



## Santa Rosa City Schools Course Proposal: Ethnic Studies English 9-10

Proposal Submitted By: Educational Services

**Needs Statement:** Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

In 2020, the Santa Rosa City Schools Board moved to make Ethnic Studies (ETHS) a graduation requirement for the class of 2025. Similarly, the State of California mandates Ethnic Studies for the class of 2029-2030. Previous board reports include the plan to increase course offerings in order to provide a clear path to meet the ETHS graduation requirement in a way that best supports our students' personal and academic interests.

**Graduation Requirements:** Specify which requirement is met. (High School only)

This course satisfies 10 English credits. This course concurrently meets the Santa Rosa City Schools' district requirement for Ethnic Studies.

**UC a-g Requirements:** Specify which requirement is met. (High School only)

This course will be submitted for approval as a "b" course by the UC/CSU systems.

**Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.**

In July 2020, Santa Rosa City Schools approved Ethnic Studies as a course of study and as a graduation requirement. This course will allow students to concurrently meet 10 English "b" and 10 unit ETHS requirements.

**Explain the measurable learning outcomes**

**Students will:**

- think independently and critically about issues of race, ethnicity, identity, and power in American society.
- understand the ideas of community assets and cultural wealth.

- learn about the experiences and histories of marginalized ethnic groups in the United States.
- explore and learn about how power and privilege has impacted the experiences of marginalized ethnic groups.
- brainstorm, create and implement a youth led participatory action project to address issues of injustice that arise from units of study.
- build language, concepts, and skills for identifying and articulating the ways this course differs from traditional course content and why it is valuable.
- read texts in a variety of genres and from a variety of perspectives.
- read texts that counter the dominant narrative.
- be able to explain the importance and significance of those texts.
- explore contemporary issues confronting different cultural identities and populations.
- analyze literary elements within a text.
- analyze how elements of fiction (plot, setting, character, point of view, style, voice, symbol, or theme) create meaning in a narrative.
- communicate in clear and persuasive prose and speech about contemporary and historical issues at the heart of American culture and society.
- write clearly, effectively and creatively and will adjust their writing style as appropriate to the content, audience, and purpose of the context and nature of the subject.
- participate in collaborative conversations in which they discuss complex issues
- write a variety of expository essays, research papers, pieces of creative writing, and journal responses with attention to developing and supporting a compelling thesis.

### Course Description (To be used in the course catalog)

This college preparatory course prepares students to meet district and state standards with a focus on broadening students' understanding of literature and nonfiction pieces from different cultures and perspectives. Students will examine the experiences, struggles, and joys of Indigenous, Latinx, African American, and Asian/Pacific Islander peoples and will explore the intersectionality of gender and the LGBTQI community. Students will analyze cultural wealth, intersectionality, race, ethnicity, and identity in America while achieving mastery of key California Common Core Standards for English Language Arts.

### Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

### Course Overview:

Ninth Grade Ethnic Studies English Language Arts engages students in a varied exploration of reading, writing, speaking and listening through the critical analysis of contemporary and historical issues of race, ethnicity, identity, power, and gender. Students will study the histories, experiences, struggles and joys of Indigenous, Latinx, African American, and Asian/Pacific Islander communities through literature, poetry, and non-fiction written by people within those communities. Wherever possible, this course highlights local writers and community members (further, this course is designed to be a living guide responsive to the students and the current environment and social conditions in which they live). Students will think and discuss critically and constructively and will write creative pieces of fiction and poetry in addition to both analytical and expository papers using process writing. This course will introduce ninth graders to the research process. The writings and research will establish knowledge to enlighten and empower their respective communities. By studying the history and current events related to race, ethnicity, identity, and gender, students will develop respect and empathy for individuals and groups of people locally, nationally, and globally to build self-awareness and empathy and foster active social engagement.

