

New Course Proposal Form

Author: Kareen Baca	Date: 02/28/2023
School: District Office	

Course Title	Ethnic Studies CP				
Course Description	Ethnic Studies in a content and pedagogy that provides safe and brave spaces where students and teachers center the stories, experiences, and knowledge of people of color, challenge and dismantle racism and intersectional systems of oppression, and cultivate communities that are committed to wellness, liberation, and solidarity.				
Length of Course	<input checked="" type="checkbox"/> Semester		<input type="checkbox"/> Year		
Grad Level	<input checked="" type="checkbox"/> 9-12	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Department	<input type="checkbox"/> English	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Science	<input type="checkbox"/> World Language
	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Visual & Performing Arts	<input type="checkbox"/> Career Technical Education*	<input type="checkbox"/> Other	
	*If CTE, indicate the Industry Sector and Pathway:				
Prerequisite	None				
Corequisite	None				
Is Course A-G	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes. If yes indicate the A-G category			
		<input type="checkbox"/> A- History <input type="checkbox"/> B- English <input type="checkbox"/> C- Math <input type="checkbox"/> D- Science (lab) <input type="checkbox"/> E- World Language <input type="checkbox"/> F- Fine Art (cannot be taught online) <input type="checkbox"/> G- Elective <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> ELD <input type="checkbox"/> Math <input type="checkbox"/> Math/Computer <input type="checkbox"/> Lab Science Biology/ Life Science <input type="checkbox"/> Physical Science <input type="checkbox"/> Integrated Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Interdisciplinary			

Honors Credit?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <i>You can only write for honors credit if an existing course with the same title has been approved for College Prep credit.</i>
Is the course Online, Hybrid, or Classroom Based?	Classroom Based	

Please answer the questions below:

- 1. Rationale for Course: Please describe the need for this course/change. (Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)**

AB101 - Ethnic Studies as Graduation Requirement
 “By affirming the identities and contributions of marginalized groups in our society, ethnic studies helps students see themselves and each other as part of the narrative of the United States. This helps students see themselves as active agents in the interethnic bridge-building process we call American life.” (Ethnic Studies Model Curriculum)

- 2. Do you have sufficient highly qualified staff to teach this course?**

Yes

- 3. Do you have the necessary facilities, equipment, and materials?**

Yes

- 4. What is the anticipated enrollment in this course?**

All 9th grade students starting 2025-2026 school year

- 5. Funding**

Items Needed	Estimate Cost (if known)
Textbooks	TBD
Supplementary materials	TBD
Staffing	TBD
Technology	TBD
Other	TBD

COURSE OVERVIEW

In 3 - 5 sentences, describes overarching content and goals of the course

Ethnic Studies cultivates communities that are committed to holistic wellness, liberation, and solidarity through:

- Critical self-reflection and awareness
- Interdisciplinary spaces committed to critical hope and liberatory education
- Access to loving relationships that are founded on empathy and collaboration
- Addressing personal and intergenerational traumas

Ethnic Studies centers the stories, experiences, and knowledge of Black communities, Indigenous communities, and People of Color through:

- Opportunities that uplift and celebrate their cultural wealth
- Authentic engagement in learning about each person's relationship to race as well as racism
- Studying scholars of color (academic, community-based, and multigenerational scholars)

Ethnic Studies challenges and dismantles systems of oppression through:

- Encouraging critical thinking, reflection, and individual agency
- Denouncing ideology that supports supremacy and dehumanization
- Implementing cycles in which each person: practices identifying and analyzing social problems caused by racism; plans and implements an action-oriented solution; and reflects on the process

Fidelity at the Forefront: The Fight for Ethnic Studies

- Self: The story of my racialized intersectional identity.
- Stories: The collective narratives of my people.
- Systems: The experiences of my people with systems of power and oppression.
- Social Movements: The resistance and resilience of my people in organizing against injustice.
- Solidarity: The transformative solidarity between my people and other communities of color in reimagining a better world.

