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| Teacher: | Subject:  UNM Course #: CCST 1110: Introduction to Comparative Ethnic and Global Societies | | | Unit title:  Immigration, Migration, Transnationalism, and Globalization | | Grade level:  9-12 | |
| STAGE 1: DESIRED RESULTS | | | | | | | |
| 1. Standards | | | | | | | |
| High School  **CCSS ELA:**  Reading: 1, 2, 4, 6, 7  Writing: 4, 9, 10  **CCSS FOR ETHNIC STUDIES:**  STRAND I: SOCIAL (Gender, Race/Ethnicity, Class, Ability)  o Power & Privilege  o Resistance and Social change  o Opportunities and Barriers (education, jobs)  o Gender bias and discrimination  STRAND II: POLITICAL (Gender, Race/Ethnicity, Class, Ability)  o Constitution-Government  o Laws and the Supreme Court  o Voting and Political Influence  o Citizenship  o Justice System  STRAND III: HISTORICAL (Gender, Race/Ethnicity, Class, Ability)  o Class, Race and Ethnicities (origins and evolutions)  o Defacto and Dejure Segregation  o Modern Interpretation of the Past  o Understanding Historical Context  **CCSS FOR SOCIAL STUDIES:**  STRAND: History  Content Standard I: Students are able to identify important people and events in order to  analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in  New Mexico, United States, and world history in order to understand the complexity of  the human experience.  *9-12 benchmark 1-D. Skills*: use critical thinking skills to understand and communicate  perspectives of individuals, groups and societies from multiple contexts. | | | UNM  **Social Behaviors:**  Identify, describe and explain how social behaviors are influenced by factors ranging from biological processes to social structures and institutions  **Beliefs, Assumptions and Values:**  Articulate how beliefs, perceptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions in the context of the self, society, and the cultural/physical environments.  **Social and Ethical Issues:**  Identify, describe, explain, and evaluate relevant issues, ethical dilemmas, and moral arguments related to social and behavioral sciences. | | CCS  -Apply various transdisciplinary perspectives and processes used by social scientists to discover, describe and understand human behavior across a range of diverse ethnic and gendered societies.  -Develop informed analytical narratives that comprehensively explore key issues or events in order to provide the reader will a full understanding of the subject under evaluation.  -Effectively identify, evaluate, and share information for the problem or issue at hand in all course assignments and discussions.  -Articulate an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of human understanding and social justice.  -Develop and explicate arguments supported by quantitative evidence (words, tables, and graphs) based in the authentic contexts of everyday life situations.  -Analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts. | | |
| 2. Acquisition | | | | | | | |
| Students will know…..   * Different ways of understanding the concept of immigration. * Experiences of undocumented immigrants and migrants. * Immigrants in the United States are a diverse population. * There are various reasons why people have immigrated and continue to immigrate to the United States. * How immigrants and migrants have influenced the economics and cultures of areas they live in a positive way. | | | | Students will reach proficiency at….   * Identifying different themes in the immigration debate. * Differentiating between the immigrant subcategories. * Analyzing and discussing different immigrant experiences * Identifying how terminology and images affect the understanding of immigration. * Analyzing positions on various immigration and migration issues. * Analyzing and understanding how immigrants and migrants help influence community economics and cultures by being a part of those communities. | | | |
| 3. Meaning | | | | | | | |
| UNDERSTANDINGS  Students will understand…  In the United States immigrants and migrants, from a variety of different backgrounds, play a major role in the economic and cultural makeup of the nation. These immigrants and migrants come from nations across the world, have differing reasons for living in the United States, and have unique stories about their journey. Many of these immigrants and migrants come from countries that have become and are interdependent with the US and other countries (transnationalism and globalization). These immigrants and migrants face many obstacles and barriers (racism, sexism, xenophobia, inequality, lack of access to resources, class discrimination, etc) that continue to affect their ability to enter, live and prosper in the US. | | | | ESSENTIAL QUESTIONS   1. What is immigration? 2. What is Migration? 3. What is Transnationalism? 4. What is Globalization? 5. What are the different reasons immigrants come to the United States (PUSH and PULL factors)? 6. In what ways do immigrants and migrant affect U.S. society and economics? 7. What challenges do immigrants and migrants face in the United States? 8. How does the immigrant experience relate to my own identity? | | | |
| 4. Transfer | | | | | | | |
| Students will be able to have a greater understanding of immigration. migration, and transnationalism as it applies to the economic and sociocultural contexts of the United States. Students will be able to understand how the different cultural groups of the US have similar experiences in regard to immigration and migration. | | | | | | | |
| STAGE 2 EVIDENCE | | | | | | | |
| 5. Evaluative criteria | | | | | | | |
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| 6. Assessment Evidence | | | | | | | |
| Performance task(s)   * Bailing on Burque Activity * Transnationalism Activity * Latino Landscapes Activity * Arrival Stories * Migration Case Study * Migrations Stories | | | | | | | |