**Essential Questions addressed throughout the course:**

1. What is identity? How do we define ourselves? What makes up your identity?
2. How have the historical and contemporary experiences of Indigenous, Latinx/Chicanx, Black, and Asian people been shaped and affected by the structures and systems in the United States?
3. What stories have gone untold and how do we incorporate and honor those stories?
4. How do we facilitate the ability of individuals to reclaim their own voices?
5. What is intersectionality and why is it important?

**Unit Overviews and Key Assignments:**

**Unit 1: Race, Ethnicity, Identity in America**

The first unit provides an introduction to the key terms of race, ethnicity, racism, stereotyping, identity, and discrimination. With a focus on identity, students will understand the various tenants of ethnic studies. Students will read various fiction, non-fiction, and related sources and they will be asked to consider and respond to the following:

**Essential Questions:**

1. What is identity? How do we define ourselves? What makes up your identity?
2. What is the difference between race, ethnicity, national origin?
3. How has race been socially constructed?
4. What is intersectionality? How does intersectionality impact identity development?

**Supplemental Questions:**

- What are the origins of race, racism and white supremacy in the USA?
- What does oppression mean and how was/is it carried out?
- What does it mean to be “colorblind”? What is “colorism”?
- How have people of color challenged racist laws in the United States?
- What is prejudice, stereotype, and discrimination?
- How can stereotypes affect our thinking of different social groups?
- What are your own identities, privilege(s), and positionality in relation to systems/institutions of power?

### Core Assignments:

1. Social- Identity Wheel After creating an understanding of identity, students will explore their own various social and personal identities. They will create a graphic that organizes each factor and place it along a wheel.
2. Cultural Wealth Tree: Students will learn about Tara Yosso’s cultural wealth model and will explore their own areas of wealth. They will create a group display of their assets
3. “Where I am From” poem The students will be asked to think of significant items in their lives, things that have helped shape their memories, family beliefs that have molded the way they believe, and a description of their place within their family using figurative language. After this brainstorm, students will create their own “Where I am From” poem using a template.
4. The Belonging Project--students will examine the photographic journalism project that depicts immigrants with an item that represents their native identity. Then, students will identify an object of their own that holds importance to them. This project aims to develop empathy and understanding. Students will note our common humanity while recognizing that we are each unique individuals with distinct identities.
5. Daily Journaling in the form of a blog addressing the issues relevant to the social identity the student relates to most.

### Suggested texts:

#### Non-fiction

- Selected Readings from *A Different Mirror: A History of Multicultural America* (Ronald Takaki)
- Selected Readings from *A Young People’s History of the United States* (Howard Zinn)
- “Age, Race, Class, and Sex: Women Redefining Difference” by Audre Lorde

#### Poetry

- “Two Worlds” by Pat Mora
- “Raised by Women” by Kelly Norman Ellis

#### Fiction

- “Desiree’s Baby”



- Selections from *House On Mango Street*
- Selections from *The Poet X*
- Selections from *The Joy Luck Club*

Other media:

- TEDTalk: [Thandie Newton--Defining and Redefining the Self--](#)What makes you you?
- TEDTalk--[Hetain Patel--Who Am I? Think Again--](#)Hetain Patel's performance plays with identity, language and accent -- and challenges the audience to think deeper than surface appearances.
- TED Talk: Why Ethnic Studies Matters - Ron Espiritu

## Unit 2: Indigenous

Students will study and explore the experience of Indigenous Americans both historically and in terms of contemporary issues. In order to understand a more accurate historical narrative, students will read First Nation fiction, non-fiction, poetry, and related texts and will engage in a multi genre and oral storytelling unit.

### Essential Question(s):

1. What is indigeneity? What does it mean to be indigenous through an intersectional lens? What is your indigeneity?

### Supplemental Questions:

- Who are the Native peoples in Sonoma County? What are their experiences?
- What is the correct terminology to address Native people?
- What are some common themes in Native American Literature?
- What role has cultural and language assimilation played in the experience of First Nation peoples? How have Native peoples maintained their identities and communities through preservation of their language?
- What role has the removal of ancestral-land played in the experience of Native people as told by Native American authors?
- Who were the key players in the Native American civil rights, human rights, and religious rights movements?
- How does erasure impact communities?
- What opportunities do students have to enact positive change for First Nations?