COURSE CONTENT

Unit 1: Self and Stories: The story of my racialized intersectional identity. The collective narratives of my community and classroom.

Will exploring our identities improve how we interact with each other and use our voices?

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn in the unit

Unit 1 invites students to center and ground their introduction to ethnic studies by deeply reflecting on their roots in order to build community, empathy and solidarity. Learning about an array of identities and worldviews will allow Ethnic Studies classrooms to cultivate authentic relationships. Additionally, Ethnic Studies students will explore the concept of a "narrative," focusing on the existence of both "master narratives" as well as "counter narratives."

- Students will understand the purpose of Ethnic Studies as a discipline.
- They will also reflect on [JUHSD's vision for Ethnic Studies](#) as well as the 5 Principles of Ethnic Studies.
- Students will participate in [a variety of community building activities](#) that are creative and engaging. They will have the opportunity to develop a classroom community.
- Students will learn about what [a land acknowledgment](#) is and why it is important.
- Students will be able to learn about who's original land they inhabit and go to school on.
- Students will also learn about what an [ancestor acknowledgement](#) is and why that is important.
- Students will define the key terms: narrative, master narrative, power, privilege, and counter narrative.
- Students will understand how to apply these terms by watching a documentary highlighting a master narrative as well as a counter narrative.
- Students will begin considering the following questions: (from Dr. Dawn Mabalon)
 - Who am I?
 - Who is my family and community?
 - What can I do to bring social justice to my community and the world?
- Students will begin reflecting on different aspects of their identities, starting with the key terms "[identity](#)" and "[culture](#)."
- Students will practice [oral history](#) by identifying family or community members they can interview. They will collect at least one story connecting to identity or culture
- Students will continue reflecting on different aspects of their identities, expanding to include terms like [nationality](#), [ethnicity](#), [race](#), and [gender](#).
- Students will transcribe and evaluate the content of their interviews.
- Students will learn about the concept of intersectionality.
- They will continue exploring how identity contains multiple layers and now understand the intersectional nature of identity.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

- Students will define key words in the [Vision Statement](#) and the 5 Principles of Ethnic Studies.
- Students can also be assigned a section of either document in order to develop artwork that represents the statement.
- Students will be able to build classroom community by [participating in various introductory activities](#) where they interact with each other. The class will develop flexible classroom agreements together.
- Students will acknowledge the land of the Ramaytush Ohlone in class as a regular classroom practice.
- Students will also practice [connecting to and calling an ancestor](#) from their families or communities while in class.
- Students will be able to begin learning new key terms by filling out and keeping a graphic organizer.
- Students can watch the documentary [Precious Knowledge](#). This is a movie produced in 2011 and is about the Mexican American Studies Program at Tucson High School.
- Another option is students watching the documentary [Colin in Black and White](#). This 6 episode show was created in 2021 and is where Colin Kaepernick narrates his formative years navigating race, class, and culture.
- Students will continue learning new key terms by filling out and keeping a graphic organizer.
- Students will be able to engage with a text/media source about identity and culture in class.
 - Short stories from [America Street](#)
 - Students will be able to express an aspect of their identity/culture in a short paragraph using Constructing Meaning sentence frames.
- They will explore their own [worldview](#) as well. (Click link for UCBHSSP lesson on worldviews.)
- Students will be able to [interview a family or community member](#) outside of class about identity and culture
- Students will be able to learn about key concepts like nationality, ethnicity, race, and [gender](#) by adding

to their graphic organizers and taking notes on a slide deck.

- Students will be able to build more community and think about different identities/cultures by sharing their family interviews in small groups.
- Students will participate in activities that allow them to begin exploring intersectionality.
- Students will be able to reflect on the question “What is my ethnicity and how has it impacted me?” by creating a Pecha Kucha slide deck.
- They will share that slide deck with their classmates and the teacher by presenting it with a script or pre-recording their narrative.
- Students will be able to reflect on community cultural wealth in the classroom during and after the presentations.