| Other evidence   * Group Discussion * Political Cartoon discussion | | | | | | | |
| STAGE 3 – PART 1: LEARNING PLAN OVERVIEW | | | | | | | |
| Summary of Key Learning Events and instruction | | | | | | | |
| Key vocabulary:  immigration  migration  diaspora  transnationalism  globalization  decenter  abutting  elegiac  analogous  upsurge  demographic megalocephaly  derelict  reciprocal  remittances  implicit | | Supplementary Materials:   * Pen/Pencil * Poster board * Markers * Space for Group Discussion * “Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America” By Andrew K. Sandoval-Strausz * Great Migration   <https://www.youtube.com/watch?v=DcEPxlGGn-Y>  <https://www.youtube.com/watch?v=VCdTyl141bA>   * Immigration Act 1965   <https://www.youtube.com/watch?v=ZBSZwde070c>  <https://www.youtube.com/watch?v=1qohGn7vM0c>   * <http://depts.washington.edu/moving1/> (University of Washington America’s Great Migration Project) * Made in L.A.   <https://www.kanopy.com/product/made-la-hecho-en-los-angeles> | | | | | Technology Integration:   * Computer * Canvas online classroom/google classroom * Google Docs * Promethean Board or Projector |
| Links to students’ background experiences:  Life in the SW | | Links to Students’ prior Learning/Knowledge:  Research based readings analysis  Cultures of the SW | | | | | Visual Supports, Images, Sentence Frames, Scaffolds:  Terms posted on class page |
| STAGE 3- PART 2: DAILY LEARNING PLAN | | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Day* | *Topic* | *Objective(s)* | *Instructional Activities* | *Differentiation*  *//Modifications* | *Assessment* | |  | Introduction to Immigration, Migration | To understand the differences and definitions of immigration, emigration, and migration. | * Teacher lecture * Video  |  | | --- | | “The Forgotten Mesa”  <https://youtu.be/r4PbGxUgSts> |  * Video discussion * Bailing on Burque Activity | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Notetaking * Class discussion * Bailing on Burque activity | |  | Introduction to Transnationalism and Globalization | To understand how transnationalism and globalization plays a role in the US economy and the sharing of cultures in the US | * Teacher lecture * Video  |  | | --- | | “The Life of an Unaccompanied Minor in L.A.” <https://youtu.be/gaBfyVFHJ0g> |  * video discussion * Transnationalism activity | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Notetaking * Class discussion * Transnationalism activity | |  | Latino Landscapes 1 | Understand how immigrants and migrants help to build up the economies of communities they live in. | * Teacher lecture * Video * In class reading groups * Discussion * Activity | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Discussion * Landscapes Day 1 | |  | Latino Landscapes 2 | Understand how immigrants and migrants help to build up the economies of communities they live in. | * Teacher lecture * In class reading groups * Discussion * Activity | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Discussion * Latino Landscapes Day 2 activity | |  | Latino Landscapes 3 | Understand how immigrants and migrants help to build up the economies of communities they live in. | * Teacher lecture * In class reading groups * Discussion * Activity | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Discussion * Landscapes Day 3 | |  | Arrival Stories | Sudents will trace the varied stories of becoming Latino in the United States—and dispel common generalizations. Latinos have come to become a significant part of the United States through many different avenues: immigrants seeking a better life, refugees driven by war, and those who did not move at all, but who found themselves on the other side of redefined borders as the United States expanded and colonized new areas of North America. | * Teacher lecture * Group video analysis * Individual Arrival stories | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Student written arrival stories | |  | Braceros and Operation Wetback | How US immigration policies have been influenced by economic needs and interests and they effected Mexican migrant and immigrants. | * Teacher Lecture * Video  |  | | --- | | “Forgotten Voices: The Story of the Bracero Program”  <https://www.youtube.com/watch?time_continue=6&v=AL5d9CWV0Xg&feature=emb_logo>  “Operation Wetback 1954” <https://www.youtube.com/watch?v=zJ3u2Cc6kyE&list=PLh3ihWGCrVWYoigTQ6xqDT0a5l0E-EJgR&index=35> |  * Video Discussion * Bracero Letter Home | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Bracero Letter Home | |  | Migration Case Study | Students are introduced to the Migration Case Study assignment where they will pick a immigrant or migrant that they will collect a migration story from and research that person’s immigrant or migrant group | * Teacher lecture and directions | * Questions to check of understanding * Directions and terms in English and Spanish * Groupwork * Preferential seating * Extended time for assessments * All video closed captioned | * Migration Case Study | | | | | | | | |

UNM/HED: GENERAL EDUCATION

Critical Thinking - Reading

|  |  |  |
| --- | --- | --- |
| Student | Level | Program goals/standards |
|  |  | Problem setting |
|  |  | Evidence Acquisition |
|  |  | Evidence Evaluation |
|  |  | Reasoning |
|  |  | Conclusion |

Communication - Writing & Speaking

|  |  |  |
| --- | --- | --- |
| Student | Level | Program goals/standards |
|  |  | Genre and medium awareness |
|  |  | Application and versatility |
|  |  | Strategies for Understanding & Evaluating messages |
|  |  | Evaluation & Production of arguements |

Personal & Social Responsibility - Listening

|  |  |  |
| --- | --- | --- |
| Student | Level | Program goals/standards |
|  |  | Intercultural reasoning & competence |
|  |  | Ethical reasoning |
|  |  | Collaboration skills |
|  |  | Teamwork & value systems |
|  |  | Civic knowledge and engaement |