**Core assignment:** Students will produce a multi-genre portfolio including a piece told in oral storytelling tradition. Some of the other genres may include creative writing, news articles, poetry, song lyrics, postcards, brochures, letters/ journal entries, etc. The portfolio can be online as a slideshow, or a hardcopy in a folder.

**Guest speaker ideas:** First Nation activists/ field trip to cultural centers, museum, etc.

**Field Trips:** Sonoma County Museum, CIMCC California Indian Museum and Cultural Center, SRJC Jesse Peter Museum

**Suggested Texts:**

Non-fiction

- Selected readings from *First Families: A Photographic History of California Indians* by L. Frank Manriquez
- Selected readings from *An Indigenous Peoples' History of the United States for Young People* by Roxanne Dunbar Ortiz
- Selected readings from *All the Real Indians Died Off and 20 other myths about Native Americans* by Dina Gilio Whitaker and Roxanne Dunbar Ortiz

Fiction

- *Grand Avenue* by Greg Sarris

Poetry

- Selected poems from *Poet Warrior* by Joy Harjo
- Selected poems from *New Poets of Native Nations* by Heid E. Erdrich

Other media

- Clips from Reservation Dogs on FX

**Unit 3: Chicanx, Latinx**

In this unit, students will explore the various ethnic and language identities within Chicanx/Latinx communities. Students will be introduced to the research process in order to engage in local issues that disproportionately affect the Chicanx and Latinx community.

**Essential Questions:**

1. What does it mean to be Chicanx? Latinx? Hispanic?
2. How did the various ethnic and language identities within this community develop?

**Supplemental Questions:**

- What are the origins and structures of Chicanx and Latinx literature?
- Who were the major players in the Chicanx and Latinx movement for civil rights?
- Who are some major authors during the period of major literary art production in the Chicanx and Latinx community? Include a focus on female, non-binary author contributions as well.
- How do various Chicanx and Latinx authors write on the topic of identity in their work?
- What are some contemporary issues affecting Chicanx and Latinx literature?
- What are various themes in contemporary Chicanx and Latinx literature?
- How does the media portray the issues of immigration and crime?

- How can students enact positive/transformational change in Chicanx/Latinx communities?

### Core Assignments:

1. Group research project with teacher vetted resources (with an eye on a Youth Led Participatory Action Project). Using teacher vetted resources, students will research an issue pertaining to the local Chicanx/ Latinx youth community. Groups will create an infographic in order to represent their understanding and spread awareness about the issue.
2. Suggested field trip(s): Community: Carrillo Adobe; SoCo Museum Dolores Huerta Foundation, Sonoma County Monarch Project Art, SF Mission District.
3. Analyze Dolores Huerta's impact on the farmworkers rights movement in California, and compare it to that of Cesar Chavez's. Study and explore Huerta's ongoing activism in women's rights, immigration, and farmworker's rights. Annotate, and then compare and contrast the language and call to action in each activist's collection of speeches. Write speech with rhetorical and persuasive devices in defense of one of the aforementioned issues. Alternatively, write a letter of admiration to Dolores Huerta.

