

El Monte Union High School District

Course Outline High School

Title: Ethnic Studies

Transitional*____ (Eng. Dept. Only)

Sheltered (SDAIE)*____ Bilingual*____

AP**____ Honors**____

Online/Blended*** X

Credit Recovery**** X

Department: Social Science

Grade Level (s): 9

Semester: X Year:

Year of State Framework Adoption____

This course meets
graduation requirements:

- ☐ English
- ☐ Fine Arts
- ☐ Foreign Language
- ☐ Health & Safety
- ☐ Math
- ☐ Physical Education
- ☐ Science
- ☒ Social Science
- ☐ Elective

Department/Cluster Approval

Date

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

*** Course may be delivered in an online or blended setting for students who are on independent study, home teaching, or require an alternate setting as documented in an IEP or 504 Plan.

**** The online/blended learning version of the course will only be available to students that do not meet the aforementioned criteria for credit recovery purposes.

1. Prerequisite(s): N/A

2. Short description of course which may also be used in the registration manual:

This interdisciplinary course is designed for students to identify, interpret, and confront social and historical constructs of identity, race, class, ethnicity, gender, and sexuality in order to dissect their existence and position in the world. To empower students to engage socially and politically and to think critically about the world around them, Ethnic Studies documents the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Students will develop a respect for cultural diversity and see the advantages of inclusion.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

SLO# 1: Seek, access, analyze and creatively use information to demonstrate effective communication, computation, critical thinking and technological skills.

The class is designed from a Freirian pedagogical approach geared specifically for students to analyze the world in which they live through a variety of texts, including academic literature, mass media, social media, art, and music. The course will empower students with the academic language as well as historical knowledge to be able to communicate their ideas in writing, orally and visually by utilizing technology to facilitate research and enhance student products

SLO# 2: Demonstrate proficiency in curricular programs aligned to the California Content Standards, district course standards and national standards in each subject area.

All of the units are aligned to meet multiple Common Core Standards for English Language Arts as well as College and Career Readiness, most notably argumentative writing, reading of complex texts, and engagement in structured academic discourse supported by factual evidence.

SLO# 3: Be productive community members by learning to respect diversity, exercise rights, accept responsibility and work cooperatively with others.

Since the course is designed thematically, students will learn about the similarities and differences among various diverse groups, thus fostering an appreciation and developing respect for the widely divergent cultures that they will encounter. Students will be able to understand and empathize with other perspectives through reading and listening, and communicate effectively with people of varied backgrounds in order to build bridges instead of walls. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

Visuals will be integrated throughout the course to build nonlinguistic schema for English Learners. In addition, SIOP strategies such as sentence frames, think-write-pair share, heterogeneous cooperative groups, Frayer models and frontloading vocabulary will also be employed as scaffolds for speaking, listening, reading, and writing. Finally, structured writing activities will assist students in becoming more familiar and ultimately become proficient writers.

5. Describe the interdepartmental articulation process for this course:

Because this course meets the district's expectations for an Ethnic Studies elective, the skills and content are intended to be interdepartmental. Students will be able to utilize the reading, writing, listening, and speaking skills across content areas. There are direct connections in this course between ELA, history, government, and economics courses. Students will regularly use technology in order to research, produce, and present information for each of the course modules. They will utilize applications and software that will be applicable in any college or career position. Additionally, the focus on media design and analysis draws from skills developed in all arts-based classes.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students will explore various aspects of the self, community, and world, which includes the role of vocation and job experience on identity. The history unit focuses on the effects of racism and discriminatory policies that are connected to the job market. The skills that students will develop through collaboration, project-based learning, close reading, and argumentative writing will also benefit them in any career opportunity.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): Course reader (see Unit Plans for sample readings)

B. Supplemental Materials and Resources:

See individual units for additional readings.

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Chromebooks; desktop; projector; speakers

***For online/blended learning course options, core instruction will be delivered through an online learning platform. Course curriculum will remain the same with additional online and personalized learning engagement opportunities including live chat, video chat, asynchronous threaded discussion, online feedback, and other mediums as appropriate.

