for the day. 4. Ethnic identity letter of reflection 5. Define civic action, roles, rights and responsibilities of an ideal American citizen and apply it to a real example of an ideal American citizen (ex: Martin Luther King Jr., Harvey Milk) and the classroom context.</p>	<p>The teacher will use: 1. Examples and definitions of intellectual safety 2. Community Ball 3. Participation/ Citizenship Rubric 4. Evidence of self – reflection 5. Teacher checklist</p>

Figure 1. Curriculum map unit one

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<i>One</i>	
Daily Objective	Handouts/Teacher Resources
<ol style="list-style-type: none"> 1. Read “letter to students.” 2. Apply the identity categories on p. 18 of your ES/PHIL workbook to writing a concept map about yourself. 3. Apply your concept map to a visual collage on your journal and a written statement about your collage in your journal. 4. Have your parents sign the course syllabus and APIYVPC survey consent form. 	<ol style="list-style-type: none"> 1. P. 2 ES/PHIL workbook 2 & 3. Handout One (p. 18), each student gets a journal provided by API 4. Handout Two (p. 19 – 24b) and APIYVPC consent forms.
	Notes
	<ol style="list-style-type: none"> 1. Teacher models the concept map with his or her own identity information. 2. Have students write in their journals.

<i>Two</i>	
Daily Objective	Handouts/Teacher Resources
<ol style="list-style-type: none"> 1. Write response to the APIYVPC survey. 	<ol style="list-style-type: none"> 1. APIYVPC staff will come to administer the survey.
	Notes

<i>Three</i>	
Daily Objective	Handouts/Teacher Resources
<ol style="list-style-type: none"> 1. Write the definition of “intellectual safety,” and using a concept map format write examples and counter-examples of an intellectually safe community 	<ol style="list-style-type: none"> 1. Intellectual Safety definition: “Students and teachers must feel free to ask any question or state any point of view as long as respect for peers is honored” (Jackson, 2001).
	Notes
	<ol style="list-style-type: none"> 1. Have students write in their journals.

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<i>Four</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<ol style="list-style-type: none"> 1. Write a reflection using the questions on handout three. 2. Work interdependently to construct a community ball. 3. Write the definition of example/counter-example/assumption. 4. Write a graphic organizer in your journal, the name of each of your classmates and your assumption about their ethnic identity. 5. Write examples/counter-examples to prove or disprove your assumptions about your peers' ethnic identity. 	<ol style="list-style-type: none"> 1. Handout Three (p. 25) 3. 4. & 5. Teacher created visual aid. 	<ol style="list-style-type: none"> 1. Students will start by answering questions 1 – 4 on their reflection while making a community ball. 2. Provide students with a sample of the graphic organizer before having them make assumptions and then answer question number five while completing the community ball. 3. You will need to construct the classes' community ball before next class period.
<i>Five</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<ol style="list-style-type: none"> 1. Write a reflection on the previous day's activity using the prompts provided. Orally share these reflections using the community ball. 2. Recall the different categories that people used to describe their ethnicity. 3. Write the definition of ethnicity. 4. Write a letter explaining the reasons why you chose your ethnic identity term, and explain the reasons you would or would not change your word based on the criteria in our definition. 5. Exchange journals and write a response to your partner's letter. 	<ol style="list-style-type: none"> 1. Community ball rules visual aid. 3. Definition of ethnicity visual aid. 4. Visual aid with letter criteria. 5. Visual aid with response stems. 	<ol style="list-style-type: none"> 1. You will need to teach the students the rules of the community ball: a) only the person with the community ball speaks, b) the person with the community ball chooses who speaks next, and c) you always have the right to pass. 4. You will need cards, or some other way to pair up the students with someone they haven't worked with in the past. The students will write these letters in their journal and respond to the letters in their journals.

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Six		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read the citizenship and participation rubric guidelines.</p> <p>2. Read the criteria provided on the daily “citizenship/participation” rubric.</p> <p>3. Use Handout Five to write two questions and two responses to your peers’ questions regarding the citizenship and participation standard.</p>	<p>1. P. 51 of ES/PHIL workbook</p> <p>2. Rubric for week one starts on p. 27.</p> <p>3. Handout Five (p. 52 and 53).</p>	<p>Make a decision on how you want to record daily citizenship and participation points (have students do it in their workbook and then you sign off? Have students do it in their workbook and then you record on snap grades?)</p>

Seven		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Write Cornell notes during the video clip.</p> <p>2. Use examples to apply the story of an ideal American citizen (example: Harvey Milk) to the definitions of roles, rights, responsibilities, and civic action.</p> <p>3. Use examples to apply the definitions of roles, rights, responsibilities, and civic action to students in out class.</p>	<p>1. Cornell notes visual aid.</p> <p>1. & 2. Harvey Milk (20 minute documentary) and Handout Five (p. 54).</p>	<p>You don’t have to use Harvey Milk (think of a short video clip on your own if you would like). In the past we have used a primary source video from the PBS eyes on the prize website but it is now hard to find.</p>

Unit II. Building the contextual background of ethnic studies and the API violence research

Unit two is designed to help students construct the local and historic context that this ethnic studies course is situated in. At the start of this unit the students are asked to construct definitions and find historical examples of over fifty-four terms commonly associated with the tradition of ethnic studies. Philosophy is used during this process to encourage students to think logically,

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critically, and to account for the ethical elements of each historical example that they investigate. The student definitions are then compiled and used by each student in the course to make a glossary in the back of their class journal. This project helps to empower students as creators of knowledge, setting precedence for other learning in the course.

In addition to learning terminology related to a “national ethnic studies curriculum,” the students are also introduced to terminology relating to the Asian Pacific Islander Youth Violence Prevention Center’s local research. Given a context for the reason of having ethnic studies at Kailua High School, the students are made aware of the top five indicators of violence in their community. These top five indicators, and their definitions are also included in the students’ glossary project.

Finally the students are introduced to the Plain Vanilla, Philosophy for Children (P4C) discussion process. Using a series of current events as content for discussion, the students use Plain Vanilla to engage in responsible and philosophically rigorous discourse. Building their community of inquiry, the students gain confidence and trust in the socially constructed learning process.

