El Monte Union High School District

Course Outline

School: District
Developed at: El Monte High School

Title:___Ethnic Studies___

Transitional*_____(Eng. Dept. Only)

Sheltered (SDAIE)*____Bilingual*___

AP**_____Honors**_____

Department:_Social Science_

Grade Level (s):10-12

Semester_____Year: X_

Year of State Framework Adoption_____

Department/Cluster Approval   Date

_____   _____

This course meets graduation requirements:	
( ) English	
( ) Fine Arts	
( ) Foreign Language	
( ) Health & Safety	
( ) Math	
( ) Physical Education	
( ) Science	
( ) Social Science	
(X) Elective	

*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.

1. **Prerequisite(s):** Passing grade of C or better in 9th grade English for sophomores, passing grade of C or better in World History or US History

2. **Short description of course which may also be used in the registration manual:**
    This interdisciplinary course is designed for students to identify, interpret, confront and explicate social and historical constructs of identity, race, class, ethnicity, gender, and sexuality in order to dissect their existence and position in the world.

3. **Describe how this course integrates the schools SLOs (Schoolwide Learning Objectives):**

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 Career Readiness, most notably argumentative writing, reading of complex texts, and engagement in structured academic discourse supported by factual evidence. ***

Interpersonal Student Learning Outcomes

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 become more familiar and ultimately become proficient writers.

5.   Describe the interdepartmental articulation process for this course:

This course is the product of a year-long process in which stakeholders from each campus discussed and refined the fundamental components of the course. Students, teachers, administrators and parents were present at the committee meetings and provided their input. Furthermore, several teachers attended conferences sponsored through UCLA, CSU Northridge, CSU Long Beach and the El Ranch School District to observe the various stages of curriculum development and implementation of similar courses in Southern California.

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:

There is a civic engagement/community project component to the course that will provide students the opportunity to volunteer or work with existing community organizations. This exposure will provide students hands-on experience outside of the classroom setting as well as pique their interest in possible career options. In addition, students will have the opportunity to visit various campuses, thus promoting a college-going environment for our students.

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

The instructional materials will be gleaned from the academic texts listed in the PDF file attached. It will be in the format of a college-type reader. Writing Handbook already developed by EMUHSD teachers.

Tools, Equipment, Technology, Manipulatives, Audio-Visual: Chromebook cart, document camera, LCD projector

8.SAMPLE UNIT

Unit I: Stereotypes and Identity

<u>Big Idea:</u> Identity can be both a source of pride and empowerment, particularly if internally constructed by members of a particular group, but also be a toxin that stifles growth and dehumanizes individuals.

<u>Essential Questions:</u>
- What is identity?
- What are the factors that create your identity?
- How do those factors help you grow?
- How have those factors acted as toxins or limitations?
- How has identity & stereotypes changed over time?
- Who benefits from the stereotypes and how?
- Who is hurt by stereotypes? How & Why?
- What can you do to define and recreate your identity so that it is empowering?
- How may one's identity shift given diverse contexts, either as an act of strategy or as an act of subjugation?

Sample Lesson:

Content Objective: Dissect the intersectionalities of your identity and critique systems of power.
Language Objective: Students will discuss and write about the components of their identity.

- Students will verbally share these components in pairs. Students will read and annotate text.
- Students will begin by analyzing images of various groups in the United States. Students will discuss the components of the identities of the individuals featured in the images.
- Teacher will guide students through a discussion to develop defining criteria for identity.
- Students will then brainstorm a bubble chart of their individual identity and share out with partners.
- Students will then be asked hypothesize how these components of their identity place them on a hierarchy of power. How do they compare to traditional notions of power in society.
- Students will then begin to read and annotate excerpts from Gloria Anzaldua's *Borderlands*, Ta-Nehisi Coates, *Between the World and Me*, and Park's Exceptional outgroup stereotypes and white racial inequality attitudes toward Asian Americans.
- Students will read in groups and maintain a dialectical journal where they will a choice to respond to the following prompts for each author:
    1. _____ (author) poses a valid analysis of consciousness in " (insert quote) " because...
    2. _____ (author) needs to further dissect/elaborate on...
    3. I'm still confused by...
    4. I can relate to _____ (author) point on... because...

- Students will generate a comparative matrix that identifies the challenges that each group faces as well as the privileges that each group has as a result of race, gender, sexuality, and class.
- Students will write an argumentative essay on the following prompt: To what extent have African-Americans, Asian-Americans and Latinos in the United States been able to maintain and defend their cultural identity and how has that identity affected their place in the world?
- Students will then revert to components of their own identity and create "Tree of Life" in teams. The metaphor of a tree is designed to generate self-reflection and introspection of students' identity and their place in the world:
    - Roots represent foundations of their identity and origins
    - Branches represent significant events that have contributed to growth. They could also symbolize individuals who have contributed to their lives in a positive way.
    - Fruits represent short term and long term personal goals as well as positive changes they they would like to see in their community.

***The following CCSS standards will be thoroughly and strategically imbedded throughout the course.

CCSS.ELA-LITERACY.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3here for specific expectations.)

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.