8. Objectives of Course:

Unit Plans & Pacing Suggestions - see attached

State framework/standards:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Strategies:

- Use of multimedia to engage students: film adaptations, short films, documentaries, web-based activities, and other media that focus on delivering visual literacy information to the students. Students watch examples of films throughout the course to internalize themes relevant to units of teaching and discussion.
- In class writing drills to improve the students' writing and brainstorming ease.
- Group and whole-class discussions to foster communication and deepen understanding. These include structured academic discussions to engage all students.
- Direct and explicit instruction, including modeling of writing techniques and analysis application.
- Group work (whole and small) to foster collaboration and discussion of concepts and literary works, and to encourage students to learn from each other.
- Oral presentations preparing students to speak confidently and coherently.
- Structured questions to address specific components of literature, writing, film, and comprehension.
- Peer editing to foster growth and confidence in the craft of writing.
- Literary analysis journals to develop analytical and critical thinking skills.
- On-line research to uncover background information and assess credibility of sources.
- Power-Point or Prezi presentations to deliver material alongside lecture format, for review, and for student presentations.

Student Performance Standards:

Students will earn grades through active participation and mastery of the course objectives. Grades will be earned using the following scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%

F: 59% and below

Evaluation/assessment/rubrics: See Unit Pacing for suggested assignments, projects, and essays.

Minimal attainment for students to pass the course:

In order to pass the course, students must earn a D. Students can do this by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning.

**El Monte Union High School District
Ethnic Studies Course Outline**

Intro: What is Ethnic Studies? (1-2 week)		
INTRO OVERVIEW & EQ SUMMARY		ESSENTIAL VOCABULARY
<p><i>What is Ethnic Studies and why is it important?</i></p> <p>This short introduction to Ethnic Studies will review the history of the movement from the 1960s to today. Students will read about and discuss the importance of ethnic studies, the purpose, and goals of the course. Additionally, students will review the key concepts related to the field of Ethnic Studies.</p>		<ul style="list-style-type: none"> ● race ● ethnicity ● minority/majority ● culture ● identity ● stereotype ● discrimination ● prejudice ● ancestors ● nationality
POSSIBLE LESSONS/READINGS	LEARNING TARGETS	
<p>TOPICS:</p> <ul style="list-style-type: none"> ● Introduction to Ethnic Studies <p>READINGS:</p> <ul style="list-style-type: none"> ● “Why Ethnic Studies Was Meant for Me” by Rosana Chavez-Hernandez ● “How Ethnic Studies Connects with Students’ Identities” by Julie Depenbrock ● “The Student Strike that Changed Higher Ed Forever” by Karen Grigsby Bates and Shereen Marison Meraji ● “The Long, Bloody Strike for Ethnic Studies” by Meraji & Demby (podcast) ● “Why Ethnic Studies Matters” by Ron Espiratu (TedTalk) <p>*Additional films, video clips, art, music, and literature may also be included.</p>	<ul style="list-style-type: none"> ● Students will be able to describe the historical struggle to create Ethnic Studies. ● Students will be able to define and apply foundational concepts in Ethnic Studies. ● Students will be able to explain why Ethnic Studies was and is a valuable course. 	
	POSSIBLE ASSESSMENTS	
	Not applicable for intro unit	

