

# **Los Gatos-Saratoga Union High School District**

## **NEW COURSE PROPOSAL – HIGH SCHOOL**

(Please use this format in proposing new courses or revising courses already approved)

Proposing School: Saratoga High School (in consultation with LGHS) Date: 10/28/2020

Department: Social Studies

Proposer: Margarita Morelle, Faith Daly, Mike Davey (in consultation with the LGHS Social Studies Department)

### **Title of Proposed (or Revised) Course: Ethnic Studies (Pilot)**

#### **I. STATEMENT OF NEED**

Why is this course appropriate and necessary at this time?

The Ethnic Studies course is designed to give high school students an introduction to the experiences of ethnic communities that are rarely represented in textbooks. It is also a compelling way to examine race, ethnicity, nationality, socio-economic and cultural groups in the United States. The course equips students with a critical lens to see the world and their place in it by understanding systems and power at the root of American society and has a goal to motivate students to actively engage in our democracy. Through the Ethnic Studies course, students are supported to discover and use their own power for the benefit of not only themselves, but also that of their community and society at large.

#### **II. STUDENTS INVOLVED**

a. Grade level and other particulars:

9th graders as a pilot/choice

b. Strategies and activities that support the continued learning and success of English Language Learner (ELL) students/Students with Disabilities (SwDs):

Collaborative partner and group structures to access and analyze course content. Students will have a variety of ways to demonstrate their understanding of course content and skills, including reading and writing assignments, listening and speaking assignments, projects utilizing multimedia, and benchmark assessments which will all be assessed using rubrics.

#### **III. PREREQUISITES**

Are any needed (and why)?

No

#### **IV. STAFF REQUIRED**

Which credential is needed? Formula or special funding needed?

Social Studies Credential is needed.

## **V. PROGRAM LENGTH AND CREDIT**

- a. Length of course and number of credits:

This is a semester long course worth 5 credits.

- b. Subject area requirement (graduation/a-g) which will be satisfied with this course:

The course for this pilot year would satisfy the freshman semester social studies college prep requirement.

## **VI. OBJECTIVES**

- a. General – Describe the broad goals of the course.

Designed for students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will develop a fundamental understanding of the intertwined nature of the histories of inequality, discrimination, gender, racial violence, and sexual orientation and provide a foundation for understanding and empathy with social movements for justice, equality, and representation. The Study of these groups of people locally, nationally, and globally can help foster active social engagement and community building. Particular focus will be given to the contributions, and struggles of different racial, ethnic, gender and sexual orientation groups for liberty, equality, and justice in the United States.

Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. 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. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society.

To study these themes, students can consider a variety of investigative questions, including large, overarching questions about the definitions of ethnic studies as a field of inquiry, economic and social class in American society, social justice, social responsibility, and social change. They can ask how race has been constructed in the United States and other parts of the world. They can investigate the relationship between race, gender, sexuality, social class, nationality, and economic and political power. They can explore the nature of citizenship by asking how various groups have become American and examining cross-racial and inter-ethnic interactions among immigrants, migrants, people of color, and working people. They can investigate the legacies of social movements and historic struggles against injustice in California, the Southwest, and the United States as a whole and study how different social movements for people of color, women, and lesbian, gay, bisexual, and transgender (LGBT) communities have mutually informed each other.

Students can also personalize their study by considering how their personal and/or family stories connect to the larger historical narratives and how and why some

narratives have been privileged over others. Lastly, students may consider how to improve their own community, what constructive actions can be taken, and whether they provide a model for change for those in other parts of the state, country, and world.