The major expectations of unit two are: 1) students develop a technical ethnic studies vocabulary (approximately 54 terms) and apply accurate historical examples to demonstrate their understanding of each term; 2) students are introduced to a format for having philosophically rich discussions (Plain Vanilla); 3) as a community of inquiry students use the Plain Vanilla format to discuss at least two current events related to ethnic studies; 4) the APIYVPC indicators for violence are introduced and a discussion about the students’ community context is facilitated; 5) the concept of race is critically examined and compared to ethnicity; 6) students develop the skills necessary for using primary documents as a source for historical inquiry; and 7) students begin to develop their understanding of the relationship between violence and oppression.

Class activities and assessments in unit two include: 1) ethnic studies glossary project; 2) terminology summative assessment; 2) two Plain Vanilla philosophical discussions; 3) “Understanding Race” video and 4) cognitive/emotional reflection on the process.

Finally, the curriculum map used to guide teaching and learning during unit two is:

Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>Standards</p> <p>Standard: Democracy</p> <p>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand the roles, rights, and responsibilities of American citizens and</p>	<p>Introduced</p> <p>Students will know:</p> <ol style="list-style-type: none"> The definitions of 65 key ethnic studies terms (see attached glossary). Plus, Moodiness, victimization, sexism, impulsivity, substance use (API terms), and violence. 	<p>Introduced</p> <p>How to:</p> <ol style="list-style-type: none"> Use the Internet, dictionary and other library resources to define terminology. Apply historical events/people/concepts to the definition of terms. Analyze primary documents to understand ethnic studies 	<p>Students will:</p> <ol style="list-style-type: none"> Learn how to create glossary terms by watching the teacher model the API terms. Research one ethnic studies term, analyze relative primary documents, define the term and apply term to a historical example using the primary document. Create a bibliography for a primary document. 	<p>The teacher will use:</p> <ol style="list-style-type: none"> Terminology Poster Rubric Quiz Key 8, 9, and 10. Terminology Exam Key Understanding

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Standards/ GLO/HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>exercise them in civic action.</p> <p>Habits of Mind Thinking Interdependently Meta – Cognition Striving for Accuracy Communicating with Clarity and Precision</p> <p>General Learner Outcome</p> <ul style="list-style-type: none"> • Self – Directed Learner • Community Contributor • Complex Thinker • Quality Producer • Effective Communicator 	<p>2. Historical events relating to each of these ethnic studies terms.</p> <p>3. The definition of a primary document and specific examples of them.</p> <p>4. Current events related to ethnic studies</p> <p>Reinforced Definitions of: 1. Community 2. Intellectual Safe 3. Roles, Rights and Responsibilities of an Ideal American Citizens 4. Civic Action 5. Reflection</p>	<p>4. Use Plain Vanilla process, Cornell notes, and evaluation.</p> <p>5. Apply terms to a current event.</p> <p>6. Make an in-text reference and use it as supporting evidence for a claim.</p> <p>7. Use the community ball.</p> <p>Reinforced 1. Use a dictionary 2. Synthesize definitions for personal under –standing 3. Apply definitions to historical example</p>	<p>3. Primary document quiz</p> <p>4. Copy all terms through student presentation videos to create course glossaries in journals.</p> <p>5. Understanding Race Video</p> <p>6. 1st philosophical discussion based on a current event</p> <p>7. 2nd philosophical discussion based on Understanding Race</p> <p>8. In-text practice assignment.</p> <p>9. Terminology study guide</p> <p>10. Terminology final exam.</p> <p>11. Terminology cognitive/emotional reflection.</p>	<p>Race Key 6. and 7., P4C Evaluation Criteria/Rubric 11. Self-Assessment rubric</p>

Figure 2. Curriculum map unit two

One	Handouts/Teacher Resources	Notes
<p>Daily Objective</p> <p>1. Read the ethnic studies/philosophy project overview.</p> <p>2. Using the definition of a “primary document,” write examples of the different types of primary documents and their application to real historical events.</p> <p>3. Read the process steps for the ethnic studies/philosophy glossary project.</p>	<p>1. Handout Six (p. 55).</p> <p>2. Handout Six (graphic organizer on pl 55).</p> <p>3. Handout Six (p. 55 – 56)</p>	

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<i>Two</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Apply what we learned about primary documents to the primary document on-line scavenger hunt. Write a description of each source in your journal.	1. Handout Six (p. 61 – 62)	1. You will need to use a computer class for this scavenger hunt and will need to guide the class through the activity.

<i>Three, Four, Five, Six, Seven</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. After picking an ethnic studies/philosophy glossary term, use p. 57 – 58 in your ES/PHIL workbook to keep a written record of your interpretation of the definition, your examples from history (based on a primary document) and bibliography. You will also need to print out images of your primary document.</p> <p>2. Write the “glossary project checklist” in your journal and use it to guide your independent work.</p> <p>3. Get your work on p. 57 – 58 approved by your teacher and then create your ethnic studies/philosophy glossary poster using the criteria established in the rubric on p. 59 of your ES/PHIL workbook.</p> <p>4. Video record an oral presentation of your glossary poster.</p>	<p>1. Handout Seven (p. 63 – 67) and Handout Six (p. 57 – 60).</p> <p>2. Glossary project checklist visual aid</p> <p>3. Handout Six (p. 59)</p>	<p>1. You will need to cut up the list of terms and have students randomly pick the term out of a hat. Make sure that each term is covered by at least one student. You can also use the APIYVPC terms in the box on p. 63 as an example. Show the students example posters of each of these terms so they can see what their end product should look like. You will also need to give some context to these five APIYVPC terms by explaining the research they came from to the students.</p> <p><i>You will need a computer lab as the students begin researching the historical events on their own.</i></p>

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<i>Homework</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read “Philosophy” on p. 67b and write Cornell notes.</p> <p>2. Read “Understanding Race and Ethnicity” on p. 261 – 268 and write structured Cornell notes using the handout on p. 269 – 270 of your ES/PHIL workbook.</p>	<p>1. Philosophy reading on p. 67b of the ES/PHIL workbook.</p> <p>2. P. 261 – 27 of your ES/PHIL workbook.</p>	<p>These activities are good substitute lessons or homework. You may need to remind students how to take Cornell notes.</p>

