



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

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 an honors level "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.

This course will allow students to concurrently meet 10 English "b" and 10 unit ETHS requirements. It is based off of the previously approved ETHS 9P/10P course but asks for a deeper level of analysis and inquiry.

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.
6. [Hyphenated Americans](#) assignment: Students will screen the stories under hyphenated americans (NYT) and create their own videos around their own hyphenations.

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 about a choice of topics related to indigenous history. 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. Students will need to engage in research to gain insight and inspiration for their creative pieces.

Potential Topics:

- Indian boarding schools
- Land back movement
- Land stewardship
- American Indian Movement
- Standing Rock/Dakota Access Pipeline
- Trail of Tears/Cherokee removal (establishing of reservation systems)
- Wounded Knee
- Tribal sovereignty
- Reservation/Rancheria systems
- History of treaties/anti-indian policies

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

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 Chicax? Latinx? Hispanic?
2. How did the various ethnic and language identities within this community develop?

Supplemental Questions:

- What are the origins and structures of Chicax and Latinx literature?
- Who were the major players in the Chicax and Latinx movement for civil rights?
- Who are some major authors during the period of major literary art production in the Chicax and Latinx community? Include a focus on female, non-binary author contributions as well.
- How do various Chicax and Latinx authors write on the topic of identity in their work?
- What are some contemporary issues affecting Chicax and Latinx literature?
- What are various themes in contemporary Chicax and Latinx literature?
- How does the media portray the issues of immigration and crime?
- How can students enact positive/transformational change in Chicax/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 Chicax/ 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.
4. MEChA and El Plan de Santa Barbara assignment: Students will watch the documentary *Chicano! Quest for a homeland* and then read/analyze El Plan de Santa Barbara and write a reflection essay on a teacher given quote from the plan and discuss its relevance to their own education
 - a. Quote: "At this moment, we do not come to work for the university, but to demand that the university work for our people."

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 Anzaldua

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)
- Chicano! documentary
- El Plan de Santa Barbara

Unit 4: African American

While reading various fiction, non-fiction, poetry and other sources, students will take into account the various ethnic, cultural, and linguistic identities of African American communities. Students will engage in linguistic and literary analysis 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 analyze various Hip-hop songs and poems. Through analyzing the linguistic nature of the songs, students will arrive at an in-depth understanding of African American narrative forms. Students will apply the SOAPstone analysis in order to understand how language influences meaning. 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 using excerpts from both pieces in order to compare and contrast the language in each piece and how it impacts meaning. 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 Kalahela “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.
4. Students will present their manifestos at a staff meeting and articulate the importance of ethnic studies in their education.

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 Ever After- Kacen Callender
- Snapdragon - Kat Leyh
- Darius the Great Is Not Okay - Adib Khorram
- Juliet Takes a Breath - Gabby Rivera

Unit 7: Social Justice Praxis Project

In this unit students will be introduced to a model of inquiry and action research known as praxis as a way of applying newfound knowledge to their communities and working together to address social inequities that exist in their school and/or home communities.

Essential question:

1. How do I apply what I have learned in this class to take action against injustice and inequity in my community?

Supplemental questions:

- What communities do I belong to?
- What problems do I see in my communities?
- Who has already addressed these issues? How have they done so? What impact are they having?
- What actions can I take to address these issues?
- How can I work with others to address these issues?
- How can I use my voice to educate and empower my communities?
- What is the impact of my actions in addressing these issues?
- Have my actions impacted inequity and injustice in my community? How?

Core assignments:

Students will apply the cycle of critical praxis (as developed and used by Jeff Duncan-Andrade) to an issue of inequity, oppression, or injustice that they see in their community. In doing this they will identify a problem, research the problem, develop a plan of action, implement their action plan and reflect on the impact of their action plan. The cycle of critical praxis will include:

- Creating an informational poster/infographic on a community organization that is addressing a social need in students' community.
- Connecting with this community organization (interviewing a leader, receiving mentorship, contributing volunteer work/shadowing)
- Collaborating with others (classmates, community folks) to develop a collective plan of action that directly addresses their social inequity.

- Taking action! Collaboratively work together to implement their action plan.
- Reflecting on the impact of their action plan and glean key lessons from their participation in the process of critical praxis through a reflective narrative assignment.
- As a final step, students will share their key lessons with their class and/or community (parents, school, partner organizations, etc) through an oral/visual presentation (video, gallery walk, speech, slideshow, etc).

Suggested texts/resources:

- Excerpts from *The Art of Critical Pedagogy* by Jeff Duncan Andrade (Introduction)
- Clip from Precious Knowledge (of students executing their research projects)
- Freire’s levels of consciousness
- Collection of community organizations and what they do/contact person
- Historical examples of young folks taking action against injustice
 - Student walkouts in Los Angeles/Chicano moratorium
 - Mendez v. Westminster (1954)
 - Lemon Grove School District (1931)
 - Black Panther Party
 - American Indian Movement (Alcatraz reclamation)
 - Current events (Iran, National student walkouts against gun violence,
- Handouts on the cycle or critical praxis, explaining each phase/stage
- Facing History and Ourselves Civic Action Toolkit

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.)	NA	NA
Services (training, equipment maintenance, contracts, etc.)	NA	NA
Capital Outlay (remodeling, technology, etc.)	NA	NA
Total Projected Costs	\$0	\$0

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)	NA
Categorical Funds (include related programs)	NA
Career Technical Education (must be for an approved CTE course)	NA
Department Funds	NA
Other (be specific)	NA




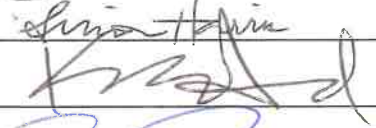



Appendix of Additional Documents

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

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	Elsie Allen High School	Approved
	Maria Carrillo High School	Approved
	Montgomery High School	Approved
	Piner High School	Approved
	Ridgway High School	Approved!
	Santa Rosa High School	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	Elsie Allen High School	Approved
	Maria Carrillo High School	Approved
	Montgomery High School	Approved
	Piner High School	Approved!
	Ridgway High School	Approved!
	Santa Rosa High School	Approved
	Educational Services	Approved