- b. Course Alignment – State how the course aligns with the District Strategic Plan/WASC goals/department alignment/equity goals:

**Ethical/Effective Citizens who:**

- 2.1 Respect cultural, physical, economic, intellectual, age, gender, religious and sexual diversity
- 2.2 Adopt and value ethical principles and attitudes (i.e. honesty, integrity, responsibility, compassion) and apply them in their daily lives
- 2.3 Recognize and value their responsibility to society and make positive contributions to their community (i.e. register to vote, care for the environment, drive responsibly, volunteer)

**Complex/Critical Thinkers who:**

- 4.1 Have mastered fundamentals of language, history, math, science, world language, and the arts, and use them effectively to enrich their daily life
- 4.2 Demonstrate the ability to collect, analyze, and organize resources and information
- 4.3 Effectively evaluate and analyze data from multiple sources to develop solutions to problems
- 4.4 Use logical decision-making processes
- 4.5 Demonstrate the ability to apply decisions or solutions to future situations by making predictions, connections, and/or recommendations

**Effective Communicators who:**

- 5.1 Read, write, speak, and listen analytically, thoughtfully, empathetically, and reflectively
- 5.2 Use technology thoughtfully, critically, and appropriately as a tool in communication (i.e. correspondence, display of information, expression of ideas, creative self-expression)
- 5.3 Explore, develop, and demonstrate creative expression in a variety of forms

**Collaborative Workers who:**

- 6.1 Perform in a variety of roles as a member of a team: setting goals, facilitating group process and producing a high-quality product
- 6.2 Demonstrate sensitivity to different cultural mores and work effectively with diverse populations in a variety of settings

## **VII. COURSE OUTLINE**

- a. Major Concepts – Outline the skills and concepts, which will be covered in the course.

**Skills:** Historical inquiry and language and literacy will drive the instruction in this course. Students will experience some direct instruction, but will be asked to apply historical thinking and language and literacy strategies as they work individually and in collaborative partner and group structures to access and analyze course content.

Instructional technology will be used as a platform for delivering content and having students complete research and showcase their learning.

**Concepts:** Units of study are listed below along with the corresponding chapters in the Kruse textbook and the Takaki book. Additional supplemental readings and documentaries will also be included..

**Unit 1: Identity Essential Questions:**

How do internal and external factors contribute to the shaping of my identity and the identity of others? How do race, ethnicity, nationality, culture, gender, and sexuality shape identity?

*Kruse*

Introduction & Chapter 1: Race and Ethnicity

Unit 1: The Science of Race

Chapter 2: Human Variation

Chapter 3: Racial Science

Unit 4: Identity, Perception and Prejudice

Chapter 9: Prejudice and Identity

Chapter 10: Race and Perception

*Takaki*

Chapter 1: Why a Different Mirror?

**Unit 2: Humanization and Dehumanization Essential Questions:**

Why is dehumanization a recurring theme in history and how has it impacted our society? How does narrative work to either humanize or dehumanize individuals and/or groups of people in society?

*Kruse*

Unit 2: Race and Nation

Chapter 4: Founding a Racial Republic

Chapter 5: An Empire for Slavery

Unit 3: Racialization

Chapter 6: Inventing the Indian

Chapter 7: Imaging Blackness

Chapter 8: Making the Foreigner

*Takaki*

Chapter 2: Removing the "Savages"

Chapter 3: The Hidden Origins of Slavery

Chapter 4: The Road to Reservation

Chapter 5: Life in Slavery

Chapter 6: The Flight from Ireland

Chapter 7: The War Against Mexico

Chapter 8: From China to Gold Mountain

Chapter 9: Dealing with the Indians

Chapter 10: Japanese "Money Trees"

Chapter 11: Jews are Pushed from Russia

Chapter 12: Up from Mexico

Chapter 13: Blacks Arrive in Northern Cities

**Unit 3: Hegemonic Systems, Power, Causality and Agency Essential Questions:**

How do social, political, and economic systems channel power? How does internal conflict within minority groups work to keep these groups oppressed? How have political and social movements (past and present) either advanced or prohibited the experiences of minorities in America? How do systems impact people, how do people impact change in the system? How does intersectionality shape experiences and movements?

*Kruse*

Unit 5: Structures of Racism

Chapter 11: Economics of Inequality

Chapter 12: The Color of Politics

Chapter 13: Engineering Separation

*Takaki*

Chapter 14: World War II and America's Ethnic Problem

Chapter 15: Calls for Change

Chapter 16: New Waves of Newcomers

#### **Unit 4: Transformation and Change Essential Questions:**

What role do you and I play in the transformation of ourselves, our community and our larger society?