Assessments: (Fall and Spring finals. Include proficiency scale)

- Students will be able to participate in a **Youth Participatory Action Research** project by the end of the course.

Unit 2: Systems of Oppression: The experiences of my people with systems of power and oppression. Envisioning a just society.

Do the systems in our society humanize all people?

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn in the unit

Unit 2 empowers students to explore and investigate the dominant systems that have affected communities in the past and present. They will critically examine systems of oppression, understanding how power and privilege have shown up through time. This exploration will connect learning material with students' lived experiences. They will identify positive systems as well, thinking about the values of a humanizing, just society.

- Students identify individuals or groups that wield higher levels of power in the school, city, state, and country. They also identify examples of norms that are widely accepted and contribute to higher levels of privilege.
- Students define aspects of oppressive systems. Within oppressive systems, they understand the concepts of power, privilege, hegemony, and implicit bias.
- Students develop the core vocabulary essential to addressing inequality. They understand that oppressive power dynamics exist on a personal and systemic level.
- Students define ideologies and practices used to discriminate against people of color, particularly racism and the Four I's of Oppression. Students will practice identifying the Four I's of Oppression through case studies, which could include the system of social media. Students will reflect on how the four I's connect to each other and perpetuate systemic oppression.
- Students will learn about colonialism. There were phases historians refer to as “Old Imperialism” and “New Imperialism.”
- Students will examine the different perspectives that indigenous groups and colonizing groups held. They can compare/contrast important worldviews.
 - Native American dispossession of lands/identity/culture through White Supremacist settler colonialism
 - Spain's establishment of Nueva Espana (Latin America) and Las Castas in the Americas
 - Colonization of the Philippines by the Spanish and then the Americans
 - Palestinian dispossession of lands/identity/culture through Zionist settler colonialism
 - Students will understand how the “Four I's of Oppression” are deeply connected to the historical practice of colonialism. Though colonialism was largely motivated by gaining wealth, various oppressive systems were used to acquire colonies and maintain them.

- Students will understand the difference between the terms dehumanization and humanization.
 - They will practice freedom dreaming and envisioning a just society by individually brainstorming characteristics, then collaboratively sorting ideas, and finally color-coding characteristics found in their current environments.
- Students will present their vision of a just society to their classmates through small group or individual presentations.
- As inspiration, students can research different Bay Area/regional artists (who express themselves through music, dance, visual art, poetry, etc.) in order to have examples and models for different ways of telling stories through art

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

- Students will be able to participate in a concept map activity where they explore what words like “power” and “privilege” mean. Then they will have a discussion, teacher discretion on the prompts.
 - “Who has power in _____?”
 - “What is valued and rewarded in our society?”
- Students will be able to begin learning new key terms by filling out and keeping a graphic organizer.
- Students will be able to engage with lessons that highlight discriminatory power dynamics. They will be able to apply the terms power, privilege, hegemony, and implicit bias.
 - Liberated Ethnic Studies lesson: Hegemony and Normalization
 - Check Your Privilege (activity by Do the Work! An Antiracist Activity Book)
 - Making Visible the Historical Narrative in My Community (mapping and naming lesson from UCBHSSP)
 - TV Cartoon Critique (lesson developed by teachers to highlight where we develop implicit biases)
 - Students will be able to continue learning new key terms by filling out and keeping a graphic organizer.
 - Students will learn about the 4 I’s of Oppression by taking notes on an introductory reading and slide deck. (Click each link for sample materials.)
 - Students will be able to analyze texts and media sources curated by the teacher, focusing on identifying the various forms of oppression and how they could be connected to each other. An entry point could be examining social media as a system.
 - Do the Work! An Antiracist Activity Book, discussion on the social construction of race
 - Stamped by Jason Reynold and Ibram X. Kendi, Introduction and Chapter 1
 - The 1619 Project: Born on the Water by Nikole Hannah-Jones and Renee Watson
 - American Born Chinese by Gene Luen Yang (graphic novel)
- Students will learn about colonialism and its historical phases by taking Cornell notes on a few slide decks. Old Imperialism largely occurred after 1492 while New Imperialism occurred mostly during the 1800s-1900s. They will also label and color-code maps to understand the concept better.
 - UC Berkeley: Settler Colonialism
 - UC Berkeley: Doctrine of Discovery justifying occupation in Americas
- Students will be able to continue learning new key terms by filling out and keeping a graphic organizer.
- Students will be able to compare and contrast at least one indigenous worldview with a colonizing worldview.
 - CA History- Social Science Project: Impact of Colonialism on Native People (CA Example)
 - UC Berkeley: This Land is Native Land
 - UC Berkeley: How did the Balfour Declaration and the Mandate for Palestine create tension?
- Through various teacher directed case studies, students will be able to identify the Four I’s of Oppression in colonial contexts.
 - Encounter by Jane Yolen (picture book)
 - An Indigenous Peoples’ History of the United States for Young People by Jean Mendoza,