<i>Eight</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Write the procedure for “Plain Vanilla” on p. 69 of your ES/PHIL workbook.</p> <p>2. Read Handout Nine as a class.</p> <p>3. Write one question that you want to discuss and think about with your peers during our first philosophical discussion.</p> <p>4. Use the class community ball to participate in our first philosophical discussion using the Plain Vanilla format.</p> <p>5. Write a reflection: a) what are some examples of how we did as a community? B) What are some examples of how my thinking changed as a result of our discussion? * Quiz next class period on material covered so far!</p>	<p>1. Handout Eight (p. 69).</p> <p>2. Handout Nine (p. 70 – 71)</p>	<p>Some students may not be finished with their glossary poster yet, or may not have video taped and you will need to have them come in during study hall.</p> <p>1. 2. 3. 4. & 5. This is a great day to invite Dr. Ben Lukey the philosopher in residence! This activity could take two class periods.</p>

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<i>Nine</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Write responses to quiz.</p> <p>2. Write each ethnic studies/philosophy term in the back of your journal in alphabetical order.</p> <p>* All ethnic studies/philosophy posters will need to be completed by next class period!</p>	<p>1. Quiz questions written on chart paper.</p> <p>2. You will need a visual illustration of what this looks like for the students. Tell to start with the last word in the glossary and work backwards. They can use Handout Seven (p. 63 – 67) as a guide.</p>	<p>1. You can have the answers written out too and have the students assess each other's work. This will give you a good idea regarding what information they have learned so far. Quiz questions can come from (citizenship/participation lesson, primary document lesson, readings for homework, plain vanilla)</p> <p>2. You will probably have to explain to students what a glossary is and show them examples in textbooks. Stress that their glossaries need to be in alphabetical order.</p>

<i>Ten, Eleven, Twelve</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. As we watch the video of your peers' glossary posters, write the definition of each glossary term and interpret their historical example by writing ONE sentence (next to each definition) that describes how the historical event relates to their term.</p>	<p>1. Video recording of students' oral presentations of the glossary posters.</p>	<p>You will need to write the definition and historical example sentence along with the students up on the white board. You may need to elaborate on some definitions or terms depending on how well each student did. ALSO INFORM STUDENTS THAT THEY WILL BE TAKING AN EXAM ON EACH OF THESE TERMS AND THEY NEED TO START STUDYING THEIR GLOSSARY.</p>

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Thirteen

Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Watch the video "Understanding Race," and write structured notes using Handout Ten (p. 72).</p> <p>2. Write three questions that you would want to talk about with your peers regarding the video.</p> <p>*Study for your ethnic studies/philosophy terminology exam.</p>	<p>1. Handout Ten (p. 72)</p>	<p>Explain to students the complexity of the word race, and the reasons for spending more time on it with the video. Use the notes on the top of p. 72 to help you with your explanation.</p>

Fourteen

Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your second philosophical discussion based on the video "Understanding Race."</p>	<p>1. Handout Nineteen (p. 100 – 102)</p>	<p>This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.</p>

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<i>Fifteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read the Handout Eleven, "Preparing for the Ethnic Studies/Philosophy Terminology Exam."</p> <p>2. Start with the first reading (p. 76) to practice the type of thinking that is expected for your terminology exam. Write the definitions of the term you select and explain, including an in-text reference, how it relates to the reading. Repeat this with reading two and three to follow.</p>	<p>1. Handout Eleven (p. 74 -).</p>	<p>Use the "I Do, We Do, You Do," instructional technique to teach students how to the type of thinking that is expected on their ethnic studies/philosophy terminology exam. Read each reading out loud as a class before you work on the example. You will need to model each example at the front of the class. Example: OPPRESSION – to be crushed, weighed down or abused by people in positions of power. Oppression is seen in the Langston Hughes poems because he believes that African-Americans do not receive equal treatment in America. For example, in the poem, "I Too," Hughes explains that he has to "eat in the kitchen" (Hughes, 1995) when company comes to the place he is employed at. This demonstrates that his boss oppresses him.</p>

<i>Sixteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Study for your ethnic studies/philosophy terminology exam by writing responses to the study guides on pp. 85 – 90 of your ES/PHIL workbook.</p>	<p>1. Handout Eleven (p. 85 – 90)</p>	<p>Remind students to practice thinking about the words without looking in their glossaries, as they will not be able to use their glossaries on the exam.</p>

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<i>Seventeen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read “Cultural Contradictions,” Handout Thirteen and write responses on the guided note sheet on p. 98 – 99 to check for reading comprehension.</p> <p>2. Plan for your exam tomorrow by writing out the terms, in-text citations, and explanations of how the terms relate to the article.</p> <p>* You may not use ANY NOTES or YOUR GLOSSARY on the exam tomorrow.</p>	<p>1. Handout Thirteen (p. 91 – 99).</p>	<p>Please tell students that they can plan ahead for their exam as much as they want. This will be the article that they use on the test, however they will get a fresh copy and they can't use any notes.</p>

<i>Eighteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Write your exam responses using the handout provided.</p>	<p>1. A new copy of Handout Thirteen, and the exam.</p>	

<i>Nineteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your third philosophical discussion based on the article “Cultural Contradictions.”</p>	<p>1. Handout Nineteen (p. 103 – 105)</p>	<p>This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.</p>

<i>Twenty</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the graphic organizer on p. 90a to write your reflections on the historical events we learned about during the terminology unit. 2. Synthesize your reflections and your analysis of the song “War/No More Trouble to write a commitment to change statement.	1. Handout Twelve (p. 90a) and a copy of the Bob Marley song “War/No More Trouble.”	Post the students commitments to positive change on the doors of your classroom.

Unit III. Ethnic studies self – concept

In unit three students are given the opportunity to apply the large body of ethnic studies content learned in unit two to the process of self-exploration and understanding. Using the fifty-four ethnic studies terms from the student-constructed glossary, as a starting point, the students are expected to generate questions about their own self-concept. Framed by the learning steps outlined by the Historical Inquiry Process the students then use their questions to gather information about themselves. Conducting interviews, analyzing primary documents and using the process of introspection the students end up with a vast amount of self-data. Then using the methods of constant comparison (Glaser & Strauss, 1967) the students analyze their data for emergent themes. These emergent themes, based in the data, help to inform students as they create thesis statements about their self-concept. Using their thesis statements the students then write and share their identity narratives with their community of inquiry. Finally, scattered throughout the self-concept inquiry process are Plain Vanilla, P4C discussions and other opportunities for reflection, and philosophical inquiry during the learning process.