### Suggested texts

#### Non-fiction

- *How to Tame a Wild Tongue* and/or *La Conciencia de la Mestiza* by Gloria Anzaldúa
- *A Piece of My Heart/Pedacito de mi Corazon* by Carmen Lomas Garza

#### Fiction

- *How to be A Chicana Role Model* by Michelle Serros
- Selected readings from *Living Beyond Borders: Growing up Mexican in America* by Margarita Longoria
- *The Book of Unknown Americans* by Cristina Henríquez

#### Poetry

- *Two Worlds* by Pat Mora
- *To Live in the Borderlands Means* by Gloria Anzaldúa

#### Other media

- Clips from film *Mi Familia*
- "Hair" by Elizabeth Acevedo, produced by The George Washington University
- Clips of or PDF of Dolores Huerta's Sacramento Speech
- Dolores documentary (PBS)

### Unit 4: African American

While reading various fiction, non-fiction, poetry and other sources, students will consider the various ethnic, cultural, and linguistic identities of African American

communities. Students will develop their linguistic and literary analysis skills by writing an analysis of African American literature and hip-hop.

**Essential questions:**

1. What role does self-determination play in the trajectory of the African American community?
2. How did the various ethnic, cultural, and language identities within African American communities develop?

**Supplemental Questions:**

- What role does African American literature play in the identity development of the United States?
- How does the literary history of African American communities influence the contemporary literary production from African American authors?
- What role did youth play in the Civil Rights Movement? What role do the youth play in the modern Black Lives Matter movement?
- How does the policing of young African American in the United States relate to the school-to-prison pipeline?
- How have movement leaders within the African American community understood how to bring about and affect change?
- How does the language of hip hop reflect the social and political experiences of the African American community?

**Core Assignment:**

1. Students will be introduced to literary analysis via poems, short stories, non-fiction and other texts. Teachers will model the literary analysis process and skills so that students will find success in the writing process.
2. Students will study various Hip-hop songs and poems. Through analyzing the linguistic nature of the songs, students will develop an understanding of African American narrative. Students will engage in their own creative writing to emulate this form of storytelling in order to tell their story.

**Suggested Texts**

Non-fiction

- “Black Men And Public Spaces”--Brent Staples
- Malcolm X--excerpts from *Autobiography of Malcolm X* and selected essays and speeches
- Angela Davis--selected essays/speeches
- Dr. Martin Luther King, Jr. (selected essays and speeches)
- “What We Don’t Learn About the Black Panther Party But Should” (Lesson from *Teaching for Black Lives*)
- *Brown Girl Dreaming* (memoir) by Jacqueline Woodson



## Fiction

- *I am Alfonso Jones* by Tony Medina
- *The Children of Blood and Bone* by Toni Adeyemi

## Poetry

- Selected Maya Angelou poems
- Selected Lucille Clifton poems
- Selected Audre Lourde poems
- Selected Hip Hop lyrics
- “Black Like Me” by Renee Watson
- “Ode to the Only Black Kid in Class” by Clint Smith

## Other media

- Eyes On the Prize--PBS Series (clips)

## Unit 5: API

In this unit students will read indigenous Asian and Pacific Islander stories, origin stories, and poems. They will examine the joys and challenges of the API community. Students will develop their response to literature skills through various literary analysis writing and creative writing emulating form and style.

### Essential Questions:

1. What are the various histories and experiences of API communities in the United States?
2. How did the multiple ethnic and linguistic identities within and among API communities develop?

### Supplemental questions:

- What does the term “monolithic ethnic minority” mean? How does lumping all Asian groups under the category “Asian American” affect the specific ethnic groups within the Asian American Community such as the Pacific Islanders and Southeast Asian communities?
- What are some of the push-pull factors that contributed to the formation of API communities in our local area and beyond? (Santa Rosa, Bay Area, beyond)
- What role did Asian Americans play in the growth and development of our community? (Focus on China Village in Santa Rosa).
- What opportunities do students have to enact positive change for Asian Americans, especially with the rise of Anti-Asian violence across the U.S.?

### Core Assignments:

1. After reading one of the suggested texts and a companion text, students will write a response to literature where they use excerpts from both pieces in

order to answer the writing prompt. Students will engage in the drafting and revision process in order to develop and strengthen their writing skills.