Debbie Reese, and Roxanne Dunbar-Ortiz

- [I Am Joaquin](#) by Rodolfo Corky Gonzalez
- Students will be exposed to examples of humanizing and inclusive systems. Then, students will be able to practice freedom dreaming and envision a just/humanizing society by participating in an activity called “[In A Just Society](#)” (click link to be redirected to UCBHSSP lesson). They will particularly focus on the questions: What do you think a just school community looks like? (What would make our school better?)
- Then, students will represent their vision through an artistic medium. Students will share their projects in small groups or to the whole class. They will seek models from Bay Area or regional artists.

Assessments: (Fall and Spring finals. Include proficiency scale)

- Students will be able to participate in a **Youth Participatory Action Research** project by the end of the course.

Unit 3: Social Movements and Solidarity: The resistance and resilience of my people in organizing against injustice. The transformative solidarity between my people and other communities of color in reimagining a better world.

Can organizing resistance to oppressive systems bring about change?

Unit Overview: In [3 - 5 sentences](#), describes **content and skills** students learn in the **unit**

Unit 3 provides a space to study social movements that resist oppressive systems from the past and present. Several case studies highlight that communities operating within various oppressive systems have been resilient, empowered, and effective change agents. Often, change necessitates collective critical consciousness and solidarity between groups to achieve social justice.

- Students will **understand** what encompasses **human rights** in the world. They can explore the [Universal Declaration of Human Rights](#) by the U.N.
- Students will analyze and interpret the difference between the definitions of equality and equity through analyzing sources and their own lived experiences.
- Students will **examine** the elements that **cause** social movements, understanding that the denial of basic human rights and equity are at the core. They will also learn about bodily autonomy.
- Students will explore the concept of **transformational resistance** to oppression by examining multiple case studies of how people have fought for self determination and used critical hope in the context of oppressive systems.
- Students will **learn about coalition movements** in order to understand that communities often worked together to bring about change under oppressive systems. Isolation rarely led to change. **Case studies are introduced at this point** and continue to be covered through the end of this unit. Each case study emphasizes solidarity across multiple groups.
- Students will **learn** about the **characteristics** of various social movements throughout history, understanding that **resistance takes many forms**. They will also understand that although social movements may share common origins, the goals of social movements may differ.
- Students will **learn about coalition movements** in order to understand that communities often worked together to bring about change under oppressive systems. Isolation rarely led to change. Each case study emphasizes solidarity across multiple groups. (Refer to objective 3.2 for a list of case studies.)