The major expectations of unit three are: 1) students will critically examine their own self – concept in the context of ethnic studies; 2) students will use the historical inquiry process as method for conducting social science research; 3) students will strengthen their community of inquiry via the Good Thinker’s Tool Kit and sharing of self – concept essays; 4) students will understand the historical context of ethnic studies; 5) students will be exposed to pro-social role models, as community guests share their own self-concept exploration.

Class activities and assessments in unit three include: 1) Video, “Ethnic Studies On Strike!” and applied Good Thinker’s Tool Kit Questions; 2) Historical Inquiry self – concept notes and information gathering (questions, answers and relationship to the focus question); 3) self – analysis (content analysis of their Historical Inquiry notes); 4) student construction of a thesis statement that answers the focus question; 5) self-concept essay outlines and peer reviewed drafts; 6) self concept-essay final draft; 7) self – concept

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essay community share; 6) APIYVPC guest speakers; 7) President Barack Obama Biography video assignment; and 8) Plain Vanilla number three and four.

Finally, the curriculum map used to guide teaching and learning during unit three is:

Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>Standards HISTORICAL INQUIRY Students use tools and methods of historians to transform learning from memorizing historical data to “doing history.”</p> <p>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand the roles, rights, and responsibilities of American citizens and exercise them in civic action.</p> <p>Habits of Mind Thinking Interdependently Meta – Cognition Striving for Accuracy Communicating with Clarity and Precision</p> <p>General Learner Outcome</p> <ul style="list-style-type: none"> • Self – Directed Learner • Community Contributor • Complex Thinker • Quality Producer • Effective Communicator 	<p>Introduced Students will know:</p> <ol style="list-style-type: none"> 1. The definition of self – concept, identity, introspection and self – reflection. 2. Historical Inquiry methods terminology. 3. Good Thinker’s Tool Kit 4. Historical context of ethnic studies. 5. Karen Russell ‘s self – concept. 6. <i>Hawaii based person’s</i> self-concept. 7. President Barack Obama’s self-concept (biography video). 8. Self-knowledge/Family history <p>Reinforced Definitions of:</p> <ol style="list-style-type: none"> 1. Community 2. Intellectual Safety 3. Reflection 4. Roles, Rights and Responsibilities of an Ideal American Citizen 5. Civic Action 6. Thesis Essay Writing 7. Ethnic Studies Glossary Terms 	<p>Introduced How to:</p> <ol style="list-style-type: none"> 1. Use the HI method (questioning; information gathering; analyze/thesis; outline; write; reflect). 2. Use the Good Thinker’s Tool Kit. 3. Use of self – reflection and interview as research tools. 4. Compare/Contrast graphic organizer 5. Word processing <p>Reinforced</p> <ol style="list-style-type: none"> 1. Primary document analysis 2. Synthesize definitions for personal under – standing 3. Apply definitions to historical examples. 4. Planning and Writing a Thesis Essay 5. Philosophical discussion 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define terms related to the inquiry. 2. Learn the history of ethnic studies (On Strike! Video). 3. Learn Good Thinker’s Tool Kit and apply to Plain Vanilla #3 and questioning step of HI process. 4. Learn how to complete HI notes. 5. Take HI notes while using self – reflection, interviews, and analysis of primary documents. 6. Share HI questions and answers Plain Vanilla Style. 7. Analyze HI notes. 8. Create a self – concept thesis. 9. Plain Vanilla #4 10. Outline self – concept essay. 11. Write self – concept essay. 12. Share essays. 13. Reflect on HI process. 14. President Barack Obama compare and contrast 	<p>The teacher will use:</p> <ol style="list-style-type: none"> 1. Definition of terms. 2. Good Thinker’s Tool Kit and p4c evaluation criteria 3., 4., 5., and 6., HI note taking rubric 7. HI analysis rubric 8. HI thesis rubric 9. p4c evaluation criteria 10. HI outline rubric 11. HI essay rubric 12. and 13., HI reflection rubric 14. Constructed response rubric

Figure 3. Curriculum map unit three

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<i>One</i>	Daily Objective	Handouts/Teacher Resources	Notes
	<p>To prepare for self-concept inquiry you will need to write on pp. 171 – 172 of the ES/PHIL workbook):</p> <ol style="list-style-type: none"> 1. The definition of Historical Inquiry and read the focus question guiding the inquiry; 2. The six steps of the Historical Inquiry Process; 3. The definitions of necessary terms for the inquiry; 4. Three reasons why this inquiry is important; 5. A journal free write explaining your current identity; and 6. Examples of Karen Russell’s identity using the prompts on p. 172. 	<ol style="list-style-type: none"> 1. Handout 19, pp. 171 – 172. 2. Handout 15, Karen Russell’s self-concept essay. 	<p>Write the focus question for the inquiry (p. 171) and the Historical Inquiry Process up on the board. REFER TO EACH OF THESE EVERY SINGLE DAY THAT THE STUDENTS ARE WORKING ON THIS INQUIRY.</p>

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<i>Two and Three</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read examples of Kailua High School students' self-concept essays and share your reactions out loud with our community of inquiry (pp. 134 – 156 ES/PHIL workbook).</p> <p>2. Create a "My Good Thinker's Tool Kit Book" by writing definitions, question stems, and examples of each letter of the Good Thinker's Tool Kit (GTTK) (pp. 174 – 17 ES/PHIL workbook).</p> <p>3. Write notes on the historical background of the video "On Strike" (p. 176 ES/PHIL workbook).</p> <p>4. Apply the GTTK to the video "On Strike by writing one question about the video for each letter of the tool kit (p. 176 ES/PHIL workbook).</p>	<p>1. Handout 16, pp. 134 – 156 (choose as many as you would like).</p> <p>2. Handout 19, pp. 174 – 175.</p> <p>3. Handout 19, p. 176.</p> <p>4. Handout 19, p. 176.</p>	<p>2. To make a GTTK book you will need to practice making the book on your own first. Then you can walk the students through the making of the book before you go through each letter of the tool kit up on the board as a class. This is also a really good day to invite Dr. Ben Lukey if you want support explaining each of the thinking skills used by philosophers.</p> <p>3. You will need to write these notes up on the board for your students.</p>