Unit 1: Who am I?: My Personal and Social Identities (5-6 weeks)		
UNIT 1 OVERVIEW & EQ SUMMARY		ESSENTIAL VOCABULARY
<p><i>What is identity? What does it mean to be human? What is my story?</i></p> <p>This unit will introduce the foundations of ethnic studies as an exploration of the self by engaging students with lessons about identity formation. Students will build community through intentional activities to build trust and respect. As students map their identities, they will explore how the different pieces interact and intersect. To examine the ways in which identity is socially constructed, students will evaluate value systems and power structures that shape discrimination, stereotypes, and the -isms (racism, sexism, heterosexism, ableism, and ageism). Students will also examine how identity categories have developed and changed in United States history. An additional option is to engage students in a book club or whole-class novel about a fictional text that focuses on identity, race, and gender (see attached list).</p>		<ul style="list-style-type: none"> • identity • ethnicity • race • oppression • gender • sexual orientation • ability & disability • age • class • binary/non-binary • spectrum • perception • social construct • intersectionality • multicultural(ism) • implicit bias • diversity
POSSIBLE TOPICS/READINGS	LEARNING TARGETS	
<p>TOPICS:</p> <ul style="list-style-type: none"> • Identity & Intersectionality • Identity, Representation, & Stereotypes • Immigration, Migration, and Displacement <p>READINGS:</p> <ul style="list-style-type: none"> • Various poems/short stories about identity (George Ella Lyon, Langston Hughes, Rodolfo Corky Gonzalez, Sandra Cisneros, Pat Mora, Tupac Shakur, etc.) • “On the Language of Power” by bell hooks • “The Danger of a Single Story” by Chimamanda Adichie • “The Bear that Wasn’t” by Frank Tashlin • “Why A Different Mirror” and “We Will All Be Minorities” (<i>A Different Mirror</i>) by Ronald Takaki • Excerpts from <i>Between the World and Me</i> by Ta-Nehisi Coates • Excerpts from <i>Borderlands/La Frontera</i> by Gloria Anzaldua • Excerpts from <i>Power, Privilege, and Difference</i> by Allan Johnson • Excerpts from <i>A Queer History of the United States</i> by Michael Bronski • Excerpts from <i>An Indigenous People’s History of the United States</i> by Roxanne Dubar-Ortiz <p>*Additional films, video clips, art, music, and literature may also be included.</p>	<ul style="list-style-type: none"> • Students will be able to describe their identities and cultural practices and analyze how those identities and practices inform their worldview. • Students will be able to recognize and contrast their perception of themselves and others’ perception of them. • Students will be able to discuss how a person’s identities inform their beliefs and actions and how intersectionality can affect one’s position in society. • Students will be able to develop empathy for others’ lived experiences that are different from their own. 	
	POSSIBLE ASSESSMENTS	
	<p>Artistic Representation of Identities</p> <ul style="list-style-type: none"> • Drawing/Painting/Collage • Soundtrack • Poem/Story • Oral History <p>Personal Time Capsule/Artifact Collection</p> <p>Tree of Life Activity</p>	

**Unit 2: Where am I?: Local and Community History
(5-6 weeks)**

UNIT 2 OVERVIEW & EQ SUMMARY

ESSENTIAL VOCABULARY

How was racial identity in California shaped by turning points in history? How did racial policies like colonialism and segregation affect the local community? What does the community look like today and what are its needs?

This unit will allow students to explore the history of California, Los Angeles, and the San Gabriel Valley. Students will explore the experiences of different groups throughout history using primary and secondary sources. They will explore current events that are affecting the local community by evaluating the role of protest and activism as tools of agency.

- oppression
- dominant
- hegemony
- privilege
- institutional
- interpersonal
- internalized
- ideological
- resistance
- transformation
- agency

POSSIBLE TOPICS/READINGS

LEARNING TARGETS

TOPICS:

- 4 I's of Oppression & Colonialism
- Indigenous Peoples of Southern California
- California & Los Angeles History: Race, Gender, Sexuality, Ethnic, and Class Relations
- Migration, Movement, and Displacement
- Local History: San Gabriel Valley / El Monte
- Community Mapping
- Gaps and silences in the way history is narrated

READINGS:

- "Burning Books and Destroying People" by Bob Petersen
- "Stop Saying this is a Nation of Immigrants" by Roxanne Dubar-Ortiz
- Chapters from *East of East* by Romeo Guzmán, Carribean Fregoso, Alex Sayf Cummings, and Ryan Reft
- Excerpts from *A Different Mirror* by Ronald Takaki
- Excerpts from *Lies My Teacher Told Me* by James Loewen
- Excerpts from *A People's History of the United States* by Howard Zinn
- Excerpts from *A Queer History of the United States* by Michael Bronski
- Excerpts from *An Indigenous People's History of the United States* by Roxanne Dubar-Ortiz

*Additional films, video clips, art, music, and literature may also be included.