*Kruse*

Unit 5: Structures of Racism

Chapter 14: The Color-blind Era?

*Takaki*

Chapter 17: "We Will All be Minorities"

- b. Activities – Describe the primary activities that will be included in the course.

In this class, we will be looking at and discussing tough subjects like racial and sexual violence, oppression, privilege, and power systems within our country and culture.

We will be reading fiction and non-fiction texts as well as viewing videos and clips that highlight the experiences of ethnic communities that are rarely represented in traditional textbooks. There will be formative and summative assessments along the way to determine student progress and understanding. This will include creative projects, group projects, socratic seminar, reflective and formal writing, a service learning project, and a semester ending research project.

#### **VIII. INSTRUCTIONAL MATERIALS AND EQUIPMENT**

Please indicate the textbooks or other books, which will be used for special equipment needed or other special requirements of this course. Do textbooks match the published standards in this subject area? Cost?

The **main textbooks** that will be piloted will be Messer-Kruse's *Ethnic Studies: Critical Fundamentals* and Ronald Takaki's *A Different Mirror for Young People* and/or Allender &

*Mark's Our Stories in Our Voices*. These texts are aligned with the California History-Social Science Framework for a 9th Grade Ethnic Studies course.

Allender & Mark (2019) *Our Stories in Our Voices* ISBN. 9781524968755 Cost: \$129

Messer-Kruse, Tim. *Ethnic Studies: Critical Fundamentals*. Revised 2nd Edition. Toledo, OH: Achromatic Books, 2018. ISBN. 978-0692985762 Cost: \$19.99

Takaki, Ronald. *A Different Mirror for Young People: A History of Multicultural America*. Rebecca Tefoff, adaptor. Salem, OR: Triangle Square Publishing, 2012. ISBN. 978-1609804848. Cost: \$19.99 (Also available in paperback. ISBN. 978-1609804169. Cost: \$14.59)

### **Potential Supplemental Texts:**

Bronski, Michael. *A Queer History of the United States for Young People*. Richie Chevat, Adapter. Boston: Beacon Press, 2019. ISBN: 978-0807056127. Cost: \$15.53 Paperback.

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States for Young People*. Jean Mendoza and Debbie Reese, Adapters. Boston: Beacon Press, 2019. ISBN: 978-0807049396 Cost: \$15.59 Paperback

Gerber, David. *American Immigration: A Very Short Introduction*. 2nd Edition. New York: Oxford University Press, 2021. ISBN: 978-0197542422. Cost: \$11.95 Paperback

Kendi, Ibram X. and Reynolds, Jason. *Stamped: Racism, Antiracism, and You*. 1st Edition. New York: Little, Brown Books for Young Readers, 2020. ISBN 978-0316453691. Cost: \$12.98 Hardcover

## **IX. EVALUATION**

How will the effectiveness of this course be evaluated?

Teachers will use a variety of formative and summative assessments. Students will have a variety of ways to demonstrate their understanding of course content and skills, including reading and writing assignments, listening and speaking assignments, projects utilizing multimedia, and benchmark assessments which will all be assessed using rubrics.

The pilot curriculum is based on the current framework. It will be reviewed after the first year for effectiveness, student feedback, and expected changes in requirements from the State of California.

## **X. Timeline**

Date reviewed by Leadership Team: 11/16/20

Date reviewed by District Cabinet: 12/16/2020

## Staff Signatures

*Greg Louie*\_\_\_\_\_

SHS Principal's Signature

*Hana Chen*\_\_\_\_\_

SHS Department Chairperson's Signature

*Paul O. Robinson*\_\_\_\_\_

LGHS Principal's Signature

*Marcy Cooper*\_\_\_\_\_

LGHS Department Chairperson's Signature

*Carrie Bosco*\_\_\_\_\_

Associate Superintendent's Signature



Superintendent's Signature

Date of Board Approval: \_\_\_\_\_