<i>Four</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. In your journal, write 15 Good Thinker's Tool Kit questions that meet the following criteria:</p> <p>a) Based off of/include an ES/PHIL term from your glossary</p> <p>b) Personally meaningful</p> <p>c) Will help you answer the self-concept inquiry focus question.</p> <p>2. Create at least three Historical Inquiry note-taking sheets in your journal. Use the examples on pp. 177, 158, 160, and 161 as an example of what this format looks like.</p>	<p>1. Students will need to use their glossaries from unit two (found in the back of their journals).</p> <p>2. Pp. 177, 158, 160, and 161 in the ES/PHIL workbook as examples.</p>	<p>Refer to the example of Historical Inquiry notes for this inquiry on p. 161 to set the standard for your students.</p>

Five, Six, Seven, Eight	Daily Objective	Handouts/Teacher Resources	Notes
	<p>1. Analyze your questions, by using the color-code key on the board to see what research methods (introspection, interview, primary documents) you will need to use to answer your questions.</p> <p>2. Write answers to each of your questions using the Historical Inquiry note-taking format (read through the example on p. 161 of your ES/PHIL workbook for an example).</p> <p><i>Homework:</i> Write down at least three pages of interview notes (using the methods outlined on the board). Due-</p>	<p>1. Set up a key that the students will copy into their journal. The key will have the following three research methods:</p> <ul style="list-style-type: none"> a) Introspection b) Interview c) Primary Documents <p>2. P. 161 of the ES/PHIL workbook <i>Homework</i></p> <ul style="list-style-type: none"> 1. Identify which questions will need interviews to answer. 2. Make a list of the possible people you could interview to answer these questions. 3. In your journal, on a separate sheet for each question, write the question, date and name of person you are interviewing. 4. To answer your interview questions can either write down the responses that your interviewee gave, or you can have them write down their response in your journal. 	<p>1. You will need to explain to your students what is meant by each of these three research methods and demonstrate which types of questions require what types of methods.</p>



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<i>Nine</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your fourth philosophical discussion based on the article "Puka Kinikini" (pp. 321 – 322 ES/PHIL workbook).	1. Handout Nineteen (p. 106 - 108) and the article "Puka Kinikini" found on pp. 321 – 322 of the ES/PHIL workbook.	This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.

<i>Ten and Eleven</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Complete a written self-assessment of your Historical Inquiry Notes using the criteria on p. 179 of your ES/PHIL workbook. 2. Write the definitions of analysis/thesis in your ES/PHIL workbook (p. 182). 3. Write the analysis checklist in your journal. 4. Create a key of your analysis codes in your journal. 5. Color-code your answers/relationship to the focus questions using your key. 6. Write the examples that that correlate to your codes on p. 183 – 184 of your ES/PHIL workbook. 7. Write your thesis statement on p. 185 of your ES/PHIL workbook.	1. P. 179 ES/PHIL workbook 2. P. 182 ES/PHIL workbook 3. You will need to write this checklist up on the board 4. Please provide examples for the students up on the board (family, beach, Waimanalo, Filipino, girl, etc.) 6. Pp. 183 – 184 ES/PHIL workbook 7. P. 185 ES/PHIL workbook	You will definitely need to model this process for your students by demonstrating examples at the front of the board. Please stress that each students' code will be different (this process is called constant comparison by Glaser and Strauss or grounded theory by Strauss and Corbin if you need other references).

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<i>Twelve</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Apply your thesis statement to President Barack Obama's self-concept. Write examples of your comparison in the graphic organizer on p. 210. <i>Extra-Credit</i> Write a one-page constructed response to the focus question at the top of pg. 210.</p>	<p>1. Handout 21, p. 210 and Obama Biography video.</p>	

<i>Thirteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read Mrs. Makaiau's self-concept essay on p. 204 – 209 of your ES/PHIL workbook. Be aware of the amount of stories and personal examples she uses to explain her self-concept. 2. Apply your thesis statement to the writing of a rough draft of your self-concept essay. Use the prompts on p. 189 – 197 to help you structure the five parts of this essay. In addition, use the criteria outlined in the rubric on p. 199 – 200 to help guide you as you write.</p>	<p>1. Pp. 204 – 209, ES/PHIL workbook. 2. Pp. 189 – 197 and pp. 199 – 200, ES/PHIL workbook.</p>	<p>1. It would be great if you as a teacher wrote your own self-concept essay.</p>

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<i>Fifteen, Sixteen, Seventeen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Continue to apply your thesis statement to the writing of a rough draft of your self-concept essay. Use the prompts on p. 189 – 197 to help you structure the five parts of this essay. In addition, use the criteria outlined in the rubric on p. 199 – 200 to help guide you as you write. Make sure to save your work onto your snap grades account.	1. Pp. 189 – 197 and pp. 199 – 200, ES/PHIL workbook.	1. You will need to reserve the computer lab.

<i>Eighteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the criteria outlined on the rubric on pp. 199 – 200, and the two prompts provided to provide written feedback to two of your classmates' self-concept essays.	1. Pp. 199 – 200, ES/PHIL workbook. Peer assessment instructions (write on the board): a) Read through the self-concept essay rubric as a class b) Sit in a group with two other students who have completed a rough draft of their self-concept essay c) Trade papers, staple a rubric to the cover of each essay d) Read through the essay and write comments on their essay (positive/areas of improvement) e) Circle where you believe this person would fall on the rubric f) On the back of the rubric write two EXAMPLES of what they did well and two EXAMPLES of what needs improvement.	

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<i>Nineteen and Twenty</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the feedback from your peers to write a final draft of your essay (make sure to save to snap grades)		1. You will need the computer lab for these days.

<i>Twenty-One</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Read your essay out loud to our intellectually safe community of inquiry for extra-credit. 2. Write two follow up questions (using the GTTK) for each person who reads their essay out loud.		1. You will need to use the community ball and remind the students about the rules related to intellectual safety during this sharing.

<i>Twenty-Two</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Collect all of your work from the “Self-Concept Historical Inquiry” and write a reflection using the prompts on pp. 201 – 203 in your ES/PHIL workbook (you will need to do this in your journal).	1. Pp. 201 – 203, ES/PHIL workbook.	