### **Suggested Texts**

#### **Fiction:**

- *The Best We Could Do* - Thi Bui
- *American Born Chinese* - Gene Luen Yang

#### **Non-Fiction:**

- "Why I Love a Country that Once Betrayed Me" - George Takei
- Selections from *The Joy Luck Club* - Amy Tan
- *Woman Warrior* - Maxine Hong Kingston
- Selected poems by Imaikalani Kalahale "Making Rope"; "Maoli"; and others
- *The Deluge: New Vietnamese Poetry* and anthology trans.-Linh Dinh

#### **Other media**

- Chinatown Rising-Documentary-<https://www.chinatownrising.com/>

### **Unit 6: Gender Studies**

In this unit, students will study and explore issues surrounding gender identity, roles, stereotypes, and discrimination. This unit will also cover the pressing issues of the LBTGQ community. Students will read various works of fiction, nonfiction, and poetry relating to these issues and they will explore the forms of activism. Students will create their own credo and create a "Why Ethnic Studies" campaign as a culminating activity for ethnic studies.

#### **Essential Questions:**

1. How do systems of power and privilege disproportionately affect some communities?

#### **Supplemental questions:**

- What are microaggressions?
- What is patriarchy, sexism, and homophobia?
- Who are the people/groups with power and privilege? Have the groups/ people/ individuals changed over time? Which groups or identity categories are newly affected?
- What do we all need to be vigilant of to ensure we do not further contribute to marginalization?
- How does heterosexism discriminate against the LGBTQ community and how have people organized for representation LGBTQ rights?

#### **Core Assignments:**

1. Students will select a book to read in a literature circle unit. Students will have specific group roles while reading the text in order to help facilitate the whole group's understanding of their selected text. After they read, they will

consider the essential questions for the unit and discuss how the novel answers those questions.

2. At the end of the unit, using information from the whole year, students will create a Credo/ Manifesto (personal mission statement) in which they reflect on their personal identity, how they want to be seen, and how they see others.
3. *Why Ethnic Studies?/Ethnic Studies* campaign. Students will revisit what they learned throughout the year and will mount a public campaign that reflects the most important takeaways. These can be posters placed around campus or slideshows on the school website.

### Suggested Texts

Fiction: (Lit Circle mini-unit)

- Aristotle and Dante Discover the Secrets of the Universe - Benjamin Alire Sáenz
- Owls Don't Have to Mean Death - Chip Livingston
- Felix Everlasting - Kacen Callender
- Snapdragon - Kat Leyh
- Darius the Great Is Not Okay - Adib Khorram
- Juliet Takes a Breath - Gabby Rivera

**Budget-** budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	NA	NA
Instructional Material Supplies per student (textbooks, software, etc.)	\$35,000	
Services (training, equipment maintenance, contracts, etc.)	\$30,000	Yes, as needed for ongoing training for teachers.
Capital Outlay (remodeling, technology, etc.)	NA	NA
<b>Total Projected Costs</b>	<b>\$65,000</b>	

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need

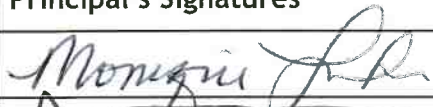



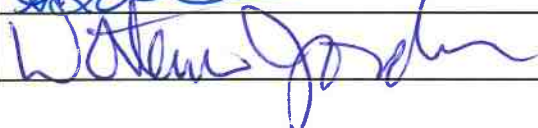
Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	MC45	Approved
	MHS	Approved
	EAHS	Approved
	PHS	approved
	RA3	approved

<i>[Signature]</i>	SRHS	Approved
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District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
<i>[Signature]</i>	RHS	Approved
<i>[Signature]</i>	SRHS	Approved
<i>[Signature]</i>	MHS	Approved
<i>[Signature]</i>	MHS	Approved
<i>[Signature]</i>	MCHS	approved
<i>[Signature]</i>	ECHS	Approved
<i>[Signature]</i>	PHS	Approved