Assignment Summary: In [3 - 5 sentences](#), describes the **product** students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Activism and Solidarity Case Studies:

- UC Berkeley: [Student Activism in the Black Freedom Struggle, Free Speech Movement, and the Third](#)

[World Liberation Front](#)

- UC Berkeley: [How have Black organizers responded over time to the continuity of police violence?](#) (focuses on Black Panther Party and current injustices)
- CA History-Social Science Project: [Political Activism in the LGBTQ Communities](#)
- CA History-Social Science Project: [How did various movements for equality build upon one another?](#)
- UC Berkeley: [How did the Black civil rights movement influence other activist movements of the late 1960s and 1970s?](#)
- CA History-Social Science Project: [Salvadorenx Political Activism in the 1980s](#)

Black Panther Party
United Farm Workers (Chicano, Filipino, Yemeni)
East LA Walkouts
Feminism
Occupation of Alcatraz
Protest at I-Hotel in SF
Self Determination of Palestine and Anti-Zionism

Students will be able to **compare and contrast two social movements through writing**. One movement may be a unit discussed in class, but the other movement should be researched by the student

Assessments: (Fall and Spring finals. Include proficiency scale)

Students will be able to participate in a **Youth Participatory Action Research** project by the end of the course.

Unit 4: Community Empowerment and Agency: Youth Participatory Action Research Project

What will we do to bring social justice to our communities and the world?

Unit Overview: In 3 - 5 sentences, describes **content and skills** students learn **in the unit**

The course ends with Unit 4, in which students practice taking informed action in the pursuit of social justice. Students utilize skills and knowledge from previous units as they conduct social investigations about local issues in small groups. Final projects may include building educational materials, advocating for policy change, or creating intervention strategies.

Assignment Summary: In 3 - 5 sentences, describes the product students turn in to demonstrate learning. Include detailed but concise descriptions of the parameters of the products?

Students will participate in YPAR. They will form a group that will identify a social problem, research that problem and the ways to address it, and then prepare a community action research project. They will share that project to relevant stakeholders.

Students will learn from guest speakers and ask them relevant questions. They will be exposed to examples of how others participated in a community action research project.

Students will participate in YPAR. They will form a group that will identify a social problem, research that problem and the ways to address it, and then prepare a community action research project. They will share that project to relevant stakeholders.

Students will choose a social issue to research with a small group. They will choose their methodology, which could include conducting interviews, conducting surveys, or doing a literature review. They will review how to formulate questions and how to identify credible sources.

Students will participate in YPAR. They will form a group that will identify a social problem, research that problem and the ways to address it, and then prepare a community action research project. They will share that project to relevant stakeholders.

Students will analyze the challenges in their community by evaluating their evidence and data. With this, they will be practicing critical thinking as they critique oppressive systems.

They will combine a deepened sense of critical consciousness and agency as they move towards a culminating community action research project

Students will participate in YPAR. They will form a group that will identify a social problem, research that problem and the ways to address it, and then prepare a community action research project. They will share that project to relevant stakeholders.

Students will understand that they can share their community action research projects in various ways, which can include: teach-ins, theater of the oppressed, artistic mediums, creating a large exhibit, writing to legislators, holding a protest, creating a social media campaign, etc.

Assessments: (Fall and Spring finals. Include proficiency scale)

Students will be able to participate in a **Youth Participatory Action Research** project by the end of the course

Instructional Materials

List instructional Materials for this Course (you should list all material used in the course of the year)

Type of Material: Textbook, literary text, manual, periodical, scholarly article, website, primary doc, other	Author	Publisher	Edition, Year	URL	Primary book/ read it its entirety? Yes, no
TBD					

Signatures:

Site Approval by	Asra Ziauddin	Date	02/22/23
District Approval by	Kareen Baca	Date	02/22/23

Course Code Information (District Office Use Only)

Course Title	Ethnic Studies CP
Short Course Title	Ethnic Studies CP
Course ID	20129/30 (Jefferson), 20131 (Westmoor & Terra Nova), 20132/33 (Oceana)
Department	Social Science
Grade High-Low	9-12
State Category Code	9179