<i>Twenty-Two and Twenty-Three</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Watch the documentary “Prom Night in Mississippi.” Use the graphic organizer on p. 227a of your ES/PHIL workbook and the backside of that sheet to write Cornell notes that will help you answer the focus question. 2. Use your notes, and graphic organizer to write a one page constructed response that answers the focus question.	1. P. 227a, ES/PHIL workbook and the documentary “Prom Night in Mississippi.”	You will need to help the students define community context by showing them the various components (geography, religion, ethnicity, class, etc.) that contribute to one’s community context.

<i>Twenty-Two and Twenty-Three</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your fifth philosophical discussion based on the documentary “Prom Night in Mississippi.”	1. Handout Nineteen (p. 109 - 111).	This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.

Unit IV. Understanding violence at KHS through the lens of The Tattoo

In unit four, the students move out from their study inward to a study of their own community and cultural context. Reading the novel *The Tattoo*, by Chris McKinney the students are asked to analyze the text using the five main indicators of violence introduced to them during the glossary assignment. Then, using the Plain Vanilla, P4C discussion format students are invited to explore the personal meanings they have assigned to the text by “doing philosophy” with their peers. Unit four helps to build interpersonal discussion skills, tools for critical philosophical analysis and empowers students to become agents of positive change in their communities.

The major expectations of unit four are: 1) students begin to view contemporary culture as selective adaptive and changing; 2) students use the APIYVPC indicators as a tool for analyzing an aspect of our contemporary culture in the context of the novel, *The Tattoo*; 3) students develop their skills for facilitating group discussions; 4) students develop their own sense of empowerment to create positive change in their own community.

Class activities and assessments in unit four include: 1) identify violent behaviors and impacts; 2) read *The Tattoo*, take analytical notes using the APIYVPC violence indicators, and brainstorm positive outcomes based on the novel (*The Tattoo* thinking exercise); 3) Five Plain Vanillas; and 4) self-assessment of commitment to positive change; and 5) Prom Night in Mississippi.

Finally, the curriculum map used to guide teaching and learning during unit four is:

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Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>Standards Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand the roles, rights, and responsibilities of American citizens and exercise them in civic action.</p> <p>CULTURAL DYNAMICS CHANGE AND CONTINUITY Students understand culture as dynamic, selective, adaptive, and ever changing.</p> <p>General Learner Outcome</p> <ul style="list-style-type: none"> • Self – Directed Learner • Community Contributor • Complex Thinker • Quality Producer • Effective Communicator 	<p>Introduced</p> <ol style="list-style-type: none"> 1. The plot line of Tattoo. 2. How Tattoo relates to violence in Kailua and Waimanalo. <p>Reinforced Definitions of:</p> <ol style="list-style-type: none"> 1. Community 2. Intellectual Safety 3. Ideal American Citizen 4. Roles of Ideal Americans 5. Rights of Ideal Amer. 6. Responsibilities of Ideal. 7. Civic Action 8. 65 key ethnic studies terms (see attached glossary). 9. Moodiness, victimization, sexism, impulsivity, substance use (API terms). 10. Good Thinker’s Tool Kit 11. Deeper understanding of violence 	<p>Introduced How to:</p> <ol style="list-style-type: none"> 1. Identify violent behavior and related impacts (physical, emotional and intellectual) 2. Analyze a novel to see how it relates to violence in the communities of Kailua and Waimanalo 3. Creating cognitive alternatives to violent behavior 4. Relating positive behavior solutions to their own life <p>Reinforced</p> <ol style="list-style-type: none"> 1. Use Plain Vanilla. 2. Use the Good Thinker’s Tool Kit. 3. Application of API/VPC terms 4. Use the community ball. 5. Making personal connections and reflecting on the relationship between the curriculum and their own lives 6. Compare and contrast 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Violence definition exercise 2. Read the Novel Tattoo in five segments. 3. Complete a thinking exercise for each segment of the Tattoo. 4. Have five P4C philosophical discussions based on each of the five segments of the novel. 5. Evaluate the classroom community. 6. Self-assessment of individual commitments to positive change (from unit two). 7. Prom Night in Mississippi compare and contrast 	<p>The teacher will use:</p> <ol style="list-style-type: none"> 1. CDC definition of violence 2. & 3. Tattoo Thinking Exercise checklist 4., and 5. p4c evaluation criteria 6. Self-assessment rubric 7. constructed response rubric

Figure 4. Curriculum map unit four

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<i>One</i>	Daily Objective	Handouts/Teacher Resources	Notes
	<p>1. Write responses to the APIYVPC Tattoo survey.</p> <p>2. After listening to the research that has been done by the APIYVPC about research in the communities of Kailua and Waimanalo you will need to write the definitions of the five violence indicators (p. 212 ES/PHIL workbook).</p> <p>3. Apply, in writing, the definition of violence on p. 213 of your ES/PHIL workbook to the four examples provided in the graphic organizer on p. 213.</p> <p>4. Free write- apply the definition of violence to three examples in your life. Share these out loud in our community of inquiry.</p> <p>5. Read the synopsis of the Tattoo on p. 214 of your ES/PHIL workbook.</p>	<p>1. The APIYVPC Tattoo survey.</p> <p>2. Pp. 212 - 214, ES/PHIL workbook.</p>	<p>1. You will need to invite staff from the APIYVPC to administer the Tattoo pre survey.</p>

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<i>Two and Three</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read through the criteria for the Tattoo Thinking Exercises on p. 215 of your ES/PHIL workbook.</p> <p>2. Read the prologue of the Tattoo out loud as a class.</p> <p>3. Write a one-paragraph summary of the prologue on your own and share your response out loud with our community of inquiry.</p> <p>4. Based on the prologue, write the example provided by your teacher for moodiness on the graphic organizer on the back of p. 215 of your ES/PHIL workbook.</p> <p>5. Based on the prologue, work as a class to come up with a written response for impulsivity, substance use, and sexism on the graphic organizer on the back of p. 215 of your ES/PHIL workbook.</p> <p>6. Based on the prologue write your own written response for victimization on the graphic organizer on the back of p. 215 of your ES/PHIL workbook.</p> <p>7. Write three good thinker's tool kit questions about the prologue beneath the graphic organizer on the back of p. 215</p>	<p>1. P. 215, ES/PHIL workbook.</p>	<p>1. You will need to start this class period by assigning Tattoo books (one to each student and keep a record for hold ups).</p> <p>2. You will practice the "I do," "we do," "you do," teaching strategy to help the students learn how to complete the Tattoo thinking exercise. Explain to them that they will be doing one of these thinking exercises for each chapter of the book, and having a Plain Vanilla philosophical discussion at the end of each chapter using the good thinker's tool kit questions they asked on their thinking exercise.</p>