- Students will be able to describe who has power, who doesn't, and why, and the implications of those power systems on society.
- Students will be able to explain how the 4 I's of oppression operate in society and how to critique the power dynamics.
- Students will be able to analyze historical situations where race and ethnicity played a significant role.
- Students will be able to analyze how historical narratives and interpretations have changed over time.
- Students will be able to analyze the contributions and successes of diverse groups in the United States.

POSSIBLE ASSESSMENTS

Artistic representation of community history

- Photo journal
- Time Capsule
- Interactive Map

Artistic Representation or response to the 4Is' of Oppression historically and in the contemporary world

Written response about a text read in class:

- Article Review
- Film Review
- Book Chapter Review

Unit 3: What can I do?: The Role of Activism to Create Change
(5-6 weeks)

UNIT 3 OVERVIEW & EQ SUMMARY		ESSENTIAL VOCABULARY
<p><i>How do people become agents of change? What role does activism play as part of transforming the self and community?</i></p> <p>This unit will allow students to explore the nature of activism, social justice, and empowerment. Students will analyze various social justice movements through history, their impact on society, and how they have shaped the field of Ethnic Studies. Additionally, students will evaluate the importance of transformation and healing as part of social justice activism. Students may also apply their understanding of activism by conducting a research project about a local community issue. Because participation is an essential element of activism, this project will empower youth to be agents of change. Students might also analyze how various groups are represented in popular culture and media looking for examples that provide counter-narratives. Media can serve to reinforce stereotypes or challenge them. Students will examine media as a tool of activism.</p>		<ul style="list-style-type: none"> • social justice • empowerment • self-determination • healing • transformation • hope • activism • resistance • protest • agency • Talk Show or Pod
POSSIBLE TOPICS/READINGS	LEARNING TARGETS	
<p>TOPICS:</p> <ul style="list-style-type: none"> • Social Justice, Empowerment, and Self-Determination • Movements, Activism, and Resistance • Popular Culture • Critical Media Studies & Media Representation of Identities • Youth Participatory Action Research <p>READINGS:</p> <ul style="list-style-type: none"> • Excerpts from <i>A Different Mirror</i> by Ronald Takaki • Excerpts from <i>Lies My Teacher Told Me</i> by James Loewen • Excerpts from <i>A People's History of the United States</i> by Howard Zinn • Excerpts from <i>A Queer History of the United States</i> by Michael Bronski • Excerpts from <i>An Indigenous People's History of the United States</i> by Roxanne Dubar-Ortiz • "Youth Activism in America: From Armbands and Walkouts to Bus Rides and Voter Drives that Would Shape Our Democracy" by Teena Apeles • "Introducing Critical Media Studies" by Brian Ott <p>OTHER RESOURCES:</p> <ul style="list-style-type: none"> • Project Look Smart • Facing History and Ourselves • MediaSmarts • Teaching Tolerance • YPAR Hub (Berkeley) <p>*Additional films, video clips, art, music, and literature may also be included.</p>	<ul style="list-style-type: none"> • Students will be able to examine how activism and protest are elements of social justice and self-determination. • Students will be able to examine the role of transformational resistance to oppression by analyzing the history of civil rights movements. • Students will evaluate the methods and tools used by social justice activists and groups. • Students will analyze the role of hope in social justice work and think about what success looks like. • Students will participate in self-reflection about their own agency in their school, family, and community. 	
	POSSIBLE ASSESSMENTS	
	<p>Youth Participatory Action Research Project (Individual or Group)</p> <p>Counter-Narrative Media cast about a topic from the unit</p> <p>Future-Oriented Project: Imagine What Can Be</p> <p>Public Servant Announcement</p>	