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<i>Four, Five and Six</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<ol style="list-style-type: none"> 1. Read chapter one on your own. 2. Write responses for each of the criteria outlined in the Tattoo Thinking Exercise assignment (summary, graphic organizer, and good thinker's tool kit questions). Use our example from the prologue to help you out. 	<ol style="list-style-type: none"> 1. P. 216., ES/PHIL workbook. 	<p>You can opt to do some reading out loud as a class (the beginning of chapter one is very metaphoric and the students might have a hard time understanding it on their own).</p>

<i>Seven</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<ol style="list-style-type: none"> 1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your sixth philosophical discussion based on Chapter One of the Tattoo. 	<ol style="list-style-type: none"> 1. Handout Nineteen (p. 112 - 114). 	<p>This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.</p>

<i>Eight, Nine, and Ten</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<ol style="list-style-type: none"> 1. Read chapter two of the Tattoo on your own. 2. Write responses for each of the criteria outlined in the Tattoo Thinking Exercise assignment (summary, graphic organizer, and good thinker's tool kit questions). Use our example from the prologue to help you out. 	<ol style="list-style-type: none"> 1. P. 217., ES/PHIL workbook. 	

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<i>Eleven</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your seventh philosophical discussion based on Chapter Two of the Tattoo.	1. Handout Nineteen (p. 115 - 116).	This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.

<i>Twelve, Thirteen, and Fourteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Read chapter three of the Tattoo on your own. 2. Write responses for each of the criteria outlined in the Tattoo Thinking Exercise assignment (summary, graphic organizer, and good thinker's tool kit questions). Use our example from the prologue to help you out.	1. P. 218. , ES/PHIL workbook.	

<i>Fifteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your eighth philosophical discussion based on Chapter Three of the Tattoo.	1. Handout Nineteen (p. 117 - 119).	This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.

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<i>Sixteen, Seventeen, and Eighteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read chapter four of the Tattoo on your own.</p> <p>2. Write responses for each of the criteria outlined in the Tattoo Thinking Exercise assignment (summary, graphic organizer, and good thinker's tool kit questions). Use our example from the prologue to help you out.</p>	<p>1. P. 217. , ES/PHIL workbook.</p>	

<i>Nineteen</i>		
Daily Objective	Handouts/Teacher Resources	Notes
<p>1. Read the epilogue of the Tattoo on your own.</p> <p>2. Write responses for each of the criteria outlined in the Tattoo Thinking Exercise assignment (summary, graphic organizer, and good thinker's tool kit questions). Use our example from the prologue to help you out.</p>	<p>1. P. 217. , ES/PHIL workbook.</p>	

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<i>Twenty</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the first Plain Vanilla discussion format and the Cornell Note-Taking Sheet (Handout Fourteen) to write notes during your ninth philosophical discussion based on Chapter Four and the epilogue of the Tattoo.	1. Handout Nineteen (p. 120 - 122).	This is a great day to invite the Philosopher in Residence (Dr. Ben Lukey). You will need to provide students with ten minutes at the end of class to answer the reflective questions on the note-taking sheet.

<i>Twenty-One</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. In an effort to assess our philosophical community of inquiry, use all of your philosophical discussion notes to respond to the following prompts in your journal: a) Write three specific examples (from your notes) of what we did well as a community. b) Write three specific examples (from your notes) of what we could improve on as a community. c) Write three specific examples (from your notes) of what we did well in our inquiry. d) Write three specific examples (from your notes) of what we could have improved on in our inquiry. 2. Use the community ball to share out loud one example from a and b, and one example from c and d.	1. Pp. 100 – 122, ES/PHIL workbook.	Use the rubric on p. 130 of the ES/PHIL workbook to assess the students' work.

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<i>Twenty-Two, Twenty-Three, Twenty-Four and Twenty-Five</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the criteria, and guided worksheets on pp. 224 – 227 to write a summative response about your thinking during the Tattoo unit.	1. Pp. 224 - 227, ES/PHIL workbook.	Depending how close you are to the quarter ending, you can spend as much as or as little time working on the students writing

<i>Twenty-Six</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Use the criteria on the “Identity Food” handout (34) bring in a snack for everyone to share. Describe your food out loud to the rest of the class. 2. Write responses to the Tattoo post survey.	1. P. 260, ES/PHIL workbook and the APIYVPC Tattoo post survey.	You will need to invite staff from the APIYVPC to administer this survey.

<i>Twenty-Seven</i>		
Daily Objective	Handouts/Teacher Resources	Notes
1. Write responses to the end of the course ES/PHIL APIYVPC survey. 2. Collect Kailua High School community service forms described in the syllabus at the beginning of the semester.	1. APIYVPC end of the course survey. 2. P. 24a and 24b in the ES/PHIL workbook.	You will need to invite staff from the APIYVPC to administer this survey.

Unit V. Historic struggles for ideal democracy

In unit five, students build from their study of local culture and open up their inquiry to the national arena. Using the Historical Inquiry Process to give structure to their learning, the students break into small groups and select one ethnic group to focus on. Then taking the steps outlined in the Historical Inquiry Process the students investigate the historic struggles that their group went through

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in an effort to attain ideal democracy. At the end of their inquiry, each group selects an article relating to the history of their ethnic group. They then use this article to facilitate a Plain Vanilla, P4C discussion with the rest of their class. By the end of the unit the students have been exposed to a wide range of histories of various ethnic groups, have engaged with the problematic nature of an “ideal democracy,” and have had the opportunity to think critically about American history in a philosophical community of inquiry.

The major expectations of unit five are: 1) students demonstrate their ability to lead an intellectually safe philosophical discussion about sensitive, charged and personal issues relating to the history of a particular ethnic group in Hawaii; 2) students deepen their understanding of the history (continuity and change) of selected ethnic groups in Hawaii; and 3) students strengthen their inquiry into the notion of ideal democracy.

Class activities and assessments in unit five include: 1) annotated ethnic group history time lines; 2) Plain Vanilla facilitation project; and 3) student participation in four student – lead Plain Vanillas.

Finally, the curriculum map used to guide teaching and learning during unit five is:

Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>Standards Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand the roles, rights, and responsibilities of American citizens and exercise them in civic action.</p> <p>CULTURAL DYNAMICS CHANGE AND CONTINUITY Students understand culture as dynamic, selective, adaptive, and ever changing.</p>	<p>Introduced 1. Students will understand some of the following ethnic groups’ historic struggle for an ideal democracy. a) Hawaiians b) Japanese c) Caucasians d) Filipinos e) Tongans f) Samoans g) African Americans h) Native Americans i) Chinese j) Other</p> <p>2. The five spheres of social studies. Reinforced Definitions of: 12. Community 13. Intellectual Safety 14. Ideal American Citizen</p>	<p>Introduced How to: 1. Play different roles and practice facilitating a P4C discussion. 2. Use the five spheres of social studies as a tool for analysis. 2. Create annotated time lines.</p> <p>Reinforced 7. Apply U.S. historical events/ people/concepts to the definition of terms. 8. Use Plain Vanilla. 9. Use the Good Thinker’s Tool Kit. 10. Apply the API terms to a current event. 11. Use the community ball. 12. Synthesize definitions for personal under –standing 13. Apply definitions to historical</p>	<p>Students will: 1. Creating teams, defining terms and uncovering assumptions about the inquiry. 2. Learn five spheres of social studies. 3. Select an article for class discussion based on criteria provided. 4. Research key events, people, places and movements relevant to the ethnic group and sphere selected by the student. 5. Create an annotated time line with bibliography. 6. Facilitate a plain vanilla discussion. 7. Participate in three additional plain vanilla</p>	<p>The teacher will use: 1, 2, 3, 4, & 5. Annotated Time Line Rubric 6. & 7. Final Discussion Assessment Rubric</p>

Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
General Learner Outcome <ul style="list-style-type: none"> • Self – Directed Learner • Community Contributor • Complex Thinker • Quality Producer • Effective Communicator 	15. Roles of Ideal Americans 16. Rights of Ideal Amer. 17. Responsibilities of Ideal. 18. Civic Action 19. 44 key ethnic studies terms (see attached glossary). 20. Moodiness, victimization, sexism, impulsivity, drug abuse (API terms). 21. Good Thinker's Tool Kit And in general understand: 22. A current event relative to the API terms.	examples.	discussions.	

Figure 5. Curriculum map unit five

Non-Sequential Unit. Service learning/civic action: building empathy between our geographic boundaries

The last unit in ethnic studies is the non-sequential unit, which is dispersed throughout the course. In this unit students are required to participate in six hours of community service in the two communities of Waimanalo and Kailua. Forming a small group, made up of students from each of the two communities, the students select an issue that their group will be addressing through their service. Using their small group as a place to discuss their experiences in the community the students make observations about the presence of common issues across communities. Having the tendency to focus on the differences between the two communities the students are asked to use the skills gained through Philosophy to reflect on the ways in which they can all work together to promote positive civic change.

The major expectations of this non-sequential unit are: 1) students will work to build positive interpersonal relationships, with peers who are different than themselves through shared service-learning interests; 2) students will build empathy as they are required to do a service-learning activity in a community other than their own; 3) students will take a critical look at the similarities and differences between the two geographic communities serviced by the school, and through this build tolerance between cultures and communities.

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Class activities and assessments in the non-sequential unit include: 1) building the background community reflection; 2) creating small group service-learning goals; 3) practice visual dialogue journal entry; 4) service-learning log; 5) visual dialogue journal project; 6) letter to the following year's freshmen; and 7) a final reflective Plain Vanilla discussion.

Finally, the curriculum map used to guide teaching and learning during this non-sequential unit is:

Standards/ GLO/ HOM Addressed	Content Addressed	Skills and Processes Addressed	Assessment Activity	Assessment Tool
<p>NCS Standards Civic Ideals and Practices Individuals, Groups and Institutions</p> <p>HC Standards SS.9PD.5.5 Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation.</p> <p>L.A.4 Conventions and Skills L.A. 5 Rhetoric H.E. 4 Analyzing Influences</p> <p>GLO Community Contributor</p> <p>Habits of Mind Thinking Interdependently Meta – Cognition Creative, Imaginative, Innovating Listening with Empathy and Understanding</p>	<p>Introduced</p> <ol style="list-style-type: none"> 1. Real issues facing the Kailua/Waimanalo communities. 2. Policy related to issues facing the Kailua/Waimanalo communities. 3. Knowledge about the geography/places/people in the Waimanalo or Kailua community. 4. Civic action process. 	<p>Introduced</p> <ol style="list-style-type: none"> 1. Reflection on experience. 2. Interpersonal relationships with people in a community other than one's home community. 3. Interview 4. Letter writing. 5. Group facilitation and communication. 6. Empathy <p>Reinforced</p> <ol style="list-style-type: none"> 1. Thesis essay writing. 2. Good Thinker's Tool Kit questions 3. Philosophical discussion format 	<p>Students will:</p> <ol style="list-style-type: none"> 1) Building the Background Reflection 2) Initial Group Goals 3) Practice Journal Entry 4) Community Service Log 5) <u>Visual Dialogue Journal</u>: <ol style="list-style-type: none"> a) One visual sketch/picture for each hour worked b) One page notes/reflection/poem for each hour worked c) One community sponsor reflection from Waimanalo d) One community sponsor reflection from Kailua e) Personal reflection on group's goals 6) Letter to Freshmen 7) Plain Vanilla Discussion 	<p>The teacher will use:</p> <ol style="list-style-type: none"> 1) Reflection Criteria Checklist 2) Initial Group Goals Rubric 3) Visual Dialogue Journal Rubric 4) Signed Log 5) Visual Dialogue Journal Rubric 6) Letter Rubric 7) Discussion Reflection Criteria

Figure 6. Curriculum map non-sequential unit

In closing, the curriculum maps presented serve as a general outline for the ethnic studies and philosophy curriculum. What they are not is prescriptive tools that are followed at the expense of our learners. On any given day modifications are made to address student needs, current events, and to take advantage of teachable moments.

References

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